On Teaching Mode of *Essentials of Chinese Modern History* in Internet Informationization

--Based on Moso Teach in Xi'an Peihua University

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Abstract: Under the background of Internet informationization, the course, *Essentials of Chinese Modern History* in Xi'an Peihua University actively implements the space teaching based on Moso Teach, has obtained a series of effects in theory teaching, changing teaching mode, improving teaching effects and breaking through the limitation of time and space; however, at present, the original intention of the space teaching of the course has not yet been fully demonstrated, the significance and status has not been recognized correctly, and the operability is to be improved. On the basis of experience and deficiencies, this paper proposes to transform teaching concept, quickly improve the competence and quality of teachers and students and actively strengthen measures to support the platform.

Information technology with the core of Internet technology is having a deep influence on teaching methods in colleges. Various Internet media appear and provide colleges with a vast platform for learning, communication and interaction. Our college, at present, promote the Moso Teach actively, Essentials of Chinese Modern History (hereinafter referred to as the course) in Xi'an Peihua University adapting to flipped classroom, and has explored the space teaching mode. In the process, we have obtained some experience and also many insufficiencies, which is worthy of further discussion.

1. The Background of Moso Teach in the course

1.1 The surge of mass information brings challenges to the course.

Under the background of network technology information, the volume of global information has grown exponentially, and there is very little restriction on the dissemination and release of information. For college students, the "netizen", they can easily access a large amount of information through the Internet. It can be said that the amount of information available far exceeds the capacity of the textbook. Traditional teachers still convey knowledge to students in a single channel. First, teachers do not have traditional advantages in the amount of resource information they occupy, and second, the interaction is poor. There are various resource materials on the Internet, and the We Media have tried their best to attract attention. However, these mixed good and bad resources make it is difficult to distinguish, and some resources are "stealing the spotlight", which hinders the formation of a correct worldview and values for college students. With the comparison of diversified network forms with the simple traditional classroom, there is conflicts, even negative mentality between students and the course, teaching materials and even teachers, which brings great challenges to the course.

1.2 The development of network technology brings opportunities for the teaching mode of the course.

With the development of science and technology, most teachers apply multimedia teaching currently. However, in the traditional multimedia teaching, multimedia is just like the electronic blackboard, showing video, picture and animation at most, nearly the same as traditional blackboard, difficult to realize the interaction or participation of everyone or almost everyone in time. In

addition, online open course and educational website created by colleges themselves, can provide materials for the study in space teaching. The insufficiency is that the limited coverage, weak interaction and insufficient connection to the reality, so it cannot better play the role as the main battle position in teaching. After the construction of space teaching platform based on Moso Teach, teachers of the course can build up and reconstruct the curriculum knowledge at any time and any place, students can conduct self-learning, and teachers and students can communicate ideas and academic knowledge without the limitation of time and space, which brings the opportunity for teaching reform of the course.

2. The construction of space teaching of the course

2.1 The preparation stage of the course

2.1.1 To create rich teaching resources.

The advantage of space teaching is that students can make use of mass curriculum resources stored online by teachers to study at any time. Therefore, the curriculum resources is the key to the construction of space teaching mode. There are diversified and rich teaching resources in the course, so the task in the preparation stage is most difficult. According to characteristics of the curriculum, teachers divide the teaching resources into three aspects: curriculum instruction, curriculum resources, curriculum development. The first aspect includes teaching schedule, electronic teaching plan, case base and practice proposal, which provides help for students to be familiar with teaching content; the second aspect consists of historical stories, document about martyr and hero, video data and news, which strengthens the convincing power for teaching; the third aspect includes history songs, relics, campus activities and Today in History, so as to increase the connection between the curriculum and reality and the pleasure of the course.

2.1.2 Organize and manage student groups.

According to requirements of Moso Teach, each student has his or her group, and teachers need to organize groups after establishing the class. Teachers can group students offline based on the teaching needs, form group plan, and make sure that each and every student join the designated group for the communication and interaction between teachers and students. Or students can be grouped randomly in the curriculum.

2.1.3 Organize the preparation before the class.

Teachers will give students assignments before the class. The main purpose is to require students to understand the overall framework of content with the space platform, guide students to explore relevant historical backgrounds, and encourage students to access related resources. In-depth discussion on the problems set by teachers shall be conducted in this stage to stimulate their interest and avoid increasing the burden on students.

