



Research on Blended Teaching Practice of Literature Theory Under the Concepts of PBL and OBE Taking the Students Majoring in Literature of Kashi University as an Example

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Abstract. This study is mainly on the blended teaching of literature theory online and offline under the concepts of outcome-based education (OBE) and problem-based learning (PBL).

Keywords: PBL · OBE · Literature theory · Teaching practice

1 Introduction

The basic goal of “Literature Theory” is to systematically impart the basic theoretical knowledge of literature and cultivate the ability of theoretical thinking. Guided by the basic theory of Marx’s literature and art and aesthetics, the curriculum of “Literature Theory” critically inherits the essence of Chinese ancient literary theories and western modern literary theories, systematically expounds the basic principle and basic knowledge of literature, helps students master the basic laws of literature and correctly understand China’s basic theories and methods of literary phenomena, aims to cultivate students’ ability to create, appreciate and comment literary works and even analyze other literary phenomena. At the same time, it provides the basic conceptual category and methodological basis for further studying other literature courses, engaging in literary creation and research, Chinese teaching and the practical work of other cultural institutions. Besides, good teaching results are achieved in this curriculum with the application of concepts of PBL and OBE.

2 The Curriculum Goal of OBE Literature Theory

2.1 The Goal of OBE Literature Theory and Its Application

The teaching concept of OBE mainly emphasizes the following problems. If teachers focus on the teaching objectives of literature theory, better results will be achieved [1]. The analysis and application of literature theory is as following.

This paper is the achievement of first-class undergraduate construction in literary theory of Kashgar University.

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A. Volodin and I. Roumbal (Eds.): ICECIDT 2022, ASEHR 677, pp. 619–631, 2023.

https://doi.org/10.2991/978-2-494069-02-2_68

- What learning outcomes do we want our students to achieve?
The teaching objective of first chapter “The nature of literature” is to enable students to grasp the sensibility, imagery and transcendence of literature, and analyze the sensibility, imagery and transcendence of literary texts in practice. In addition, literature is an aesthetic art¹, which is the focus of teaching objectives. (Teaching methods: offline).
- Why should students achieve such learning results?
This problem is the key theoretical problem in this chapter.
- How can students have better learning results effectively?
Online understanding of basic knowledge + teachers’ use of this theory to analyze works in classroom + students’ interpretation of works after class.
- How do teachers know that students have achieved these learning outcomes?
According to the work contents interpreted by the learners, teachers can understand the learning results and check the homework in SPOC platform.
- How do teachers ensure that students can achieve these learning outcomes?
Online course + flipped class + after-class behavior record + teachers’ comments (in-class comments + homework comments).

In the teaching objectives, the above “transcendence of literature” is explained in class, and the students are asked to conduct text analysis after class. The following is on the behavior record of class 20-16 and class 20-17 on SPOC platform (“Fig. 1”).

Students generally have a good grasp of the problem.

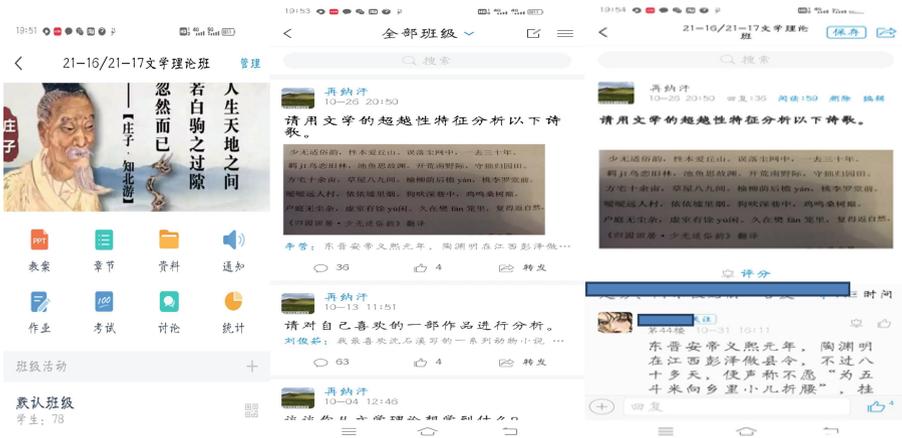


Fig. 1. Behavior records of class 20-16 and class 20-17 on SPOC platform.

