Design and Implementation of Mooc-Based Flipped Classroom in College English

Jinfeng Lv*

School of Public Foreign Language Education, Zhuhai College of Jilin University, Zhuhai City, China, Postcode: 519041
*Corresponding author. Email: 66623438@qq.com

ABSTRACT

Mooc-based Flipped Classroom can solve the problems caused by traditional College English teaching and overcome the difficulty that a single teacher is not easy to make micro-videos. To build efficient Flipped Classroom that is suitable for students, it's necessary to localize it through designing the course carefully. So, first, I designed Mooc-based Flipped Classroom in College English according to students' characteristics and training needs. Then I used it in three classes. At last, I interviewed the teachers who attended my classes and did survey among the students to test its result. The result shows that the localized Mooc-based Flipped Classroom is effective; it can greatly improve students'learning initiative and solve the problems caused by traditional teaching model. This paper creatively designs Mooc-based College English Flipped Classroom according to the students' real situation and provids a way of thinking and reference for teachers who try to practice Flipped Classroom.

Keywords: Moocs, college English, flipped classroom

1. INTRODUCTION

Flipped Classroom refers to a teaching model in which students use such learning resources as micro-videos, coursewares, task lists etc. to study independently before class, while in the classroom, teachers and students work together to complete activities designed by teachers, for example, solve problems through discussion, cooperation, exploration, and interacting with one another etc.(Fulton: 2012; Strayer:2012). As an innovative exploration of classroom teaching reform, it imparts knowledge asynchronously through technical means, makes efficient use of classroom time, centers on students, and carries out personalized learning activities (Cockrum. T: 2014). At the same time, formative evaluation is used to cultivate students' serious learning attitude, develop their good learning habits, and improve their comprehensive quality (Wang Jianping: 2015).

With the birth and development of Moocs, the important obstacles to implement Flipped Classroom has been overcome, which further promotes the practice and application of Flipped Classroom in the field of global education. The personalized, autonomous and interactive teaching model of Mooc-based Flipped Classroom is hailed as "the biggest revolution in the field of basic education since the beginning application of class teaching system" (Tian Aili:2016). However, there are various difficulties in the practice of Mooc-based Flipped Classroom in College English. The main difficulty is that teachers have heavy teaching tasks and more than 30 students are arranged in a class, which makes it difficult to carry out English teaching

activities. In addition, hardware and software is insufficient, and the collective cooperation isn't enough. Teachers need spend lots of time and energy designing Flipped Classroom. So many teachers stop because they have no idea how to start. Combined with my own course teaching practice, I explore a set of teaching design for the teaching mode of Mooc-based Flipped Classroom in College English. I hope to provide a thinking method and reference to colleagues who are interested in implementing Flipped Classroom integrating online and offline learning.

2. DESIGN OF MOOC-BASED FLIPPED CLASSROOM IN COLLEGE ENGLISH

Instructional design is a "systematic method of studying teaching system and process, and making teaching plan", which is used by teachers to achieve certain teaching objectives (Gu Mingyuan:1999). Instructional design aims to support the learning process and realize the optimization of teaching process and teaching effect (Gagné:2007). After the combination of Moocs and Flipped Classroom, the teaching content and teaching methods will change greatly (He Kekang:2014). Therefore, these changes should be fully taken into account in the instructional design and the following key points should be considered: The teaching should be Mooc-based, student-centered, and result-oriented with focus on comprehensive skills training of listening, speaking, reading, writing and translation; With the help of teaching platform of school network teaching platform, classroom face-to-face teaching and class WeChat group, online and offline teaching is integrated; The Flipped Classroom teaching model is used to carry out discussion,

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project and heuristic teaching; The formative evaluation is highlighted to stimulate students' initiative to participate in teaching activities.

For the design of one Flipped Classroom, the following aspects should be considered clearly: teaching goals, teaching objectives, teaching activities, teaching methods and means, formative evaluation system, the mainline of the course etc. For the details, they can be reflected in specific units. The following is the classroom design of Unit 4, Heroes of our Time, in NEW HORIZON COLLEGE ENGLISH READING AND WRITING (Third edition, Volume 1), which is used by the first-year liberal arts college students of non-English majors.

2.1. Teaching Goals to Be Reached

As the students have a certain level of ability in listening, speaking, reading, writing and translation, their English is relatively good, and the schedule of the course is to finish the teaching of a unit within 4 classes, the teaching goals of this course can be determined as follows: Firstly, master English language knowledge of this unit; Secondly, use the reading and writing skills of this unit skillfully to improve students' independent learning ability, and strengthen their ability to analyze and explore the essence of things; Thirdly, develop competence: shape students' healthy personality and cultivate their humanistic literacy and critical thinking ability.

