

Teaching Study on Application of MOOC in Ideology and Politics Class in Advanced Vocational Colleges

XU Meiyong^{[a],*}

^[a]Lecturer, Chongqing Youth Vocational & Technical College, Chongqing, China.

*Corresponding author.

Supported by Chongqing Humanity and Social Science Research Project “Study of to Strengthen Effect of Practical Teaching in Ideology and Politics Theories Class in Advanced Vocational Colleges”(13SKT20); a Humanity and Social Science Research Project of Chongqing Education Committee in 2014 “Study on Method and Path of Transferring Red Resources in Chongqing to College Ideology and Politics Education Resources” (14SKZ07); a Humanity and Social Science Research Project of Chongqing Education Committee in 2014 “Study on the Using of new Media in College Students’ Honesty Education” (14SKS16); Annual Key Research Project of Chongqing Youth Vocational & Technical College in 2014 “Study on the Path of Developing Advanced Vocational Students’ Core Socialist Values Under Background of Multiculture” (CQY2014001).

Received 14 May 2016; accepted 15 July 2016

Published online 26 August 2016

Abstract

When MOOC is popular around the world, how to reform teaching of ideology and political theories in advanced vocational colleges is a subject that we need to face and study on. Facing challenging of MOOC, utilizing its advantages and applying it in class are meaningful for improving effect of teaching ideology and political theories in advanced vocational colleges and enhancing the timeliness of it.

Key words: MOOC; Advanced vocational college; Ideology and political theories class

Xu, M. Y. (2016). Teaching Study on Application of MOOC in Ideology and Politics Class in Advanced Vocational Colleges. *Canadian Social Science*, 12(8), 45-49. Available from: <http://www.cscanada.net/index.php/css/article/view/8717> DOI: <http://dx.doi.org/10.3968/8717>

INTRODUCTION

MOOC, briefed from Massive Open Online Course, is a teaching mode that comprehensively applies camera languages, technique tools and teaching theories to

decompose, combine, reform traditional course contents base on students’ interests and characters, which are edited into study modules that are rich in content, assembled systematically and shown to students via internet in purpose of letting them study, experience, interact and gain knowledge. MOOC be raised in 2008 in the United States. From the end of 2011, famous universities, including Stanford, Harvard and MIT, began to provide open online courses, which are welcomed and supported by students all over the world. Thus, MOOC gets popular around the world.

MOOC in China developed fast in 2013 and became an important phenomenon that gained attention from education circles. In 2015, Ministry of Education has the emphasized importance of promoting combination of informational technologies and education works, as well as construction and sharing of teaching resource of high quality in main working points. Also, in the same year, it published *Advises From Ministry of Education on Promoting Advanced Colleges to Construct Open Online Courses and Management of Them* in April, which provided political guide and support for raising of massive open online courses, as known as MOOC, and which also reflected inevitable trend of involving MOOC in reformation of teaching mode of college courses. Thus how does ideology and political theories, as a compulsory course, achieve reformation base on MOOC platform, is a subject that we need to face and study deeply.

1. NECESSITY OF APPLICATION OF MOOC IN IDEOLOGY AND POLITICS THEORIES IN ADVANCED VOCATIONAL COLLEGES

(a) Good for taking and solidarizing ideology front and applying role main channel of ideology and politics course in education of college students.

“Massive Open Online Course”, which is risen from the Western countries, attracts the attention of hundreds of millions of your people. With the continuous development of MOOC class, Western countries will continue sharing their geography, history, outlook on the world, life and values educational MOOC class, even for free. This will certainly allow the ideology of Western countries to show themselves in front of our young people, who are at a critical time of their formation of the world, life and values, and have a great impact on them. Their ideas are at a transitional phase from immature to real maturity, which means they are easy to be shaped and susceptible to outside influence. Traditional ideology and political education model have been greatly challenged and it must adapt to changes in the external environment to seek innovative ideas and changes. In addition, with the development and application of Internet, students on campus can obtain information via the web, WeChat and other social media in order to know better about this world. However, information available on these social media can be quite different from information provided by authoritative media; especially those which are inconsistent or contrary to the mainstream ideology. Though we don't need to be too scared, it is necessary to keep being alerted to these thoughts spread and transfer teenagers' attention to mainstream socialist ideology. College ideology and political theories course are the focus of ideological work of college students. Thus we have a responsibility and obligation to offer this course on platform of MOOC, which is conducive to the consolidation and occupation of ideological positions, to continually play its role as the main channel of ideological and political education of college students.

