

Research on the Coping Strategies of Learning Styles of College Students Under the Background of MOOCs

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Abstract. As the product of the Internet age, MOOCs maximize the realization of students' learning as the center, display a variety of high-quality course resources, and have a huge impact on college students' learning. Faced with the impact of MOOCs, college students should clarify the opportunities and challenges brought by MOOCs to college students, change the traditional learning methods, explore new learning strategies, and improve the learning quality of students, to promote the development of MOOCs.

Keywords: For class; College students; Learning style.

1. Introduction

Due to its unique openness and transparency, mooc provides a new way of communication and learning for college students [1]. However, at present, college students do not know much about MOOCs, and most of them stay at the literal meaning. They think MOOCs are an open course learning mode that USES computer network to exchange learning information and mine big data information functions [2]. This simple understanding is far from enough. In fact, MOOCs are of great help for students to meet their personal interests, improve their ability and quality, achieve personalized development, and even master the academic frontier of their major. Therefore, it is very necessary to discuss the change of learning mode of college students under the background of MOOCs. Therefore, it is of positive significance for the application and promotion of MOOCs in college students to clarify the opportunities and challenges brought by MOOCs to college students' learning and actively adopt effective countermeasures.

2. Traditional Learning Style of College Students

2.1 The Way You Taught Me to Learn

At present, the traditional way of students' learning is mainly domestic colleges and universities "you teach me how to learn" mode, the teacher in the classroom teaching of knowledge, and homework for the students in class, after class to practice, and most of the students get knowledge from books and in class the teacher's teaching, the teaching way lasted for thousands of years of history, is one of the traditional "teach them to fish" education model [3]. Under the influence of the traditional education mode of "giving people and fish", although college students master various knowledge of books and consolidate professional basic theories, it also leads to students' lack of distinct subjectivity and academic innovation and cooperation spirit. In addition, the traditional teaching mode in colleges and universities is that teachers teach constantly with teaching materials and students learn constantly. What students learn through classroom teaching does not have practical effectiveness. Basically, in order to cope with exams and get credits, students lack subjective initiative and innovation, which restricts the overall development of students.

2.2 Learning by Reading Books

The ancients said: "the book has its own gold house, the book has its own yan ruyu". Most college students think that they can absorb many professional theories and other relevant knowledge by

reading more books, so as to obtain a better future. At the same time, teachers in colleges and universities teach students face to face for only a short time, which is about 30% of the time that college students spend on learning. The rest of the time should be learned through students' self-study, library access to required materials, mutual communication among classmates and other means, so as to deeply understand the basic knowledge of their own majors. Therefore, most college students spend most of their time in the library. For those students who love learning, the library is their second dormitory. Reading books in the library can not only acquire professional knowledge and various literature materials, but also help them complete the homework or tasks assigned by teachers.

2.3 "Three Days' Fishing and Two Days' Net Drying" Learning Method

College students do not all have very good self-control. Some students have poor self-control ability and may be curious about new things for a moment. When they are curious, they are basically in a laissez-faire state, which will lead to their learning in the way of "fishing in three days and drying the net in two days". This way of learning is common in college students, and is also a part of the student's favorite way to learn, they do not set goals, do not understand the learning purpose, are not interested in content, muddle along, reading a book for them is to mix a diploma or degree, just graduated, provide a good platform for later to find jobs. Meanwhile, due to the lack of communication with teachers, students have no enthusiasm in learning, or they are impulsive and lack of continuity. As a result, the distance between students and teachers is getting farther and farther, which fails to meet the basic requirements of cultivating students in colleges and universities.

2.4 Learning Mode of Practical Operation

College students can enhance their absorption of knowledge through social practice, broaden their scope of knowledge and strengthen other professional skills they are interested in, which is a learning mode with practical operation. Because students learn knowledge from books to strengthen theoretical learning, but lack practical ability, so they need some other social practice experience to strengthen practical ability and stimulate professional theoretical learning. Extracurricular practice can not only bring college students some practical skills beyond the books, but also promote their study, improve their practical ability, and accumulate experience for future employment. On the contrary, according to students' academic achievements in school, teachers in colleges and universities recommend students' practice to some cooperative companies in a targeted way, and improve their own practical ability and comprehensive quality by combining the basic theories of majors. In a word, the learning method of social practice not only can promote students' learning and improve their enthusiasm for learning, but also can improve students' independent learning and problem-solving ability in the process of participating in practice.

3. Opportunities and Challenges of MOOCS to College Students' Learning Styles

Shortcomings of the traditional learning style has the serious influence college students' learning quality, which requires changing the concept of learning of university students, change study way, and for class has advantages of large amount of "freedom, repeat," not only brings to the university student's study way change the opportunities and challenges, but also can make the teaching and learning of the course in colleges and universities presents new look.