2.2. Teaching Objectives to Be Achieved

There are two texts in Unit4: TextA and TextB. According to the teaching goals, teaching tasks and course schedule, TextA is the key teaching point, while Text B is used as an online independent learning reading material, whose exercises can be finished by students online. The teaching goals of this unit can be divided into the following teaching objectives:

2.2.1. Knowledge objectives

Firstly, retell the main idea of TextA; Secondly, describe the writing skill of question-example-conclusion and briefly narrate the structure and framework of TextA; Thirdly, recite the vocabulary describing heroes and heroic acts; Fourthly, repeat the reading skill of skimming and scanning.

2.2.2. Ability objectives

Firstly, be able to use the vocabulary describing heroes and heroic acts; Secondly, be able to use the writing skill of question-example-conclusion to write essays; Thirdly, be able to use the reading skill of skimming and scanning to analyze similar articles; Fourthly, be able to use the

vocabulary and sentence patterns in this unit flexibly for writing, oral expression and sentence translation.

2.2.3. Quality objectives

Firstly, deepen and reshape the concept of "hero": Heroes are also among us. They sacrifice themselves to help and save us; Secondly, develop the habit of critical thinking.

2.3. Teaching Key and Difficult Points

Through the analysis of teaching objectives, key and difficult points of this unit can be extracted.

2.3.1. Key points

Learn the writing skill of question-example-conclusion and know how to use it.

2.3.2. Difficult points

Firstly, outline the structure of the article; Secondly, interpret complex sentences; Thirdly, reduce the negative effect of negative transfer of Chinese language and improve the accuracy of English vocabulary collocation.

2.4. Appropriate Teaching Method and Means

According to the key and difficult problems in this unit, as well as students' actual ability level, select the teaching methods of Moocs learning, practice and discussion online before class and of knowledge internalization and ability expansion in class.

Firstly, conduct online independent study and discussion, and complete corresponding exercises; Secondly, in class, internalize classroom knowledge and practice reading and writing skills through question inquiry method, task-driven method, discussion and drill method.

2.5. The Route to Develop the Course

In order to achieve the teaching objectives and break through the key and difficult points, the course of this unit will be arranged orderly according to the six steps of Flapped Classroom: tests, assignments, collaboration, presentation, summary and evaluation.

3. APPLICATION OF MOOC-BASED FLIPPED CLASSROOM IN COLLEGE ENGLISH

Full preparation is the foundation of success. There is a lot of work to do for teachers during the preparation of Flipped Classroom. The simplicity, fluency and efficiency during the process of class all benefit from full preparation before class.

3.1. Preparation before Class

3.1.1. Make practical autonomous learning task lists

An autonomous learning task list includes study guides, study tasks, questions and suggestions. Study guides highlight objectives to be achieved. Teaching objectives should be changed into the learning objectives that students should achieve through independent learning. When teachers design learning tasks, knowledge points should be transformed into questions, the links of resources should be provided, and appropriate exercises should be given, which can help students check their autonomous learning. Questions and suggestions are filled in by students to help teachers improve the pertinence of classroom teaching.

3.1.2. Develop a reasonably workable formative evaluation

Take School of Public Foreign Language Education, Zhuhai College of Jilin University as an example. The average score and the examination score accounts for 50% respectively. The formative evaluation is made up of morning reading (10%), reading and writing course (25%) and audio-visual speaking course (15%). In order to ensure that the formative evaluation is carried out in every class and play a role of urging and encouraging students to learn, the corresponding deduction items and award items are formulated. The deduction items include morning reading, obeying the disciplines, class performance and assignments, with each having its deduction criteria; The award items include full attendance reward, class performance reward and assignment quality reward, with each having its reward criteria.

3.1.3. Establish clear and effective communication channels

Firstly, set up the WeChat groups. The purpose is to facilitate student management, supervision, release information etc. Two WeChat groups are set up: one for the whole class; the other for the group leaders; Secondly, divide students into groups and fix their seats, which will make it easy for teachers to manage students in class.

3.2. Implement Flipped Classroom

When implementing Flipped Classroom, teachers should mainly focus on two key words: knowledge internalization and ability expansion. The specific implementation should be realized through the six-step method of Flipped Classroom.

3.2.1. Test

At the beginning of the class, an examination will be given to students to test their autonomous learning. It's in the same level of the exercises in autonomous learning task lists. On the one hand, it can test students' autonomous learning; on the other hand, students can further experience the sense of achievement in learning, so as to be more interested and confident in the following study.

3.2.2. Assignments

After the test, it's the formal advanced assignments, which are presented to students in the form of tasks. It's more difficult and requires students to solve the problems by cooperation within the specified time. Therefore, the process of completing the task is the collaboration among group members.

3.2.3. Collaboration

For tasks given by the teacher, the group leaders will assign tasks within the groups according to the situation and then they will lead their group to solve the problems.

3.2.4. Presentation

After each task is completed, each group is required to present the results of their discussion. So each group will send a student to present their discussion in public.

3.2.5. Summary

After the completion of each task, the teacher will summarize it, clarify students' bewilderment, answer their questions, and give the scores to each group in completing the task.