2.1.4 Plan the class activity theme, and determine activity form.

In addition to the student's in-depth study activities in each class, teachers prepare some immediate activities in the classroom to help students think and understand. For instance, in order to allow students to really feel the passion in one historical period, let the students travel to that era, walk on that street, and report on the situation on the day as a reporter, accomplish the recording of that interview in groups in the Moso Teach and evaluate each other in groups after the activity.

2.2 The implementation stage of the course

As there are fewer class hours in the course, classroom teaching must be efficient. Teachers upload the lesson plans and courseware on the space platform. The specific content is shown by clicking, clear in form, rich and comprehensive in content, which lays the foundation for effective classroom teaching; students have a preliminary understanding of the historical background in the self-study phase before class, and representatives give presentation in the class. The main task of

teachers in the teaching stage is to summarize, answer questions, solve difficulties, highlight key points, and save a lot of time for efficient classroom teaching; during the teaching process, knowledge tests, in-depth discussion, brainstorming, group cooperation, and mutual evaluation of assignment provides a variety of teaching methods for efficient classroom teaching.

2.3 The consolidation stage after class.

Currently, assignments of the course are mainly arranged by the teaching practice, teachers propose practical teaching plan and arrange it Moso Teach based on teaching content, and students can choose assignments or they can re-propose assignments by themselves. However, it is necessary to leave a private chat message with the teacher in Moso Teach and receive a reply from the teacher. This will not only facilitate the guidance and communication between teachers and students, but also provide convenience for students to communicate with each other. After completing the assignment, students submit on Moso Teach and teachers select excellent assignment for presentation. The arrangement, correction, review and display of homework assignments further stimulate students' enthusiasm and improve their learning effects.

2.4 The assessment stage of the course.

According to the characteristics of the course, teachers conduct the corresponding reform of the assessment mechanism of the curriculum. The curriculum assessment is mainly conducted by teachers, and consists of process assessment and final examination. The process assessment is composed of four parts: knowledge tests, in-depth discussion, combination of majors and Moso empirical value. Knowledge tests requires students to study independently and develop their self-learning skills. In-depth discussion exercises the cooperation ability of students and explore thinking skills, combination of majors enhances career interests of students. Moso empirical value includes a series of activity participation and quality performance on the Moso Teach. In the final examination stage, students are required to master relevant historical facts, draw correct conclusions, and guide their own words and deeds. The specific score is based on the students' examination papers. Through the two assessments, students have acquired relevant historical knowledge in their continuous learning, internalized into inner beliefs, and externalized into actual actions, which have truly realized the goal of ideological and political education.

3. Advantages and insufficiencies of space teaching of the course in Xi'an Peihua University

After the exploration in the semester, at present, the teaching of the course based on Moso Teach has accomplished some effects, made fully use of advantages of the information era, the interests and familiarity for the course of students have been improved greatly and the learning effects is obvious.

3.1 Main advantages.

1) It enriches resources. Most of the content of the course is considered by many students to be a repetition of the history education in secondary schools, thus forming resistance to this course. After the introduction of Moso Teach, the teaching content and resources of the course have become more colorful. The teaching content not only comes from teaching materials and teaching reference books, but also comes from network resources and self-made resources of teachers. At the same time, teachers encourage students to seek out historical resources around them and effectively integrate all teaching resources. Uploading methods can be linked to mobile phones or computers, which makes it easier to find resources and can increase the teaching resources of the course, and to identify and absorb them for students. In the form of resources, based on the characteristics of Moso Teach with unlimited capacity and self-study time for students, teachers collect historical pictures and video materials of various forms, rich and colorful, and use such popular media form as videos, pictures, sounds, etc. as auxiliary means to attract the attention of students, enhances their interests and greatly enriches theoretical teaching. 2) It changes the traditional teaching mode. The teaching activities of the course were mainly taught by teachers before, and the teaching forms was relatively