(b) Helpful in stimulating students' motivation to study and meeting students' individual requirements on counseling and studying.

In traditional ideological and political theory teaching, advanced vocational students have few interests and motivation in studying. Due to limited time of course and larger number of classes, it is difficult to make individual counseling in class. Teaching is centered at teacher but student. MOOC appears to offer the possibility to change this situation. MOOC integrates traditional classroom teaching and benefits of online video study, which makes possible for students to study base on their own skills and to study on targets or to review repetitive. Thus students have a greater autonomy. Meanwhile, students are able to fully utilize resources on MOOC platforms to download or upload assignments, which will achieve more communication and higher study efficiency. The way of MOOC teaching encourages students to arrange schedule and control study processes independently. They are allowed to ask corresponding questions during the study, which represents the dominant position of students. Thus students are encouraged to be involved in study actively,

which founds their study abilities. At the same time, teachers can check study progresses of different students. According to feedback of MOOC study, they are able to carry out one-on-one tutoring base on student, which is well-directed.

(c) Helpful in guiding student to research actively and to study cooperatively, and in developing students' comprehensive vocational abilities.

Advanced vocational education is aimed at developing people with high-quality talents with comprehensive vocational abilities. In teaching of advanced vocational education, besides improving professional skills of students, it is also of great importance to develop their self-study ability, practical ability, communication skill, innovation skill and other comprehensive abilities. However, students of advanced vocational colleges prefer to focus on specialized courses that are helpful in finding a job. They ignore general courses that are aimed at promoting humanities, including ideology and political theory. In traditional teaching mode, teacher teaches and students receive passively, which are not in a position to improve students' comprehensive professional skills. In converting teaching mode base on MOOC, teacher leads students to self-study in advanced of class and to complete projects assigned by teacher. In this way, students' abilities to self-study and practice are both improved. In addition, in this mode, students are able to bring questions to classroom and figure out answers via in class communication, group discussion and teachers' guidance, which will deepen students' understanding on knowledge and skill, and practice students' team-working ability and communication ability. Convert teaching mode base on MOOC is helpful in developing students' comprehensive professional qualities, which make them prepared for working.

2. CHALLENGES OF APPLICATION OF MOOC TO IDEOLOGY AND POLITICS THEORY IN ADVANCED VOCATIONAL COLLEGES

Currently, many advanced vocational colleges are building and utilizing MOOC platform to try covert classroom, which stimulates students' interests of study and makes ideology and political theory entertaining and effective. Though it brings new opportunities for ideology and political theory to develop, the course encounters a couple of challenges as a brand-new teaching mode.

2.1 Weakened Supervision and Guidance to Students' Independent Study

In covert classroom mode that base on MOOC, students are able to choose time, location and pace of study to do online study and communication. In all process of

study, there is no strict management, guidance and supervision. All of them depend on students' autonomy. In total, MOOC makes students have a higher activity. However, not all students are good in autonomy and most of the students still study passively. It is linked to advanced vocational students' character. They have lower motivation in study theoretical knowledge comparing with college students. In addition, it is a result of examination-oriented education and long-term passive learning experiences. Once students are not able to keep self-discipline during online study process, absenteeism online, replacing, and online distraction will happen. Thus it can not ensure attendance of online study and study efficiency. Thus teacher has more difficulty in supervising students' self-study. As a result, it challenges the teacher to guide and supervise independent study.

