Literature Review of Mixed Teaching Model Based on MOOC

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Abstract: There are a lot of research literature on MOOC and mixed teaching mode, this paper combs and comments on these two aspects of domestic and foreign research, in order to enrich the research of mixed teaching mode based on MOOC, and also provide a basis for the research in this field.

1. Introduction

Due to the development of information technology, It provides the possibility for online teaching, especially since the global epidemic situation of COVID-19 in 2020, which has caused some difficulties to offline teaching, and online teaching research and practice have been developed rapidly. The research group carries on the foreign and domestic literature research to the mixed teaching mode based on MOOC.

2. Foreign Related Research

2.1 On the Study of MOOC

The concept of MOOC was put forward in 2008 and popularized all over the world in 2012. The research on MOOC abroad mainly focuses on the concept of MOOC, the case of MOOC, the impact of MOOC on education, the empirical research of MOOC, the interdisciplinary research of MOOC and so on. In 2008, Canadian scholars David Comir and Brian Alexander first came up with the term MOOC, a large-scale open online course. Liyanagunawardena et al combed the literature related to MOOC, put forward eight aspects of MOOC research trend, and provided a certain direction for later MOOC research. These research trends mainly include empirical research, related technology, educational theory, curriculum provider and participant-centered and so on.In recent years, MOOC research focuses on learners, because when learners use MOOC to learn, there will be fatigue, so the high dropout rate of MOOC learning has become the focus of research. The results show that the cultivation of self-regulated learning ability is an effective way to solve the problem of fatigue in online teaching.

2.2 Research on Mixed Teaching

The concept of mixed teaching first appeared in the White Paper on Educational Technology in 2000. Information technology is accelerating, and full-time online schools and K / 12 projects in the United States have also developed rapidly. In 2008, the popularity rate of hardware and software facilities such as electronic whiteboard and online software in primary and secondary schools reached more than 70%. Online learning has been widely used, especially since the epidemic of COVID-19 since 2020, online learning has become the main form. Some overseas universities are more likely to use online teaching to enable international students to complete their Studies. The research on mixed teaching in European and American countries is relatively mature, mainly focused on the curriculum design, development, application and evaluation of mixed learning.

Some foreign experts and scholars have done a lot of research on MOOC and mixed teaching. Goodyear emphasizes the mixture of teaching and tutoring in the "student-centered" learning environment is a case in point. Allen & Seaman proposed in 2010 that the proportion of courses and hours that focus on offline and online learning should be between 30% and 79%.

Foreign scholars have studied the effect of mixed teaching. For example, Ananthi believes that the relationship between mixed teaching and the competitiveness of higher education is studied, and that there is a positive correlation between them. Effectiveness and student satisfaction of mixed learning courses at the University of Newcastle, Australia The experimental study is carried out, and finally it is concluded that the combination of online and offline mixed courses can improve students' learning satisfaction.

Some foreign scholars have studied the influencing factors of mixed teaching. For example, Al-Sammar Ghazar believes that technical experience, service quality, information quality and system quality are the key factors that affect students' receptive learning management system in mixed teaching environment, and the octagonal structure factors of mixed learning proposed by Badurl Khan are mainly teaching institutions, teaching technology, teaching elements, support of meaningful learning environment, learning interface design, management, evaluation and ethics.

To sum up,Foreign experts and scholars have done a lot of research on MOOC and mixed teaching,which is due to the development of information technology, the research on these two aspects has become a hot spot in recent years. However, most scholars only study it from a macro point of view and qualitative research methods ,Less engaged in micro-level research and quantitative analysis, especially on the effect of mixed teaching is less, in addition, the majority of scholars only from the macro point of view and qualitative research methods, from the micro point of view and quantitative research, especially on the effect of hybrid teaching is less. There are less studies on the combination of MOOC and mixed teaching, taking the ideological and political course as an example to carry out MOOC mixed teaching is even less.

