

THE MERGING OF MOOC WITH TRADITIONAL TEACHING MODE IN CHINESE VOCATIONAL COLLEGES

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Abstract: Vocational colleges occupy half of the higher education in China. However, the research achievements related to MOOC study from vocational colleges are significantly lower than universities in terms of quantity and quality. This article believes that MOOC is of great significance to the teaching reform of vocational colleges. There is a dialectical relationship between MOOC and the traditional teaching mode. Although MOOC promotes the transformation of the traditional teaching mode, it cannot replace it. The rational integration of MOOC and the traditional teaching is an inevitable trend in the historical development of education.

Keywords: MOOC; Merge; Traditional teaching mode; Vocational colleges; China

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1. INTRODUCTION

The history of “MOOC” (Massive Open Online Courses) dates to the 1962 when American inventor Douglas Engelbart launched a research project entitled Promoting Human Wisdom: A Conceptual Framework of the Stanford Research Institute, in which the idea of using computers to achieve large-scale, worldwide information sharing was proposed. In China, the development of the MOOC is also very rapid, and there are high-quality sites such as Mutu.com and Good University Online. In October 2013, Tsinghua University launched the School Online to provide online courses to students around the world. In April 2014, “Good University Online” independently developed by Shanghai Jiaotong University was officially launched. As a result, MOOCs have had a huge impact on the development of my country's higher education, including more than 1400 vocational colleges. China Investment Consulting, a leading industry research and industry strategy consultancy in China, recently released a research report which pointed out that the influence of MOOC will continue to strengthen.

According to the search of the CNKI database on March 24, 2024, the number of papers related to the field of “MOOC” has reached 25 357. Through the statistics, we can see that the research field covered cultural science, language, computer technology, medical and health, economic management, literature, art and so on. If you pay attention to the statistical data, we can easily find that the development of MOOC research is very fast. The study of MOOC in China has started in 2012. By 2014, more and more scholars began to pay attention to the study. The number of publications in the year has increased by more than 10 times compared with the previous year. After 2016, the domestic study of MOOC entered a peak period, with an average of more than 3,000 articles per year. Throughout the relevant academic achievements in China, the research perspective mainly includes the following six aspects:

- (1) Development history and main features of MOOC
- (2) Integration of MOOC and teaching in various disciplines
- (3) The impact of MOOC on higher education
- (4) Research trends and trends of foreign MOOC
- (5) Critical thinking about MOOC
- (6) Emerging MOOCs to other disciplines, such as library, trade economy, military, publishing, etc.

According to the statistics of the database, the research results related to vocational colleges are significantly lower than universities in terms of quantity and quality. In fact, higher vocational colleges occupy half of the higher education in China. However, most vocational colleges have problems of lack of teachers. For these colleges, MOOC undoubtedly provide them with a way to relieve stress. However, the number of research papers on MOOC written by teachers in higher vocational colleges is less than 3000, which is less than one-eighth of the total number of publications. Of these papers, less than 100 papers were published in core journals. In addition, there are very few high-quality articles in the above-mentioned results, and none of the articles written by teachers from vocational colleges has entered the top 80 in the cited ranking. In fact, the study of MOOC includes not only theoretical research but also empirical research. The theoretical research level of higher vocational colleges cannot be compared with famous universities, but they have unique advantages in empirical research. Looking at the current research results of MOOC in China, the number of empirical research papers

published is very small. According to the statistics of China Knowledge Network database, as of the end of 2016, only a little more than 100 related papers were retrieved, which is less than 1% of the total research results. Among them, no more than 10 papers were cited more than 10 times. Therefore, we can make a conclusion, the empirical research related to MOOC is still in its infancy, and there is a huge research space in the future. At the same time, more and more education authorities have realized the importance of the study of MOOC, and thus increased the financial input for the study of MOOC. Taking Anhui Province as an example, the Education Department has set up a special project for “large-scale online courses” since 2014, which has been incorporated into provincial projects to support vocational college teachers to film MOOC videos and do empirical research. Teachers at vocational colleges should take this opportunity to vigorously develop the empirical research of MOOC and improve the level and quality of MOOC research. In recent years, under the influence of the novel coronavirus epidemic, the hybrid teaching model of online and offline has attracted wide attention in the education sector. In this context, China’s higher vocational colleges are actively exploring the new teaching mode combining online and offline, and the integration of MOOC and traditional teaching mode has become the inevitable teaching reform.