¹ Xu Kai. “2003 Teaching Research Papers of Hubei University”, Hubei People’s Publishing House, 2004-06-30.

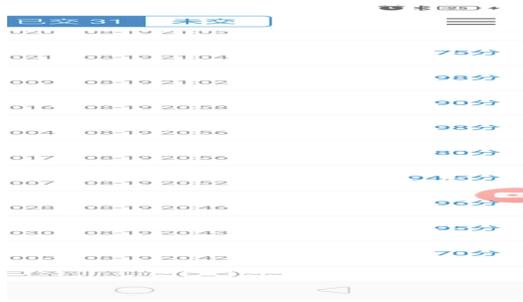


Fig. 2. Behavior record.



Fig. 3. Behavior record.

2.2 The Means of Outcome-Based Teaching Objectives and the Behavior Records of Students in SPOC Platform

Broome's educational goal can be divided into three fields: cognitive field, emotional field and motor skill field.²

In terms of low-level thinking, it is suggested to carry out online and pre-class homework, student behavior records and teacher evaluation with the help of SPOC. And the results are good (“Fig. 2”).

In terms of high-level thinking, it is suggested to carry out flipped classroom, in-class and after-class students' behavior records and teacher evaluation with the help of SPOC (“Fig. 3”).

3 Blended Teaching of Problem-Based Literature Theory

PBL is the abbreviation of problem-based learning. In 1979, Barrows, a professor of Neurology in the United States, took the lead in implementing a new teaching model in medical discipline, which was later expanded from medical teaching to teaching in other disciplines [2]. “Teachers put students' learning in problem situations, students

² Huo Yongquan et al. “Educational Psychology”, Northwest University Press, 2007-7-1.

and teachers are the basic elements, problems and situations are the core of curriculum organization, and students are the executors of solving complex problems”.³ At the same time, teachers are the guides and helpers for students to solve problems. This teaching mode is applied in the blended teaching mode of literature theory, which can play a better role in establishing student-centered teaching. “PBL teaching method is a problem-based teaching method, and is a student-centered education method based on the real world. Under the guidance of teachers, it is student-centered and problem-based.” Through the form of group discussion, students collect information independently around problems, find and solve problems.⁴ It aims to cultivate students’ autonomous learning ability and innovation ability. The problem-based teaching method can be regarded as a simplified version of the mode of “doubt, exploration, exhibition and evaluation”, which can break the original rigid mode and add some vitality to the classroom.

The first step is autonomous learning, or independent learning. “Before class, students preview by themselves. Students can learn this section independently by reading textbooks and consulting materials. If students have the conditions, they can learn through multimedia, Internet and other ways and make full use of educational resources. After learning, students should do the corresponding exercises and take self-test. In the process of independent learning, if students have something not understand or have doubts, they should mark it out in their own ways (such as questioning mark, underlining, etc.). The wrong questions in the process of self-examination should be marked out with different colors (such as red), leaving traces of doing exercise.”⁵

The second step is group learning, also known as cooperative inquiry. Taking the group as the unit, the team leader is responsible for the team. Usually, there are several students in one group. Group members communicate with each other and put forward what they don’t understand for discussion. Finally, the questions of this group are put forward. Each group can put forward 3 questions, which are sorted by the team leader. The leader can give questions to the class representative before class, and the class representative will hand it over to the teacher. If most students don’t preview for some reasons, the preview time should be put in the first ten to twenty minutes of this class. Teachers can’t be afraid of wasting time. Sharpening axe will not delay job of cutting wood. If only a few people do not preview, it can be ignored.

The third step is to explain the key and difficult points, which is also called answering questions. Teachers sort out and summarize the questions raised by each group. Besides, teachers can choose three to five questions among students’ questions as the key contents of this class. In a class of 40 min, only three to five problems can be solved. Each question must be illustrated with examples as vividly as possible. If students think that they have

³ Qian Guolian, Guo Chenhui. “On the Application of PBL Teaching Model in the Teaching of Chinese Language and Literature”, *Journal of Zhejiang University of Technology (Social Science Edition)*, 2018-4.

