

STUDY ON THE TEACHING MODE OF WEB MARKETING COURSE BASED ON "MOOC + SPOC"

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Abstract MOOC has developed rapidly as a new form of online education, and has created different education models for traditional online teaching. However, research on MOOC by universities at home and abroad is still incomplete. This article summarizes the development status of MOOC, analyzes the problems that occur in the teaching of Web Marketing courses, introduces SPOC in response to the problem phenomenon, and combines the application advantages of SPOC in campus classrooms, proposes the MOOC + SPOC model for Web Marketing course teaching practice, it is conducive to improving the teaching quality of the basic courses of network marketing.

Keywords: MOOC; SPOC; Web Marketing.

1. INTRODUCTION

With the rapid development of large-scale open online courses MOOC, some of the shortcomings of MOOC itself have gradually emerged. The form is novel, but the presentation method is monotonous. The resources are rich, but the targeted guidance is obviously insufficient. In fact, it has no impact on college teaching. People think so big. With these problems of MOOC teaching practice in colleges and universities, some new methods continue to emerge. In contrast, SPOC's learning activities are more flexible and efficient, and can meet learners' personalized learning needs. In response to many problems in the practice of MOOC, many famous schools in the United States like Harvard University and the University of California, Berkeley, etc. have become SPOC leaders. They have tried a more refined form of SPOC, using rich MOOC learning resources and teaching the advantages complement each other, thereby transforming the teaching structure and improving the quality of teaching and learning. This article will use the Web Marketing course as an example to carry out the classroom teaching of "MOOC + SPOC".

At present, there are obvious characteristics in the teaching content system of web marketing courses, but the courses have great contradictions in terms of content, hours, and teaching methods. Most teachers only focus on the instillation of students' knowledge during class, and do not pay attention to the cultivation of students' innovative thinking. Many teachers can only explain the basic knowledge of Web Marketing in actual teaching, but in the face of deeper content, the teacher is overwhelmed and unable to answer the questions for students. How to complete the goal of Web Marketing teaching, strengthen the strength of teachers, and cultivate students' innovative thinking is a problem that the current Web Marketing teaching needs to solve urgently.

2. THE CONNOTATION AND ROLE OF MOOC AND SPOC

2.1. Web Marketing Teaching Based on MOOC

MOOC (Massive Open Online Course) refers to a network teaching mode in which industry experts and senior teachers of a school provide teaching resources through the MOOC platform and allow anyone to participate in online learning. On the MOOC platform, teachers and students can ask questions online, and the lecturer organization team should provide learning services for learners, including learning, homework, exams, credit certification, and certificates. Because of its openness, free of charge, and low barriers to entry, MOOC's introduction has been rapidly developed, and it has brought great impact to traditional education.

2.2. Web Marketing Teaching Based on SPOC

SPOC (Small Private Online Course) is a course open to some schools or some specific students. It sets restrictive access conditions for members who apply for this course. Only applicants who meet the requirements of the course can be included in the course. The emergence of SPOC mode is an extension of MOOC online learning. According to the investigation and investigation results, we found that the characteristics of SPOC are more suitable for the learning of current students. Because SPOC usually only allows students to participate in the school, and teachers under the SPOC mode will also organize offline teaching activities, so as to achieve online and offline mixed teaching, can maximize the effect of their respective teaching advantages.

3. PROBLEMS AND CAUSES

In order to improve the quality of teaching and change the limitations of traditional teaching, according to the characteristics of MOOC teaching mode, with the support of schools and peer experts, we conducted MOOC teaching exploration of Web Marketing courses.

3.1. The limitations of MOOC

(1) When the school produces MOOC course teaching videos, due to the low quality of its own school recording, it chooses to cooperate with a professional image processing company to complete the quality and quantity of recording. The image processing cost accounts for a large amount of funds for course development.

(2) The MOOC education model highlights the student's dominant position in the learning process and emphasizes and cultivates the student's autonomous ability. To complete the MOOC course learning, in addition to having the technology and pre-knowledge base to use the platform, a series of personal characteristics are also required, including self-motivation, self-restraint and regulation, efficient self-time management, online independent work, online collaboration and cooperation Ability, perseverance, hard work, and so on. The lack of these characteristics of students is the main reason for the high registration rate and low completion rate of MOOC online courses.

(3) Although MOOC provides a large number of high-quality teaching resources of well-known universities, the theoretical teaching has obvious advantages, but the practice link is lacking, and

students cannot practice operations online, which is not conducive to the cultivation of students' practical ability.

