

On College Blended Learning Based on MOOC

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Abstract

Emergence of MOOC brings the revolution of traditional education. In view of the fact that MOOC can combine the advantages of traditional classroom and online learning, teachers and scholars advocate MOOC to become the mainstream of education development pattern. At present, current college English teaching situation is not so optimistic, the author attempts to construct blended learning mode and carries out a study on blended learning mode. The results of the study prove the feasibility of this new teaching model.

Key words: College Blended Learning; MOOC; Teaching experiment

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INTRODUCTION

With the development of the society, computers have become an indispensable tool of college English teaching. The traditional college English teaching mode can't be adapted to the demand of the students and markets, pressing for the new breakthrough. Information technology gives the college English the chance to get out of the trouble. A new teaching idea - blended learning has widely been paid attention to. It combines the advantages of network technology with classroom teaching, improving the traditional teacher-centered

classroom teaching, achieving student-centered interactive teaching mode. It blends the advantages of online learning and traditional classroom teaching, making up for the shortcomings of the two. Blend learning not only gives full play to teachers' guiding and leading role, but also cultivates students' self-directed learning and inventiveness. The new College English Curriculum Requirements empathize that colleges and universities should make the most of modern information technology and adopt English teaching mode that is based on computers and classroom, improving the teaching mode which taught only by teachers in the class originally. The new teaching mode should demonstrate English principles that are informative, practical and interesting and should benefit for motivating teachers' and students' initiatives, especially gave full play to students' main body role and teachers' main guiding role during the teaching process. These requirements are consistent with the teaching idea that is advocated by blended teaching. Therefore Blended Teaching Mode has become one of the inevitable paths of improving the quality of college English teaching.

1. DEFINITION OF BLENDED LEARNING

The study of blended learning has already been mature. M. Driscoll (2002) elaborated Blended learning comprehensively. She believed blended learning referred to four different concepts. a) To combine or mix modes of web-based technology (e.g., live virtual classroom, self-pace instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal. b) To combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology. c) To combine any form of instructional technology (e.g., videotape, CD-ROM, web-based training, film) with face to face instructor-led training. 4) To mix or combine any form of instructional technology

with actual job tasks in order to create a harmonious effect of learning and working.

In 2003, after He Kekang took part in the International Conference for Computer Education Application, he began to formally advocate Blended Learning in our country. He holds that so-called blended learning is to combine the advantages of traditional learning methods and the advantage of E-learning model (Digital or online learning). In other words, it not only gives play to teachers' leading role, such as guiding, enlightening, monitoring, controlling teaching process, but also embodies students' central position in the learning process. He points that at present international education field reaches the consensus that only by combining the two together can they complement each other and achieve the optimal learning outcomes.

Taking all the definitions at home and abroad into consideration, this study holds the opinions that connotations of the blended learning is the combination of online learning and face to face classroom teaching, is the effective integration of learning media, teaching mode, learning environment and learning contents. Blended learning is the combination of online learning and the traditional classroom teaching. Online learning and traditional classroom teaching have complementary advantages. Blended learning gives full play to teachers' guiding role in the classroom teaching and also to students' main body role. It can not only optimize various learning resources, but also improve learning effects.

2. THE ESTABLISHMENT OF COLLEGE ENGLISH BLENDED LEARNING

Under the background of economic globalization, the booming of social economy presses colleges and universities for applicable talents with high quality that should have professional English ability. High quality video for MOOC provides learners with quantities of authentic linguistic data and enriches students' opportunities of linguistic practice. The author attempts to combine the advantages of online learning and traditional classroom teaching and establish blended English teaching model based on Flipped Teaching Mode. The blended learning teaching model is composed of three parts: online, offline and assessment. It should be carried out on two environments: the campus network teaching platform and classroom.

2.1 Online Web-Based Teaching Platform

First, teachers according to teach aims of every unit sort out MOOC video that is fit for students' level, the theme of the passage and output tasks. Second, make PPT and record video, then upload the PPT and video to school's online web-based teaching platform, at the same time issue task lists before class and set up learning tests.