2.2 Make New and Higher Requirements on Teacher

The convert classroom teaching mode of MOOC platform is challenging teachers' ability in all respects. First of all, time of MOOC video requires teaching time being shortened to 10-15 minutes in each course. Teacher needs to clarify knowledge and stimulate students' interest within this short time, which increase the difficulty in making attractive teaching and challenges teacher's teaching art and expressing ability. Secondly, in respect of teaching time, it is extended to out of class besides in class time. In converting classroom teaching mode, cooperation between online and offline teaching is critical. Self-study through watching online video is only one part of the whole teaching processes. Besides those, online tutoring and guidance, communication, dialog and offline assignments, counseling, discussion and tests are also important. As a result, offline tutoring challenges teachers' time arrangement, cooperation and coordination. In addition, construction of MOOC requires ability of making video, electronic teaching materials, and Internet skills. Teachers have to have strong organizational skills and ability to improvise on the convert classroom. Therefore, teachers must change the mode of thinking, actively learn new media technology to improve the ability of organizing teaching, which can make students to experience the value of application of converting classroom in the ideological and political course.

2.3 Quality of MOOC Is in Need of Improvement

Nowadays, there is tremendous number of MOOC classes in China. The nation, every province, every city and every school are applying for construction of online open courses. Each school, each city and each province is setting up its own MOOC platform, which results in duplication of recourses and the quality of many of these video lessons are uneven. All this is because some of

them did not understand the essence of MOOC clearly. They view MOOC simply as "cutting" or "splitting" of traditional online course, or just moving of traditional classroom onto the network. Students often cannot learn anything or cannot understand, and the learning result is even worse. Some of them are not satisfying in the process of instructional design, the division of curriculum content, the selection of knowledge and other aspects: the division of curriculum content is not scientific or rational, and the selected knowledge is not independent enough and so on. This makes it difficult for students to assimilate knowledge they learned within a short time, causing the efficiency of learning to decrease, which makes students fail to complete the course. Some of them are not sure about the characteristics of MOOC, they did not consider the length of the video, but only considered whether they had a full and complete coverage of the knowledge, ignoring students' time and concentration problems. These videos fail to have a focus, so students cannot gain knowledge and information of interest within a short time. Therefore, the construction of MOOC should be done with a unified plan in order to produce high-quality MOOC videos for sharing.

3. TEACHING STRATEGIES FOR APPLICATION OF MOOC IN VOCATIONAL POLITICS COURSES

Reform of ideology and politics courses needs not only to seize the opportunities brought by MOOC, but also to face the challenges. We need to think and resolve how to take full advantages of MOOC, how to use the advantages to construct new teaching models of ideology and politics courses and how to cooperate with each other.

3.1 Universities Come Together for Higher Quality Construction of MOOC

Ideology and politics courses aim to spread the socialist mainstream ideology, help students establish a correct view of the world, life and value. The course content and its nature require joint action by the Chinese college and universities for the construction of MOOC of ideology and politics courses. Together they can develop and construct high quality online courses, share quality curriculum recourses for ideology and politics courses. If any college or teacher wants to fight alone, then this important task of constructing MOOC of ideology and politics course is impossible. It requires universities to form alliances on MOOC, to combine all educational resources within universities and to improve the quality of MOOC class. To improve the quality of MOOC class and create boutique online open courses on MOOC, first, an in-depth understanding of the MOOC class connotation is necessary. Only with a profound understand of its

content can teachers produce tangible MOOC lessons which will not deviate from its original task. Second is to make short and sweet instructional videos. The length of the video should be within the time frame where learners' attentions are relatively concentrated, and in line with the way they learn. Each video only needs to explain a particular knowledge point or problem so that it has a straight task and is relatively independent. Learners can study according to their own needs and purposes, at the same time, it is also very quick and easy to find courses for them.