2. MOOC CANNOT REPLACE THE TRADITIONAL CLASSROOM TEACHING MODE

“MOOC is the result of the use of modern technology, but technology has boundaries and cannot replace the role of human at any time” (Wang Xiao, Wang Zhiquan. 2015: 41). Therefore, although MOOC has brought a huge impact to the traditional education mode, it will never replace the traditional classroom teaching. First, in the MOOC teaching, teachers and students have not met each other, so there is a lack of spiritual and emotional communication. “Pre-recording guarantees the quality of the course, but it lacks the kind of communication between teachers and students when they are teaching in class” (Chen Guoen. 2016: 66). Since ancient times, preaching moral, teaching knowledge, and solving puzzles have been the three major responsibilities of teachers. Among them, preaching moral comes the first. The principle of life moral runs through the teaching process and teaches students how to behave. The MOOC only has the function of teaching and solving puzzles, but the function of evangelism and education cannot be realized. Because of the lack of this educational function, regardless of the fast development of the MOOC, it can only be a way of transferring knowledge in essence. Secondly, there are individual differences among students. MOOC is suitable for outstanding students with strong self-learning ability. For those students who are lack of self-discipline, MOOC is not as effective as it should be. In actual classroom teaching, there are characteristics of variability, and teachers can adjust the teaching content according to students' responses. In MOOC learning, teachers are virtualized and can only repeat knowledge points continuously. It is impossible to teach students in accordance with their aptitude according to their explanations. “The current MOOC teaching method is very single, which is basically an online version of the traditional offline teaching mode.” The fixed content leads to a lack of agility, and simple video viewing can easily make students feel tired. At the same time, from the perspective of the effectiveness of teaching, not all courses are suitable for producing MOOC. MOOCs are more suitable for theoretical courses, while it is not suitable for those practical courses such as physical education and dance. In addition, the learning process of MOOC lacks a real teaching atmosphere and students cannot experience the colorful campus culture. Due to the lack of interpersonal communication and teamwork, students are easy to fall into loneliness. Because of this, “MOOC learners generally have low levels of participation, low course completion rates, high student turnover rates, and overall learning effects are not satisfactory” (Wang Zengxiang. 1995: 153). Let’s take the famous MOOC platform Coursera as an example. According to statistics, its online course completion rate is less than 10%. In summary, MOOC is not perfect. It has many shortcomings. Only through the means of incorporating it into the traditional classroom teaching can make up for the shortcomings and make it gain lasting vitality. Through the organic combination of MOOC and classroom teaching, a hybrid teaching mode that integrates online courses and classroom teaching is gradually created.

3. THE MERGING OF MOOC WITH TRADITIONAL CLASSROOM TEACHING IN VOCATIONAL COLLEGES IS INEVITABLE

After entering the 21st century, with the advent of the Internet plus era, the impact of information technology on education is increasing every day. As a product of the development of information technology, the emergence and popularity of MOOC has triggered a profound reflection on the traditional classroom teaching mode in the education sector. Many teachers of vocational colleges realize, "Facing with tremendous changes in the teaching environment, as the executors of traditional classroom education, we must emancipate our minds, learn from the advanced concepts of MOOC to reform traditional classroom teaching models, and try to promote the organic integration of MOOC and the traditional education system” (Zhao Yancheng, Sun Qiu Hua, Jiang Haili. 2016: 156). The author believes that MOOC has a very important role in promoting the current classroom teaching reform, and its integration with classroom teaching is inevitable. By merging MOOC with traditional way of teaching in the classroom, we can improve the comprehensive quality and teaching level of teachers and give students more autonomy.