3.2.6. Evaluation

The last five minutes before the end of the class is the time for the formative evaluation of each group's performance in this class according to the evaluation criteria. They can get their scores according to their performance.

4. EVALUATION OF MOOC-BASED FLIPPED CLASSROOM IN COLLEGE ENGLISH

In order to test the teaching effect of Mooc-based Flipped Classroom in College English and figure out the problems to be concerned about, I made a detailed evaluation plan: First, invite teachers to attend my class and interview them; then do a survey among my students and analyze the data collected from them. The students who are surveyed are 140 freshmen from three classes.

4.1. Interviews with Teachers

In the process of implementing Flipped Classroom, I invited 4 supervisors and 4 teachers to attend my class. Then I interviewed them for guidance and advice. All the teachers were amazed that all the students take part in the activities. They gave high evaluation on the student-centered and output-oriented effect in Flipped Classroom. In the comments on the differences between Flipped Classroom and traditional classroom, all teachers believe that Flipped Classroom is student-centered and focuses on solving practical application problems of listening, speaking, reading and writing. Four teachers believed that Flipped Classroom freed teachers from tiring textbook explanation and made them become organizers and problem-solvers of the class; Students became the subject of the class and were changed from passive listeners to active problem-solvers, which improved their autonomous learning ability. Three teachers thought that Flipped Classroom could effectively evaluate students' learning effect and grasp students' knowledge and understanding timely. Two teachers believed that Flipped Classroom was more efficient and the atmosphere was better.

4.2. A Survey of Students

4.2.1. Pre-class study survey

For pre-class study, students are given two questions. The first question is "Can you follow the teacher's requirements seriously to learn before class?" There are three options: A. Strictly enforce requirements; B. Sometimes; C. No, I can't. Among 140 students, 75 of them choose A, 63 students B and 2 students C, which accouts for 53.57%, 45% and 1.43% respectively. The second question is "Can you grasp the basic contents of this lesson by studying before class?" There are three options: A. Yes; B. For some contents, I can; C. No. 77 students choose A, 66 students B and one student C, which accounts for 55%, 44.29% and 0.71% respectively. The data shows that most of the students can carry out the teacher's requirements and grasp the basic content of learning, while less than half of students can sometimes obey the teacher's instructions and grasp some contents, and sometimes can't. Only very small percentage of students can't do it at all.

4.2.2. Class learning survey

In order to survey students' class learning, I design two questions. The first one is "Does the analysis and discussion in class contribute to a more comprehensive and in-depth grasp of the knowledge learned?" The options are only "Yes" and "No". 127 students choose "Yes", which takes proportion of 90.71%, while only 13 students' answers are "No", which is 9.29%. From it, we can see that most of the students believe that the analysis and discussion in class can help them to master the content more comprehensively and deeply, while only a small percentage of students think that they can't. The second question is "What can you learn from the group discussion?" The options are as follows: A. Knowledge; B. Strengthen the understanding of knowledge; C. Obtain additional knowledge; D. Practice the ability of presentation and being good at speaking. This is a multiple choice. 96 students choose A, 101 students B, 71 students C, and 107 students D, which accounts for 68.57%, 72.14%, 50.71% and 76.43% respectively. According to the data, more than half of the students think that from the group discussion in class, they can learn knowledge, strengthen the understanding of knowledge, obtain additional knowledge, and practice the ability of presentation and being good at speaking.

4.2.3. Flipped classroom validity survey

For Flipped Classroom validity, two questions are given. The first one is "Compared with the traditional classroom, do you think the Flipped Classroom model can improve your ability to learn autonomously and improve your cooperative ability?" The options are: A. Yes; B. No change; C. No relationship. 108 students choose A, 31 students B and 1 student C, which takes proportion of 77.14%, 22.14% and 0.71% respectively. From it, we draw the conclusion that more than half of the students believe that Flipped Classroom can improve their interest in English learning, enhance their ability of independent learning and cooperation. The second question is "Compared with traditional classroom teaching, how do you think is the learning efficiency of Flipped Classroom?" The options are: A. Very high; B. Higher; C. Common. 18 students choose A, 103 students B and 19 students C, which accounts for 12.86%, 73.57% and 13.57% respectively. From the number, we can see most of the students believe that the learning efficiency of Flipped Classroom is relatively high, compared with traditional classroom teaching.

5. SUMMARY

Judging from the evaluation results, the course design adopted a scientific, reasonable and systematic method and reflected the characteristics of the teaching model of Mooc-based Flipped Classroom, which is student-centered. In the process of practice, through a variety of management, most of the students could complete autonomous learning before class. In class, they could discuss and cooperate with one another to solve the problems and complete the tasks. Through the cooperation during the completion of the tasks, they could improve their autonomous learning ability, cooperation ability and management coordination ability. And eventually, the teaching effect was improved.

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