3.1 MOOCS Bring Opportunities to College Students

With the wide application of information technology, the production and dissemination of online courses have broken through the limitation of time and space, and the traditional education mode of colleges and universities has been greatly impacted, which has exerted a great influence on college students. University students' learning style from traditional classroom education to end education, students get professional knowledge learning no longer depend entirely on the classroom teaching, to colleges and universities education put forward higher request, must provide flexible can change,

unique personality education service [4], at the same time, also for the university students' learning style has brought new opportunities for ascension. First, the learning management of college students and the effective evaluation of learning quality bring opportunities. In the past, most college students took academic performance as the only basis for evaluating learning quality, which forced some students to get good academic performance at the expense of other time. Second is brought opportunities for university students' learning style, university students' traditional learning methods rely mainly on classroom teaching, and of course, the students can through the phone APP, PC can autonomous learning, not only can use the client to see the video of the time, place and at their own pace, but also convenient management of classroom learning and learning time for class, improve their learning quality. Third, it brings opportunities for college students to choose high-quality courses. Under the background of rapid development of MOOCS, college students have increasing opportunities to choose high-quality courses from well-known universities at home and abroad, which not only broadens the scope of students' learning, but also increases the opportunities for students to interact with each other. In addition, the development of MOOCS is also conducive to the development of artificial intelligence software, which can not only provide students with flexible interaction and feedback mechanism, but also provide students with ways and means to learn languages.

3.2 MOOCS Pose Challenges for College Students

Although MOOCS bring opportunities for college students to change their learning style, they still need to face great challenges for college students to make full use of MOOCS to improve learning efficiency, mainly reflected in learning mode, language ability and teacher-student interaction [5]. First of all, in terms of learning mode, the rapid development of overseas online courses not only makes our students face difficulties in traditional learning, but also makes our online learning face doubts about the replication of overseas online learning mode [6]. College students can get a large number of free learning opportunities, but because this opportunity comes a little easy, leading to some students will not cherish this opportunity, will drop out of learning in the middle of learning, or even give up learning; Or the courses of this university are not very popular, so change the courses of another university. As a result, some MOOCS seem to have a large number of applicants, but few people actually attend the courses to learn knowledge, resulting in a low pass rate in the final exam. Secondly, in terms of language ability, some MOOCS put forward requirements on students' foreign languages. For some students with poor foreign language proficiency, it is relatively difficult to learn knowledge in MOOCS. Students may have a desire to learn, but the existing conditions are not enough to support college students to learn this course. This is because for some MOOCS, the teacher's language is basically English, and there is no subtitles on the screen. For some students with poor language ability, it is difficult to follow the teacher's thinking rhythm, which brings great challenges to the learning of MOOCS. Finally, in terms of interaction between teachers and students, the teacher taught in class, can communicate with students face to face at any time, also can organize the interaction between students, it can be seen, but in mu in the process of teaching, the teacher is basically good teaching video recording, ahead of the students independent, basically no communication, if the student learning difficulties, the teacher can only video on the Internet and student exchanges, and solve various problems. In addition, in terms of hardware facilities, MOOCS also present great challenges. In the process of MOOCS, teachers impart knowledge to students, students learn independently, and teacher-student interaction is completed online, all of which require professional equipment and skills [7].

4. Coping Strategies of Learning Styles of College Students

Faced with the opportunities and challenges brought by MOOCS, college students should exert their subjective initiative, actively explore effective learning methods and put forward corresponding learning strategies to improve learning efficiency. Specific strategies are as follows:

4.1 With the Traditional Classroom, Stimulate the Potential of Research and Learning

MOOCS can be combined with traditional classes to stimulate the research and learning potential of college students and broaden the basic aspects of learning majors. For college students, for courses is not just a technology of application platform operation, but rather to cultivate an inquiry learning mode of thinking, it decides the basic behavior of learners, students only standing on the position of research learning thought, should not only master the modern information network technology, and new resources under the condition of accurate understanding of research-oriented learning in the world. Through enlightenment and cultivating research-oriented learning ways of thinking, grasp the research-oriented learning tool of thinking and to use skills, stimulate students take the initiative to study the intrinsic motivation of [8], this is because the research-oriented learning position will give students a new perspective of thinking, to re-examine the passive learning and inquiry learning, knowledge and skills, purpose and means, the relationship between the process and result, thus helping students to form a new learning style, inquiry learning attitude, research learning way for students to provide the inner psychological motivation [9]. In traditional classroom teaching, the classroom atmosphere is relatively real. Students can interrupt the teacher's lecture and ask questions at any time. Although some questions seem easy to answer, the teacher will answer them seriously, while some questions are very sharp. In addition, colleges and universities teacher grading the students homework, mainly to encourage students, gushing praise those ideas, unique insights into the unusual job achievement, even if the course test result is not ideal, the teacher can also be found in the test of the highlight of encouragement and praise the encouraging recognition greatly strengthened the students' self-confidence, and can understand your test problems and deficiencies, to stimulate the potential of learning.