3.1 MOOC has changed the singularity of traditional classroom teaching methods

Traditional classroom teaching is mainly based on the teaching of knowledge points by teachers, and the teaching form is relatively simple, and students are prone to feel bored. The high-quality MOOC videos have refined language and high professional level, and the photographers are mostly experienced teachers who are familiar with the knowledge points. It can be said that "the rich and diverse content and aesthetics of MOOC are unattainable in traditional classrooms" (Liu Jie, Wu Xin, Chen Zeyu. 2018: 5). Therefore, teachers can choose some MOOC videos related to the teaching theme and integrate them into classroom teaching. In this way, it can not only deepen students' understanding of the key points of the knowledge they have learned, but also enhance their interest in learning, and achieve a multiplier effect with half the effort. Of course, MOOC videos shouldn't be too long. It is generally accepted by scholars that the length of inserting videos should be controlled within 10 minutes. In addition, because MOOC learning breaks through the limitations of time and space, teachers can recommend some excellent MOOC videos for students to watch after class when they are free as a useful supplement to classroom teaching. All in all, the integration of MOOC and classroom teaching has changed the singularity of the traditional teaching mode in the past and has made teaching styles more colorful.

3.2 MOOC encourages teachers to study and improves the teaching level

MOOC has put forward higher requirements for teachers' teaching level, frontier knowledge, comprehensiveness, and other abilities. Taking the preparation for lessons as an example, in the traditional teaching mode, teachers only need to pay attention to the knowledge points in the textbook. In the background of MOOC, teachers need to choose a variety of videos and compare them with the teaching content. After that, teachers should figure out some relevant videos and insert them into the classroom teaching. For these carefully selected videos, teachers must watch several times in advance, think about the questions that students may ask during the teaching process, and provide some answers for reference. The author believes that, although this process consumes a lot of time and energy, it is also a means and method of self-learning for teachers. At the same time, "the actual operation of MOOC has more influence on teachers. It requires teachers to understand, master and even become experts in MOOC, so that teachers' knowledge and abilities related to MOOC must be diversified and advanced" (Luo Sangui. 2018: 74). At present, most of the producers of MOOC videos are teachers. To shoot a successful MOOC video, they need to have excellent skills in information technology, fluent language skills, and a good sense of teamwork. In addition, teachers should also understand the production methods of MOOC, study the characteristics of MOOC learning, and constantly update the knowledge learned, to produce high-quality MOOCs. In summary, the integration of MOOC and traditional teaching puts forward higher requirements for teachers and encourages them to study continuously, which also improves the actual teaching level invisibly.

3.3 MOOC expands students' right to choose independently

In traditional classroom teaching, teachers are in the dominant position. Under normal circumstances, students are just passive. The so-called teacher-student interaction is only the passive cooperation of students under the guidance of the teacher. Under such a teaching mode, the subjective initiative of students cannot be truly stimulated. The emergence of MOOC has greatly changed this situation. It meets the individual needs of students, allows them not only to choose the courses they are interested in, but also to select their favorite teachers as they like. For example, if students do not like a certain teacher, they can choose excellent videos related to the teaching theme after class and watch some MOOC videos taken by famous teachers to achieve the purpose of learning. Some students who hope to learn more can also use MOOC videos to expand the dimension of learning and even learn new majors on their own, laying a solid foundation for future employment. In addition, unlike the traditional classroom teaching mode, MOOC can be watched repeatedly, which also brings good news to students with poor receptive ability.

4. CONCLUSION

The discussion of the relationship between MOOC and traditional classroom teaching has always been a research hotspot that academia pays attention to. A review of the previous research results reveals that there are currently three different viewpoints in the academic world. The first point of view is that MOOC has advantages that traditional classroom teaching cannot match, and it will surely replace traditional classroom teaching and become the mainstream education mode in the future. The second view regards MOOC as an online version of traditional classroom teaching. It is inferred that after people's freshness dissipates, MOOC will gradually decline until it withdraws from the stage of history. The third point of view not only realizes the importance of MOOC in the transformation of traditional classroom teaching mode, but also sees the many shortcomings of MOOC. Therefore, it is recommended to combine the two to learn from each other and develop together. Of the above points of view, the last argument is clearly the most rational. Based on the above analysis, we can draw the conclusion: there is a dialectical relationship between MOOC and traditional teaching mode in vocational colleges in China. On the one hand, MOOC make up for the shortcomings of the traditional teaching mode, making

classroom teaching more interesting. At the same time, it enhances the interest and effectiveness of classroom teaching. On the other hand, the shortcomings of MOOC make it unable to completely replace classroom teaching. It can only be a useful supplement to classroom teaching. The author believes that the rational integration of MOOC and traditional classroom teaching in vocational colleges can construct a new and efficient education mode, which will surely become a major direction of education reform among Chinese vocational colleges in the future.

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