2.2 Offline Classroom Teaching

Before class, teachers check the result of online tests and online discussion questions, collect doubts and questions, and prepare to focus on solving the problems in the classroom. At beginning of the classroom teaching, teachers should design the tests to examine the learning effects of self-directed learning, and then explain difficult problems collected before classes and answer the questions students ask. Moreover, teachers should set up output activities concerning themes and relevant to the uploaded video, trying to have every student participate in the activities and give guidance to every student face to face. Lastly, teachers should set up and assess the students' performance. From the above statements, we can see students' output opportunities are obviously increased. Students are tested at the beginning of the class, then interact with each other on important and difficult points, solve the problem together and then discuss the problems in groups in output activities. At last, each group displays their outcomes. This kind of blended learning mode ensures the students have enough opportunities to practice their target language.

3. MULTIVARIATE EVALUATION INCENTIVE MECHANISM

Evaluation is the beneficial tool to guarantee the learning effects. This teaching mode needs multivariate evaluation mechanism to be a guarantee. Multivariate evaluation mechanism is made up of formative assessment and summative assessment. Formative assessment includes online assignment, online testing, online discussions, and offline in-class test and student's performance in the class. This part accounts for 60% of the total grades. Students' classroom performance is composed of teachers' evaluation, students' self-evaluation, and group mutual evaluation

Summative evaluation refers to the final exam, accounting for 40% of the total grades. The multiple evaluation mechanism puts more emphasis on the students' daily learning, rather than on the final exam which decided success or failure of a student, so it can effectively inspire the students' English learning motivation, ensure the higher English learning quality.

In order to verify the blended learning mode, a study on blended learning was carried out for a term.

4. TEACHING EXPERIMENT

4.1 Experiment Aim and Methods

The experiment aims to study whether College English blended learning model based on MOOC is more effective than the current classroom teaching and whether the new teaching model can obviously promote students' listening

and speaking abilities. This study exploits oral English tests, English listening tests and questionnaire survey as instruments.

4.2 Data Collection and Data Analysis

Table 1
T-Test of Post-Experimental Listening and Oral Grades

Class	N	Listening test				Oral test			
		Mean	SD	t	Sig.	Mean	SD	t	Sig.
Controlled group	45	13.4889	2.62525	- 2.034	.045	13.2667	2.20948	- 2.137	.035
Experimental group	43	14.7209	3.04979			14.2093	1.90935		

Note. sig. value of the mean difference is 0.05.

After statistics it is found that experimental group's and controlled group's listening and speaking abilities have both been improved. But the sig. of the two groups

After a semester of the experiment, the study subjects were tested and the data was collected. Independent Sample T Test on oral and listening grades was carried out. The results are shown in Table 1.

is less than 0.05, therefore it can be seen that although the two groups have improved, the performance of experimental group is much better than controlled group.

Table 2
Experimental Group's Test Scores Contrast of Pre-Experiment and Post-Experiment

Class	N	Listening test				Oral test			
		Pre-test	Post-test	t	sig	Pre-test	Post-test	t	sig.
Experimental group	46	12.7209	14.7209	2.922	.006	12.8605	14.2093	-7.542	.000

Note. sig. of the mean difference is 0.01.

From table two, we can see that experimental group's pre-and post-sig. value of listening and speaking is less than 0.01, that is, the pre- and post-performance of listening and speaking have significant difference. So we can see after a semester's experiment, the improvement of experimental group in listening and speaking is very obvious, that is to say, the College English blended learning mode based on MOOC can greatly enhance the English teaching effects, and can greatly promote students' listening and speaking abilities.

In addition to that, the questionnaire after experiment also supports above statistic results, 80% of the students are satisfied with the blended learning, and more than half of the students think that their listening and speaking abilities have certain improvement, but controlled group's satisfaction is low.

CONCLUSION

In conclusion, college English blended learning positively promote the college English teaching, effectively stimulate students' classroom participation enthusiasm and self-directed learning ability, and improve students' English application ability. In view of the fact that blended learning can combine the advantages of online learning and classroom teaching, applying blended learning based on MOOC to improve the college English teaching is feasible. It is hoped that more scholars and teachers show concern for College English Blended learning mode, show concern for empirical study on this mode, deepen the progress of college English teaching reformation.

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