In general, MOOC's teaching mode is conducive to gathering teachers to develop high-quality teaching resources, encouraging students to master online learning methods, and promoting the integration of traditional classrooms and online schools. However, due to its limitations and the school's current funding, reform and development, the school's MOOC teaching reform has been hovering, no substantial progress has been made, and the reform has made little effect.

3.2. The limitations of SPOC in teaching are mainly reflected in

Judging from the comprehensive assessment results at the end of the period, the students who participated in the SPOC course showed a "dumbbell" polarization. The reason for this "dumbbell" phenomenon is also based on the limitations of the SPOC teaching model, mainly reflected in:

- (1) Online learning lacks effective supervision. It is difficult for teachers to observe the learning status of each student. It may even happen that when students open the video without watching it, they can obtain statistics of learning time.
- (2) The interactive functions of the MOOC and SPOC platforms are not perfect. Although they also support the online interaction between teachers and students, they cannot achieve the effect of traditional classroom teaching. Discussing and interactive learning content aimed at training students' thinking ability is also more suitable for returning to the traditional classroom.
- (3) Students submit interactive results such as exercises, assignments, and quizzes through the MOOC and SPOC platforms, and they are not supervised, and there is no guarantee whether their submissions are submitted by themselves.

4. RECOMMENDATIONS

Based on the teaching reform experience of the MOOC course, we decided to adopt the "MOOC + SPOC" online and offline mixed teaching model for all students who set up a network marketing basic course in the school. The MOOC course is guided by teachers to enroll students in our school to register for the basic courses of Web Marketing offered by China University MOOC. Teachers recognize the student's achievements in MOOC learning certification. In this way, one can share the high-quality teaching resources of other colleges, and the other can save the school's own development of MOOC video, which takes up a lot of energy and funds. SPOC courses can be built using the school's current cloud platform. In this way, SPOC courses have a relatively large reduction in cost compared to MOOC courses. At the same time, they can take advantage of SPOC's niche and intensive online teaching advantages.

Compared with traditional classrooms, SPOC online discussions and MOOC videos are more attractive to students to devote their time and stimulate their participation than the extracurricular reading materials designated by teachers, especially for students with insufficient motivation to learn.

(1) Online teaching.

We require all students in the class to register for elective courses in advance, and watch MOOC videos online, at the same time complete online self-test questions in time, and participate in online final exams on time. While participating in MOOC learning, participate in SPOC course discussions on the school cloud platform.

(2) Offline classroom.

The instructors conduct practical supplementary teaching based on online videos and students' learning and mastery. We generally divide students into groups, discuss the knowledge learned in groups, or require students to make presentations. Course discussions generally take the form of slides, experimental data analysis, homework analysis, etc., and then teachers give assessment scores based on the discussion of group students.

(3) End of the class.

At the end of the semester, complete a project course design based on the basic knowledge of network marketing courses, or complete the end of the spot test according to the school credit certification requirements.

From the summary of the teaching quality at the end of the period, the "MOOC + SPOC" -based "online + offline" mixed teaching model is indeed more attractive to students to participate in the course learning and invest more time than the traditional classroom. According to the statistics of the background analysis of the system, the average online learning time of each student is about 6 to 7 hours per week, which is higher than the time invested by students in traditional classrooms. This teaching model changes the students' learning habits from the learning concept, which is conducive to stimulating students' interest in learning and enhancing their initiative in learning.

5. CONCLUSIONS

Adopt the online and offline mixed teaching mode based on "MOOC + SPOC", in essence, the MOOC and SPOC online learning modes of teaching resources, network teaching form, learning concept and network technology are appropriately transformed to allow teachers to base on MOOC's high-quality teaching resources combine with the actual situation of its own colleges and universities to solve some practical problems in teaching, and it has certain advantages. Student assignments can be automatically scored online, reducing the workload of traditional classroom teachers and adding more time to improve teaching quality. The MOOC course video has the characteristics of unlimited time and place viewing and learning. The video content of the course is rich and dense, which is an efficient way to convey information. Students are excited to get the guidance of famous teachers and contact with the latest technology, which has a certain role in promoting learning enthusiasm. MOOC promotes the innovation of the teaching model. SPOC inherits the advanced teaching concepts such as the opening and sharing of MOOC. The MOOC + SPOC model can optimize the effect of teaching Web Marketing courses, and can also provide colleges with professional curriculum reform in the context of new information technology.

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