3.2 Using Project Teaching to Rationally Design the Teaching Content

Good teaching designs help learners to study a MOOC course systematically and in details. Before filming, MOOC team needs to re-construct the course system, divide material into relatively independent knowledge, which requires MOOC team to have a deep understanding of the course and to consider how to master it in a short time from the learners' perspective. The basic educational purpose of vocational colleges is to enhance students' professional ability, so we pay more attention to students' practical skills. The project teaching is a project-centered teaching method which highlights the 'student-centered, teacher-led' role. Under normal circumstances, students cooperate in small groups and complete a whole project under teachers' guidance in order to integrate theory and practice during the learning process, obtain the appropriate knowledge and skills, and in principle there should be some relatively independent results from the work. Therefore, project teaching is a teaching method which is highly suitable for vocational colleges. Under the background of MOOC, we can also make good use of this teaching method, rebuild the curriculum learning system and rationally design the teaching materials. For example, we can use the project teaching first to sum up knowledge for "ideological and moral cultivation and legal basis" course and divide it into three modules: the ideological education, moral education and legal education. Next, combining with students' situations, we need to gain students' interests with well-designed project content. We could achieve educating students these three modules through the following nine specific projects: a) according to their own learning goals and ideals in life, together with their characteristics and environments to make "college life plan" during their college time; b) understand and take a tour to the patriotism education base and write their feelings and experiences about it; c) hold speech contests on 'patriotism'; d) hold competition on the best "hometown" micro-film; e) celebrity interviews; f) do surveys on civilization on campus; g) hold debates: Which is more important? Knowledge accumulation vs personality shaping during college; h) carry out investigations about undergraduates' good faith; i) mock court. Carrying out instructional design and video

recording MOOC class according to it for each teaching project. During the teaching process, teachers should take full advantages of MOOC. We should be clear about positions of teaching online and offline. For example, during the lesson for making "college life plan", students would understand the importance about student life planning and methods and precautions for it through short videos on MOOC before class. After learning it online, they should try to develop their life plans, discuss it within groups, come up with the best one and report it in class during class time. Teachers should organize students for discussions in class, individual presentations, asking questions, and finally teachers would review, summarize and guide students to rectify and improve their plans.

3.3 Change Concepts, Enhance Learning and Improve Teachers' Literacy

Reformation of MOOC has brought a sense of fear for teachers who have been fighting in the front line of podium over years. In fact, many of ideology and political teachers are worried: Textbooks for ideology and politics courses are the same across the nation. Why should the students listen to the subject matter of the courses if they can watch MOOC courses online taught by famous professors? See if it is necessary to have a physical classroom now? Am I needing to get to lose my job? While facing so many concerns, teachers must first realize the teaching reform happening under the background of MOOC. Education itself is a complicated process of social and cultural practices between teachers and students. MOOC is only one kind of technology that we use to complete ideological and political education, a mean for teachers and students to complete this sacred task of education which is always inseparable from physical classes. We are required to change the traditional classroom teaching mode, and better apply MOOC to our teaching. Teachers should encourage students to listen to famous teachers' online courses and change their class teaching into class discussion and group projects. In addition, teachers need to greatly improve their literacy. First, teachers are required to broaden their horizons and enrich their knowledge. Teachers of ideology and politics courses should understand the actual situation of students' ideological issues, interests and needs, learn about relevant knowledge and information in order to integrate them into their teaching, enhance the genuineness, relevance and appealingness of teaching. Second, teachers need in order to master MOOC. They should actively learn and master the basic skills of MOOC in order to take full advantages of MOOC during teaching. Third, they are required to cultivate the awareness of teamwork. Whether for organizing and arranging of teaching content or filming and producing of MOOC videos, we need extensive cooperation between the teaching and research team.

In conclusion, with the real arrival of MOOC storm, classroom teaching model is under increasing influences for any school and classes, which have to work hard to adapt to this wave of education reform. Ideology and politics courses within higher education system should take full advantages of MOOC, build high-quality class platform for MOOC class while continuously promote teaching reform. They should change the old concepts, improve the overall quality of teachers, apply MOOC better during ideology and political teaching in vocational school courses, and improve the effectiveness of ideology and political teaching in vocational school.

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