

## The Design Of Hybrid Online Learning Model Based On SPOC

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**Abstract:** 2020 has seen a boom of online education in China. As MOOC has been applied almost in every higher educational institution, problems also arise: the role of teachers is doubted in online classes, since MOOC has already provide courses and learning materials for students; teacher's remote monitoring also has great loopholes, which makes students who are less self-disciplined failed to engage in learning; the evaluation mechanism about students' performance is still immature. Based on SPOC, this research will mainly explore a model of hybrid online course about English-to-Chinese Translation, which will not only solve the problems mentioned above, but also suggest a refined evaluation mechanism to better teaching effect.

### 1. Introduction

Even if there were no corona virus, online courses are imperative in China, as the application of Internet has spread to all aspects of individuals' life. The year of 2013 opened a new era of online education in China. Many domestic first-class institutions like Tsinghua University, Peking University and Fudan University have announced to join the project of building MOOC(Massive Online Courses). Competitions about giving online classes have also been held like a raging fire among domestic universities and colleges. In academia, proper patterns for network courses have been explored by educators, and many of them suggest that online classes can be combined with offline ones. For example, Chen Guinan has advised that online self-study should be combined with offline classroom teaching, because it can make full use of the network resources, share high-quality teaching resource, meet the learning needs of different students and at the same time reduce repeated teaching<sup>[1]</sup>. This pattern soon attracted educators from other fields. In second language acquisition, language learning is a dynamic, nonlinear and long-term process. Being confined to classroom, students are impossible to learn a second language well. As Zhou Yun considered, the function of language is communication and the key to foreign language education is interaction. Mobile Internet is characterized by interactivity and timely feedback, which is an excellent communication carrier of foreignlanguage teaching<sup>[2]</sup>. The issue has become one of the most popular topics in education and according to the data of Chinese National Knowledge Infrastructure, in 2019, 322 papers have discussed the possibility of integrating online courses with offline courses. However, even though there are so many essays discussing about the combination of online and offline courses, most of them are focused on building models and patterns. Few people explore the mechanism for evaluation. And this year due to the outbreak of COVID-19, offline classes are not available. All of the educational activities must be completed online, which calls for a systematic research about online education. Taking the English-to-Chinese Translation course as an example, and based on SPOC, this essay aims at probing a hybrid online class pattern without the help of offline classes and an evaluation mechanism about students' learning performance.

### 2. Hybrid Online Learning Model

With the resumption of work and production, school teaching has also return to normal. But this does not mean that online learning is not necessary. On the contrary, this emergency makes people begin to realize the practicality of online education. It can be applied in distance teaching, trans-national education and supporting education in poor area. Although it can solve many

practical problems, the traditional network teaching still has its disadvantages, especially in teacher guiding, supervision and evaluation. That is to say, a simple online course cannot ensure its teaching effect. Therefore, it is indispensable to build a new type of hybrid online learning model.

The hybrid online learning model is based on SPOC. SPOC means Small Private Online Course. According to He Bing and Cao Yang, the basic value orientation of SPOC is to design and utilize excellent MOOCs resources, change or restructure the school teaching process, promote mixed teaching and participatory learning, and improve the quality of learning and teaching<sup>[3]</sup>. Compared with MOOC, which features massive and open, SPOC is relatively “small” and “private.” That is to say, the courses are not open to everyone, and for those who want to take the courses, they must meet certain requirements. There are mainly two types of SPOC. One is used for college students who have classes in real world and they are required to learn online and offline courses at the same time. Usually, they study the online courses at first, and then in the classroom, their teacher will solve the problem they met online. Another one is that according to the application conditions, a certain number of learners are selected from the global applicants. The students must finish the learning on time, participate in online discussion, and complete the required assignments and examinations<sup>[4]</sup>. In this research, the second type is considered.

## **2.1 SPOC+Live Teaching**

In the mode of SPOC, students’ online self learning is a major step, so the first problem of hybrid online courses is to provide SPOC videos and pre-class homework. The course, English-to-Chinese Translation, require students to understand translation strategies and methods and then apply them into translation practice. So the teacher should integrated knowledge about translation skills, form a systematic and coherent whole with micro video, PowerPoint, and homework, etc. By doing so, the teacher can setup teaching process orderly, and the students can make their learning arrangement flexibly.

The second is task-driven method. In traditional teaching, students passively accepted what teachers teach, while in the hybrid online course, they have to finish their task before live teaching. Usually, a translation practice will be sent to them, and after online self learning, they need to translate the passage from English to Chinese. This is a process of transforming theory into practice. This kind of teaching which takes the task as the main line, the students as the subjects, can make students willing to learn and also can stimulate their creativity.

The third step is checking home work and giving live teaching. In traditional online classes, home work checking is in the charge of computer. But translation, especially literature translation can be hardly judged by computers. Therefore, the teacher is required to check all of the translation tasks, summarize the problems students have and have discussions with the students in live teaching. The duration of the live teaching is not necessarily as long as a normal class (90 minutes), as it is difficult for students to maintain high concentration for a long time without monitoring. 30 to 40 minutes will be enough.