⁴ Hu Wanzhong. “PBL Teaching Method, Historical Origins and Current Limitations”, *China Higher Medical Education*, 2012, 8.

⁵ Qiao Yonghong. “Exploration on the Practice of “Problem-based” Teaching Mode in the Modern Information Environment,” *Nanbeiqiao Publishing House*, 2018-24.

mastered this class and there is no doubt, they can learn the next section directly, or arrange other interesting learning contents by themselves.”⁶

The fourth step is to summarize and sort out, ask questions freely, summarize the content of this class by students themselves, and sort out notes and wrong questions. If students still have questions, they can ask teachers separately. If there is time left, students can finish homework or arrange their own time.

MOOC has many specific knowledge points and centralized curriculum system. For example, its internal education and teaching has been widely loved by all sectors of society [3]. The multi-perspective teaching of aesthetic principles and literature theory is a new theoretical education and teaching method, which focuses on the concept of teaching design. Teachers can develop multi-perspective cognition of the same aesthetic point of view in teaching, compare the teaching content with the theory of contemporary aesthetics, strengthen the timeliness of aesthetic teaching, and analyze literature theory and aesthetic theory from a different perspective, and improve students' humanistic quality and literature theory quality. When teaching aesthetic theory, it is necessary to tap the cultural aesthetic basis behind aesthetics and explain the internal basis of literature theory from multiple angles, so that the two can be organically integrated.

4 The Aesthetic and Literature Theory of MOOC Practice

After the establishment of aesthetics as a discipline in the west, Wang Guowei and others played a very important role in the domestic communication [4]. It is the wisdom crystallization of humanistic thought and spirit in the history of human beings in China [5]. It can express people's worship of the spiritual realm and is of great significance to the teaching of art education. If in the aesthetic education and teaching, the training of skills only stays at the surface, it will not be able to understand its internal aesthetic knowledge, nor can it cultivate students' aesthetic ability. In education and teaching, the multi-perspective teaching of aesthetic principles ensure that people's aesthetic cognition comes from practical life through basic teaching practice, and people can learn the internal aesthetic perception, which is in line with the basic cognition of human aesthetic education practice in China. When carrying out education and teaching, it is necessary to effectively control and explain the target teaching contents of literature theory and aesthetic principles, improve and understand the integration of online and offline aesthetic principles, literature theoretical knowledge and MOOC platform, and fully understand the role of education and teaching within the school. In the study on the MOOC practice of literature theory and aesthetic principle, due to the large space-time contradictions and conflicts in the learning ability and resource sharing among students, it is impossible for students to have a fixed time to learn aesthetic principles and literature theory every

⁶ Lin Qiaowei. “Application of Group Discussion and Problem-based Integration in High School Mathematics Classroom”, Exam Weekly, 2019-56.

day, and there is no time to learn. MOOC platform can provide this type of students with opportunities to choose high-quality resources, help to further promote educational equity, realize the effective sharing of resources, and improve students' learning efficiency. And then, it is suggested to build a new teaching tracking system. The integration of Internet technology and higher education has changed the traditional characteristics of simple and static education and teaching and avoided the nonverbal phenomenon in online education [6]. Based on the aesthetic principle of MOOC and the educational and teaching design of literature theory, a new education and teaching model can be constructed under the condition of exchange of learning resources. Therefore, a new educational and teaching community can be built to lead new teaching methods and improve the quality of education and teaching [7].

5 Teaching Mode and Content of Literature Theory

“Literature theory mainly uses MOOC to express the abstraction of the course contents of literature theory. Especially, inserting audio, animation and video into MOOC course will stimulate students' interest in learning [8]. With the application of teaching mode based on MOOC, it is suggested to carry out teaching with “situation”, “cooperation”, “conversation” and other components, which can help students' understanding of abstract concepts.⁷ The records are shown in the following figures (“Fig. 4”, “Fig. 5”, and “Fig. 6”).



Fig. 4. Situation of setting online learning according to teaching objectives.

⁷ Zainahan Abuduo. A Practical Study of Multimedia MOOC in Literature Theory, Electronic Technology, 2020.



Fig. 5. Records of learning literature theory online.