simple. Students always felt indoctrinated. After the introduction of the Moso Teach, the learning initiative of students has been greatly enhanced, and the interactive teaching of the guidance of teachers and the participation of students has been realized. The interactive situation is immediately shown on the screen. The teaching exchange is not only the communication between teachers and students, but also includes the communication between students and students. The teacher is no longer the absolute authority in knowledge, but a leader and organizer of learning; students are no longer passive recipients, but are task participants and teaching centers. 3) It improves the teaching effects. In the space teaching mode of Moso Teach, teachers who are the subject of teaching can teach students in accordance with their aptitude based on the analysis of knowledge tests. Students learn from each other to find the best answer in the brainstorming. The question and answer discussion can upload pictures or send voices. For example, when we talk about the epoch-making event, the creation of the world, questions in the discussion area are what songs you know eulogizing the Communist Party of China, some students sing it out, even the songs of her hometown and Mao Zedong's songs which are not often heard but are very warm-hearted. Compared with traditional teaching, the effectiveness of the course has been significantly improved.

3.2 Insufficiencies.

At present, the teaching of the course of the Xi'an Peihua University is still in the exploration stage, and there are still some deficiencies. 1) As an ideological and political education course, the course has the teaching requirements of "internalizing into beliefs unconsciously." Individuals with poor ability of self-discipline use QQ, WeChat or other software during the activity time of Moso Teach, and some need to be guided to think deeply the resources required by teachers to obtain the empirical value. 2) It is necessary to improve functions. When making test questions, teachers need a lot of time, and it is not possible to import files, time-consuming and laborious. The sign-in function is sometimes affected by the signal.

4. Thinking on the improvement in effectiveness of space teaching mode of the course

Based on the deficiencies, the following suggestions and measures are proposed to further improve the effectiveness of space teaching mode of the course.

4.1 To change teaching concept timely.

The fundamental method to overcome the deficiencies of space teaching of the course is to change the teaching concept. The fundamental purpose of the course is not about "what", but to analyze "why"; not to memorize theoretical knowledge, but to internalize moral beliefs. In the information era, teachers should not overemphasize the role of online teaching technology, taking Moso Teach, an online teaching platform as a teaching tool, which is only an auxiliary teaching method and cannot completely replace classroom teaching. If we rely too much on network technology and ignore teaching content and teaching organization, the classroom teaching will be just a form, and the purpose of ideological and political education cannot be achieved. Teachers of the course need to make it clear that we use Moso Teach to provide more learning resources, to better conduct interactive teaching, to discriminate between right and wrong in discussions and debates, and to make students recognize historical events, historical figures, and historical laws so that those can be internalized in heart and externalized in shape.

4.2 To improve the competence of teachers and students as soon as possible.

The teaching mode of Moso Teach requires a relatively high level of skills and qualities for both teachers and students. Therefore, in order to ensure that each teacher and each student can make full use of the Moso Teach, skills training must be strengthened to improve information quality. For teachers, the ability of teachers to operate technology and collect and organize resources should be further improved. This first requires that teachers themselves must strengthen the learning of teaching technology, including the training of Moso Teach, the main functions training used in this course, the operation of teaching equipment and the application. At the same time, in the traditional

teaching mode, the teaching content of the course is boring historical facts and the solidified evaluation; and in the era of network information, history is often held differently, difficult to distinguish between black and white. Teachers are required to have modern information quality, improve the ability to collect and organize information, accurately identify and use network information, and provide students with the correct source of information. In terms of students, the course is a compulsory course for students in all majors. Students have different majors, different interests, and different learning foundations, so all students must understand how to find the course resources, how to submit assignment and how to participate in the interaction.

4.3 Colleges should actively strengthen platform support management and increase hardware investment and the construction of campus network.

Some students are constrained by their economic level, their limited phone data, so it is difficult for them to complete the tasks assigned by teachers to ensure the quantity and quality at the same time; in addition, during the peak period of students surfing the Internet, the speed is very slow, which directly affects the space teaching. Colleges can consider providing free Wi-Fi for students around the clock or further improving the quality of campus network.

In conclusion, under the background of informationization, the introduction of the Moso Teach into the course follows the laws of education and teaching, and is also the call of the times. In the context of the space teaching of Moso Teach, how to more scientifically and reasonably conduct reform on the course, the author starts a discussion and hopes that peers can pay more attention to this issue, in order to promote the further improvement of teaching quality.

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