After-class exercise is the review of what students have learned, and the preparation for the next stage of teaching. Students complete after-class exercises according to the requirements of the learning task list, submit self-test questions and programming assignments online through the SPOC platform, and the platform will provide feedback systematically. At the same time, the data recorded by the platform can be used as an important basis for formative evaluation, such as students' login time, discussion and communication performance, online experience sharing, resource contribution, course participation, etc.<sup>[5]</sup>

## **2.2 The Effect of the Hybrid Online Course**

Unlike other researches that only offer theories, the Hybrid Online Course suggested in this essay has been implemented in real educational activity. The subjects are sophomore students who major in English. And they are divided into two classes and each contains 27 and 24 students.

For many years, one of the important reasons that teaching has not been as inherently attractive as scientific research is that teaching involves a lot of repetitive labor. SPOC can relieve many of the repetitive work of teachers, constantly improve the creative work in teaching, and make teachers

become innovators in curriculum teaching mode. Compared with MOOC, the model of SPOC+live teaching enables students to have more interactions with the teacher. After finishing their task students are eager to get a feedback. Live-teaching can help the teacher fulfill this need. By sharing screen online, students can see teachers' instructions and the analysis of translation clearly, which will be much more convenient than in a traditional classroom. It also solves the problem that translation practice course is filled up with theories and gives no chances for students to do translating. Compared with simple live teaching, SPOC are much more flexible and students can arrange their learning scheme according to their conditions. It also provides much more learning resources to the students and they can select the material they like. Apart from these, websites for online classes have automatic evaluation mechanism and learning process monitoring, which to some extent ensure the effect of online self-learning.

Nevertheless, this does not mean that the model is flawless. Actually, during the implementing, many problems also arise. Technically, the capacity for the websites of online courses is too small, which results in the failure of class interactions. Also, the platform for SPOC and live teaching are separate, which means students performance in live teaching cannot be taken into account in the SPOC's automatic evaluation mechanism. And if the mechanism is not set up well, students will find it very hard to get a high score from it. What is more difficult for the teacher to handle with is students' learning attitude. Cheating the computer monitoring is very easy. For example, they can play the video while doing other things, and their learning process is still completed. They may even do not watch the live teaching, and the teacher will not know it. Lacking technological skills and online teaching experiences will also hinder the teaching from being carried out smoothly.

### **3. Solutions**

The problems mentioned above happen in practical application and only finding solutions to the problem can improve the teaching effect of this teaching model. The key to solve these problems mainly lie in technical support and teachers' subjective initiative.

#### **3.1 Hybrid Online Course Platform**

To solve the technical problem, the course platform should have a hybrid function, which can enable the teachers to do live teaching and interaction at the same time on the same platform. By doing so, students' performance and interaction with teacher during the live teaching can be taken into account by the automatic evaluation mechanism. The capacity of the platform should also be enlarged. Because of the outbreak of the epidemics, the demand of online courses surged but many platforms which were not designed for massive online courses in such a large scale failed to handle with it. For example, Chaoxing, a hybrid online courses platform which enjoys the function of live teaching, video watching, class activities and evaluation mechanism at the same time, failed to work at the first day for its capacity is not enough for so many students. Even though the virus has gradually faded away, and most of the students are now returning to classroom, the need of online courses has risen. And The capacity of the platform should be appropriately expanded to give full play to the functions of it.

#### **3.2 Quantitative and Non-Quantitative Index of Evaluation Mechanism**

Students' learning attitude, even in offline classes, is a tricky problem. What we can try to do is to make it impossible for the students to complete the learning progress without watching the videos. Therefore, note-taking is required when students are watching videos by themselves and the teacher must check their notes every week to ensure that they are actually learning things from online courses. But the labor of note checking cannot be finished by computers. Hence, the teachers are required to do the work and give evaluations for each student, which means the final evaluation does not totally depend on computers' automatic evaluation system. This method gives me a hint that the whole evaluation of students' performance can be consist of both quantitative index and non-quantitative index. The quantitative index refers to those that can be evaluated by computers, like attendance, interactions, tests, etc. And the non-quantitative index refers to those that can only

be evaluated by the teacher, like translation and note taking. Teachers' evaluation of students' learning is the main part of the evaluation and plays a major role in guiding and motivating students' learning. In the network environment, teachers can rely on the network learning platform, set up quantitative and non-quantitative evaluation indicators, and carry out the overall evaluation of students' performance.

### **3.3 Flipped Online Class**

Usually flipped classes happen in real classroom. But it is also possible for students to give class online. It can stimulate students to learn things and to think about how to organize the things they learn, since they are required to present the points in their understanding to the whole class and the teacher will grade it. Through the "flipped classroom" learning, students have a certain understanding of the knowledge points. In the live teaching, they can communication with teachers and do further practical operation, so as to internalize the knowledge and improve the quality of learning<sup>[6]</sup>. In the English-to-Chinese class, students will be work in groups (3-4 people). They need to analyze the translation work of the class by using the theory and strategies they learn from videos and live teaching. This is a learning process of "Theory-Practice-Theory". After students applying translation theories to practices, they will again summarize theories from the practice.

### **Conclusion**

Recent years have seen an explosion of online classes. From MOOC to SPOC, educators have been trying to seek for a new pattern for education. However, the exploration of online courses pattern cannot ignore students' performance evaluation, as a scientific evaluation will better students' learning efficiency and make teaching go smoothly. Educators should also keep pace with the development of technology, keep learning new things and keep a creative mind.

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