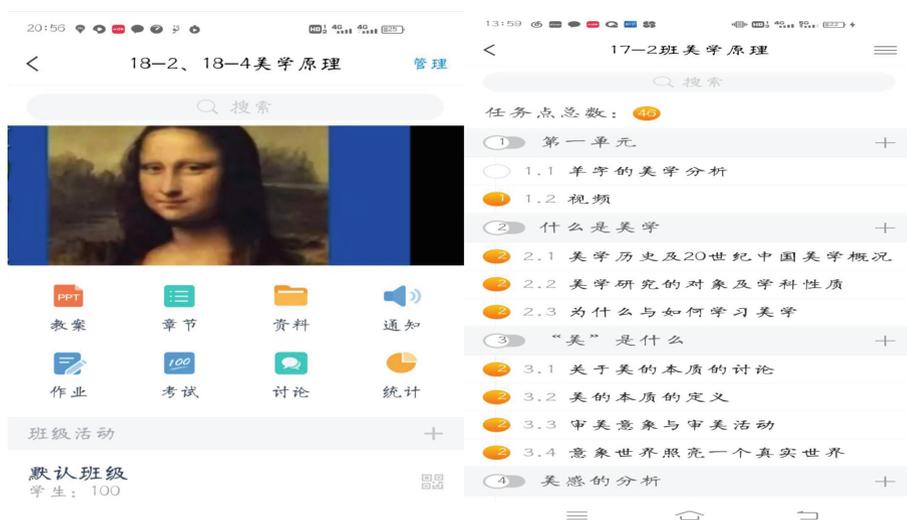


Fig. 6. Record of learning aesthetic principle online.

6 The Construction of Curriculum Contents of Literature Theory Under PBL Teaching Mode

Using literature theory to analyze the problems of literary works is open. Using this teaching concept can better enable students to have a personalized thinking mode, and the teaching contents run through the serial problems from self-built courses to online and offline courses. Therefore, the key problems will be solved.

6.1 Classification Standards of Problems and Teaching Methods

Practical problems refer to problems derived from actual literary activities as real situations, and to analyze the tendency and authenticity of literature must take works as examples to illustrate. (Means: online + offline).

Theoretical problems include theoretical concept problems, and theoretical concepts rely on teaching materials. (Means: students preview before class + answer the students' doubts in class).

6.2 Classification of Openness

The core issues refer to the upper-level issues of framework issues which are directly related to the core literacy of the discipline and serve the lifelong development of students, with a large degree of openness. For example, it is true for the nature of literature. (Means: online + offline).

Frame questions are used to frame the learning scope and guide students to further study and explore. For example, in the first chapter "the nature of literature", literature is social ideology, literature is aesthetic art and language. (Means: online MOOC of Dezhou University).

Content problems are basic problems to solve the driving forces, which are directly related to factual knowledge and basic skills, and lay the foundation for students to develop high-level thinking ability, such as "the literary tendency". (Online + offline).

Driving problems are the subordinate problems of the framework problem, with the challenges. Driving problems can drive students to carry out learning, which are guiding problems. Specific theoretical analysis cases, such as the analysis of literary tendency and authenticity "storm", must be analyzed before understanding the contents. (Means: Online + offline + Flipped classroom) Teachers will carry out flipped classroom teaching of this kind of problems.

6.3 The Structure

The problems of good structures are generally closed questions with a clear and fixed answer. Students do not have to design their own solutions to such problems, such as "the author of the theoretical works of Wen Xin Diao Long" (online).

The poor structure problem is relative to the problem with good structure. Poor structure problem is generally an open problem with no unique answer. Students need to collect data and design solutions to solve the problem. Relatively speaking, poor structure problem is easier to promote the development of students' abilities in all aspects. (Online + offline) For example, it is suggested to use the "transcendence of literature" to analyze Tao Yuanming's "Taking A Leaf" (online pre-class homework + analysis of offline teachers' comments on students + classroom explanation) to record problem-solving behavior of students after class ("Fig. 7").

In this teaching, the teacher is the designer who mainly designs questions, the organizer of the whole course, and the facilitator who guides students to conduct questions according to the questions answered by students.

Students are the main collaborators in learning. They work with teachers, explorers and autonomous learners to establish groups on the platform ("Fig. 8").