3. Domestic Related Research

In China, there are many online teaching platforms. These high-quality educational resources sharing is becoming more and more extensive, which plays a positive role in promoting the online hybrid teaching model. The research on hybrid teaching based on MOOC in China mainly focuses on the following aspects:

3.1 Taking the Curriculum as an Example to Carry out MOOC Mixed Teaching.

These courses include primary and secondary and higher education courses, covering various disciplines. For higher education, they mainly include computer, English, e-commerce, ideological and political, college physics and other courses. For example, Ma Wudi etc.in "exploring the mixed Teaching Model of basic computer courses based on MOOC" It is emphasized to design a new mixed teaching model from the aspects of teaching mode, teaching plan, teaching content, syllabus,

evaluation mechanism and so on, and the practical effect of the model is also studied. the results show that the class with the mixed teaching mode is obviously higher than the class with the traditional teaching mode in learning enthusiasm, experimental achievement, final score and excellent rate. For example, Huang Xiaoyu of Hebei University affirmed the superiority of MOOC in his master thesis "Research on mixed classroom Teaching Mode based on MOOC-taking macroeconomics course of H University as an example", but it can not replace traditional curriculum. Combining MOOC with traditional course can give full play to his own advantages. The author takes the macroeconomics course of H University as an example to carry out the mixed classroom teaching based on MOOC, which greatly arouses the students' learning initiative and enthusiasm, and obtains good teaching effect.

3.2 Research on the Development and Application of Learning Resources under the Mixed Teaching Mode Based on MOOC

Guoqiang Chen of Railway Police Academy points out that the online course represented by Mu course is rising rapidly, which brings new changes to the education and teaching in colleges and universities. By strengthening the design and evaluation system design of online and offline teaching activities, the mixed teaching mode of course based on superstar learning is constructed, And apply this model in the teaching practice of ideological and political course. Through the investigation and research, it is concluded that the model is beneficial to enhancement the effect of ideological and political teaching. Meanwhile, the problems existing in the model are also pointed out in order to correct it in the future. Yu Mei constructs a mixed online and offline teaching model based on MOOC in many teaching links, such as live broadcast teaching, experimental class, online homework, online test, project practice, problem discussion, examination and so on, and investigates the application effect of this model. Studies have shown that the students have a high degree of participation. Under this model, students have a good grasp of knowledge points, which arouses the enthusiasm of students in an orderly manner and trains the ability of autonomous learning. In Tao Shuo's study, the teaching process is divided into three stages: Preview and autonomous learning are the main stages before class, and the teaching and interaction stage is on and below the middle line of class. After class, students use MOOC platform to further consolidate and expand their learning stage. It is pointed out that the mode provides personalized learning mode for students at different levels, and greatly arouses the enthusiasm and initiative of students. Teachers should make full use of MOOC platform to carry out mixed teaching in order to improve the quality of talent training.

In a word, most domestic scholars discuss the construction of a mixed teaching model based on MOOC according to the specific teaching objects and courses, and apply the teaching model concretely, through the investigation and study of the specific implementation effect, and find the existing problems, in order to improve the model. Of course, there is no uniform teaching model, we should analyze the specific problems according to the practice, in addition, according to the changes in practice, the teaching mode should also be adjusted accordingly. For example, with the development of VR technology, the application of VR in hybrid teaching will be more and more extensive. For example, rain classroom + MOOC mixed teaching model is a hot spot in the past year and so on. In a word, in the practice of teaching, we should constantly innovate the teaching mode, Fully stimulate the enthusiasm and initiative of students in learning, and cultivate students' ability of self-learning.

To sum up, Some scholars at home and abroad have carried on the more thorough research to the MOOC and the online and offline mixed teaching mode, and achieved some research results. These research results can be used for reference in carrying out the research of the subject. On the basis of

previous literature research, we can draw lessons from mixed teaching mode, and according to the teaching practice of ideological and political course in higher vocational colleges. This paper studies and probes into the mixed teaching mode of ideological and political course in higher vocational education based on MOOC, in order to improve the teaching quality of course in higher vocational colleges, and then improve the quality of talent training.

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