4.2 Network Collaboration to Enhance Language Learning

Network collaboration is an important force to promote students' use of MOOCS. Mu class as a product of the Internet age, the realization of the maximum of the centered on college students' learning, respect for students' learning initiative and dig out all kinds of high quality and high level education resources, it is because the network collaboration can provide personalized and unique technical support, let students learn knowledge, also can let the students in class for may improve their English level. While cooperating with the network of universities at home and abroad, we should also pay attention to scientific research decision-making and feedback improvement ability, and emphasize the social communication function and terminal mobility of the platform, such as YouTube, iTunes U, weibo, WeChat official account, etc., so as to enhance the diverse functions of network collaboration [10]. In addition, the lesson for construction needs to strengthen the network's capacity for independent innovation, using the experience of other countries of advanced courses, research conforms to our country characteristic of mu courses, mainly because most of the students has a herd mentality, if mu is a famous network brand, there will be a brand benefit, can stimulate the learning enthusiasm of the students, driving the development of industry, promote language learning ability, thus students attitude towards mu class will also change. At the same time, we need to foster strengths and circumvent weaknesses, reasonable and effective use of mu class, to strengthen the language learning and closely combined with the local university students' learning needs, promote some network collaborative interactive course, so as to improve the students' language learning, this is because foreign longed for most of them are English teaching lesson course, if you want to learn and grasp the course content, you need to understand a lot of professional vocabulary and idiomatic oral English, so as to improve students' language learning ability.

4.3 Active Learning Highlights Learning Characteristics

Faced with the emergence of MOOCS, college students' learning attitude should be changed from passive to active to highlight students' learning characteristics. Different learning attitudes lead to different learning effects. Students in colleges and universities can make course objectives of MOOCS, arouse their enthusiasm for learning, make individual learning plans according to course objectives of MOOCS, and summarize and evaluate courses with a single course as the basic unit.

For example, when students finish a certain chapter of the course, they can make a summary of the course in time and record what they need to correct and what they need to keep. These good habits can stimulate their enthusiasm for learning and improve their performance. In addition, following students' own interests can also promote students' active learning and highlight their learning characteristics. To focus courses, students learn to deal with the relationship between learning and entertainment, mix, compatible with each other, on the basis of the active learning knowledge, also want to strengthen self education, self management, self motivation, self-discipline and time management skills, as well as mining professional learning excellent students, and to his great consulting, change their learning attitude, strengthen their own learning, show the features of their own learning.

4.4 Peer Review Improves Learning Efficiency

Due to its characteristics of "openness, freedom and large quantity", MOOCS are difficult to evaluate their learning effects, hindering the development of MOOCS' teaching in colleges and universities, while peer assessment is an important way to solve the learning effects. This is because of the large-scale nature of MOOCS, it is basically impossible for teachers to evaluate and judge each learner's homework by themselves. The introduction of peer mutual assessment can effectively deal with the needs of large-scale assessment and feedback in the MOOCS environment. In addition, the number of students in colleges and universities in longed for learning in class is very much, each potential students may want to review a lot of homework, to add to the difficulty for curriculum study effect evaluation, which requires college students through mutual cooperation to jointly study and perfect knowledge, in the process of mutual collaboration, peer mutual occur very naturally, this can not only effectively prevent bias in order to realize the fair and impartial evaluation, but also by finding the mistakes and shortcomings in the course assignments, improve the quality of college students' work. Peer mutual let college students, therefore, is not only a learner, as a teacher, the students' role and learning through their knowledge and skills to assess, clarify and correct the other student's work, the university students' cognitive skills has both challenges and opportunities, promote students to learn new knowledge and new skills, strengthening and deepening to accept professional knowledge and master degree, so as to improve students' learning efficiency.

5. Conclusion

With the rapid development of information technology and economy, MOOCS have been well known by college students, but there are still many deficiencies in how to learn MOOCS. As long as we face up to these problems and explore new ways of learning, it is an urgent problem for college students to solve. Make full use of MOOCS to ignite the vitality of college students' study and life, bring interest, respect the learning intention and interest of college students, and provide more flexible learning time and space. Therefore, facing the opportunities and challenges brought by MOOCS to our learning, college students should resolve the resistance and crisis with a positive attitude and meet the arrival of MOOCS with a rational attitude.

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