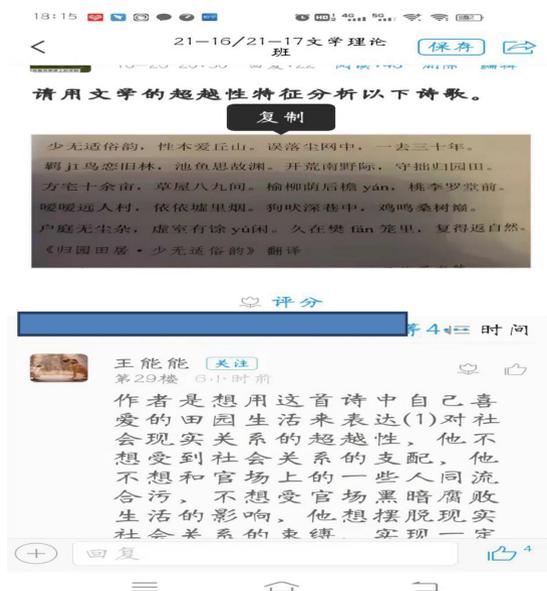


Fig. 7. Behavior record of solving problems by students after class.

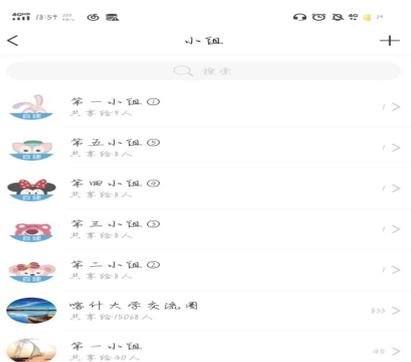


Fig. 8. PBL grouping behavior record on SPOC platform.

7 Teaching Reflection

7.1 Advantages and Disadvantages of Online Teaching

Where there are misunderstandings in online courses, most students will not take the initiative to ask teachers questions. In online courses of literature theory, contents are highly theoretical and have few case explanations, which will lead to the difference in the understanding of connotation. Teachers must understand how many online courses students can accept, what to do if they can't accept online courses and how to achieve the teaching goal. Teachers must adopt constructive teaching ideas and take measures.

Table 1. The proportion of course content

Course Assessment content	Evaluation criteria: students are required to systematically memorize, master and understand the basic theories and knowledge specified in the syllabus of literature theory, and be able to independently appreciate and distinguish relevant literary phenomena and literary works according to the knowledge and skills learned and mastered.	Proportion
situation of attending classroom	According to the relevant regulations of the school	5%
Class communication and discussion	Actively participate in class discussions, and fluently express their own ideas and opinions	5%
SPOC platform	For all SPOC tasks (including the learning status of MOOCs before class, the discussion status on the platform, the reading time of key books uploaded in SPOC, and the participation status of classroom learning)	40%
final exam	test of cloud question bank	50%

7.2 Adding Flipped Class

For online contents, it is suggested to ask more questions about online content in SPOC and enable students to solve it. In addition, it is required to carry out flipped teaching according to the problem-solving results in SPOC, focus on solving the problems that students don't understand, and cultivate students' advanced thinking ability.

7.3 Increasing the Basis and Score of Process Evaluation

The behavior record of this course should be based on a comprehensive process, not a single one, not just a paper, one-time homework, not the formal homework, process evaluation of copying textbooks as notes ("Table 1", "Fig. 9").

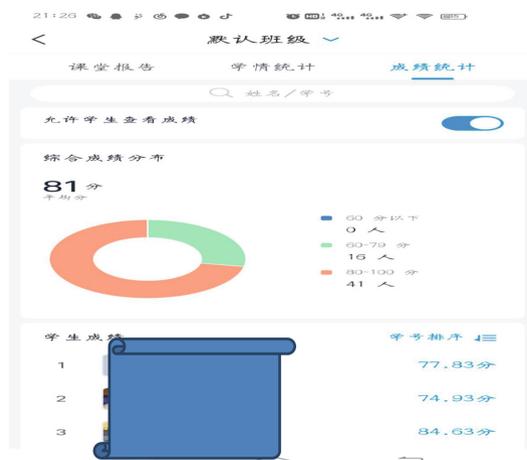


Fig. 9. Procedural behavior record of SPOC platform.

8 Conclusion

8.1 Gradually Establishing Case-Based Microlecture Video of “Literature Theory” in “Innovative Education”, “Information Education Theory” and “Constructivist Learning Theory”

It is necessary to closely follow the requirement of building “golden class” in China, which has been clearly put forward by the department of higher education of the Ministry of Education in recent years. There are no onlookers, but all builders” [9]. At the same time, it is required to gradually enable the students in the border areas to share the lessons of the domestic courses on the platform, and watch the video of the problem-based microlecture established by the teachers for the students. In practice, it is necessary to build a problem-based and case-based microlecture video of literature theory.

8.2 Expanding the Application of Assisted Instruction for Video Teaching

The vivid pictures, videos, animations and other forms and contents in multimedia teaching can express a lot of abstract knowledge in the course of literature theory in a more vivid way, which would effectively attract students’ attention and learning interest, and improve the monotonicity of theoretical learning in the teaching of literature theory.

8.3 Adding the Auxiliary Ways of MOOC and Flipped Class When the Amount of Class Hours is Insufficient

Based on the principle of assistance and practicality, MOOCs focus on a certain teaching goal of the course, give full play to the advantages of being short, precise and accurate, and carry out online and offline auxiliary teaching. In particular, when choosing the SPOC content of literature theory on different domestic platforms, it is necessary to compare

the content and show it to students. Besides, it is suggested to provide students with domestic high-quality courses or website links of literature theory, and combine with traditional teaching, so as to make the teaching content more rich, thematic and practical. Under the principle that MOOC and flipped classroom teaching play an auxiliary role in teaching, students are the main ones in the guidance, inspiration, discussion among students and real-time generation of classroom. And it is necessary to find students' understanding of problems from discussion, so as to carry out flipped classroom.

8.4 Solving Students' Practical Problem-Solving Ability

For teachers, the implementation of practical teaching methods is an important test put forward by today's teaching reform of literature theory. It requires teachers to change the previous step-by-step curriculum teaching, improve the flexibility of curriculum teaching activities, constantly adjust the teaching contents according to the actual learning situation of students, and control the curriculum teaching from the perspective of today's teaching philosophy.

8.5 Constructing a New Teaching Tracking System

The integration of Internet technology and higher education has changed the traditional characteristics of single and static education and teaching and also avoided the nonverbal phenomenon in online education. The education and teaching design based on MOOC and SPOC literature theory can build a new education and teaching mode under the condition of mutual exchange of learning resources, so that there is no longer just a relationship of teaching and learning between teachers and students. They can share their own views through the Internet platform and jointly build a learning network through the human-computer interaction mode, so that they can form a two-way learning interaction and exchange. As teachers, students and platforms are independent, they can establish personalized connection relationship, expand new learning environment, use big data to track students' learning, feed back learning content, further improve teaching design scheme and achieve better education and teaching results.

8.6 Building a New Community of Education and Teaching

This teaching method mainly allows students to learn independently on the mobile terminal and learn with the app after class. The content of watching MOOC is specified by the teacher. After the students watch, the teacher first puts forward questions and publishes them in the MOOC group. The students discuss in the MOOC group. In the process of discussion, teachers observe the effect of students' "Q&A", explain the important problems in the MOOC in class, and then discuss. A learning atmosphere of autonomous learning will be formed and a new type of communication and interaction community will be established. "MOOC and SPOC platforms are teams composed of multiple teachers, which need to integrate resources through the mutual coordination of internal personnel. The teachers in the platform have different professional backgrounds and teaching styles, and can explain the knowledge points from different vision and

methods, so that the team members have professional teaching awareness and reform spirit, grasp the dual-subject thought of teachers and students, and realize the transformation of interdisciplinary and blended teaching mode of knowledge.” In this regard, it is suggested to actively cooperate with relevant platforms, integrate literature theory into education and teaching courses, regularly or irregularly release teaching knowledge maps in the education and teaching community, improve the development mode of education and teaching in the new stage, guide new teaching methods and improve literary literacy.

Authors’ Contributions. This paper is co-completed by Zainahan Abuduo and Bo Yang.

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