Analysis of College English Teachers’ Information Literacy and Role Reconstruction Based on SPOC Mode

Gui-Li WANG
School of Foreign Languages, Eastern Liaoning University, Dandong City, Liaoning Province, China
ddwgl2008@163.com

Keywords: SPOC mode; Blending-learning; Information literacy; Teachers’ role.

Abstract. The network information teaching in 21 century has rapidly become an important measure for colleges and universities to promote the teaching reform. Under the background of further integral development of information technologies and education innovation, many online learning modes such as MOOC, DLMOOC, MOOR and SPOC etc., emerge as the time requires. These teaching modes based on the information technologies greatly prompt the reforms and innovation of teaching modes; meanwhile, put up with new challenges and requirements for the information literacy and role change of the teachers. The birth of new teaching thoughts inevitably brings about the changes of many parts roles and behavioral mode. The analysis of college English teachers’ information literacy and role reconstruction can prompt the teachers from overall aspects in the social work, teaching and scientific research.

Introduction

The wide use of computer in the forties and fifties of 20th Century is the core of the third scientific and technological revolution. As another milestone of mankind historical development, the booming development of the international internet marks the human step into the information age since then. The rapid development of multimedia technologies in 21 century has sparked significant changes in teaching modes, teaching methods and teaching concepts. The coming of big data age makes education face a new revolution, and challenges and opportunities coexist. The educational department of our country recognized early the influence of information communication technology on the education. “Middle and long term educational reform and developing plan outline of country (2010-2020)” clearly points out that the information technology has a revolutionary impact on the educational development, especially the information communication technology, which is the important element to progress the overall educational system development. It changes not only the mode of education and learning, more importantly, it causes the goals, contents, methods and forms of education and school structure to change deeply.

The society is attaching much more attention to the teaching effects of the college English many years. The emerging reform of college English curriculum system and teaching mode based on the technological advance has become a hot issue for the exploration of the foreign language education academy. No matter common English, English for specific purposes or English for liberal education, all need the colleges and universities center on the improvement of the education quality. On the basis of the practical college English teaching conditions, introduce the advanced foreign language teaching concepts, integrate the excellent international educational resources to explore the sustainable developing road meeting the features of colleges and requirements of the society through the scientific teaching designs and multiple teaching means, thus effectively improve the students’ English comprehensive abilities and prompt the college English reform to step into new stage. The network information teaching has rapidly become an important measure for colleges and universities to promote the teaching reform. Under the background of Internet +, the innovative development of information technologies and education fusion makes many online learning modes, such as MOOC, DLMOOC, MOOR and SPOC etc., emerges like mushroom after rain. This new ecological learning environment based on the information technologies not only put forward higher requirements for the teachers’ information literacy, the teachers’ role and behavioral mode also change greatly. The birth
of new teaching thoughts inevitably brings about the changes of many parts roles and behavioral mode. The analysis of college English teachers’ information literacy and role reconstruction can prompt the teachers from overall aspects in the social work, teaching and scientific research. For the teachers’ part, the traditional identity of knowledge feeders no longer fit, and the teachers themselves also become a learner of the new ecology. At the same, apart from being a teaching expert, in order to guide the students’ wisdom through the new teaching methods, the teacher also integrate the multiple identities of provider of resources, supporter of classroom, catalyst of reform and data analyst and so on to achieve the goal of cultivating the students’ innovative spirits, awareness and thinking capacity.

Connotation of the SPOC Teaching Mode

The teaching mode of SPOC (small private online course), namely small scale restrictive online course, is firstly put forward and used by professor Armando Fox of University of California, Berkeley of the Unite States of America. It can be named as the derivative and upgrading product of SPOC and provides a sustainable developing mode for MOOC. Small and private contrast with massive and open of MOOC. Small refers to that the number of the students is generally range from dozens to hundred; Private means that setting the restrictive admittance conditions for the students, only those who meet the demands can enroll in the SPOC. From MOOC to SPOC not only takes on the deep integration of information technologies and education innovations but is also a continuous change and developing process of blending-learning. Due to its restrictive admittance conditions, such as educational levels, majors, SPOC to some extent, makes up for the disadvantages of MOOC, such as high enrollment rate, low completeness rate, low study credit and less interaction between the teachers and the students.

From the analysis of teaching mode design and teaching practice, SPOC can be regarded as a kind of teaching mode, such as the scholars Hebin and Caoyang come up with the relative structure “time-space-learning mode” based on SPOC, and use it to guide the practical teaching under the SPOC. They sum up six advantages of SPOC: “modular micro-lecture and precise self-test problem; project and question designs; selective time change; teachers’ activities time focusing on higher value and big data analysis and flipping classroom.”[1]

From the perspective of learners, SPOC is construction of deep learning mode integrating the information technology. The students complete the construction of the knowledge system through concept change, self-monitoring, autonomous learning and group cooperation. SPOC not only perpetuates the reliability, timeliness, interaction of the traditional network teaching, but also supports the methods of online and offline blending-learning and flipping classroom, which makes the online learning form much more flexible and integrates effectively the online courses into the classroom teaching, thus greatly improve the effects of the classroom teaching.

SPOC is a sort of modern teaching mode that integrates many teaching concepts, teaching resources, teaching techniques and teaching means. It satisfies the students’ personalized learning under the multimodal environment through the information technology constructing the organic integration of the network learning and classroom teaching and the interactive, opening and moving functions and resources. On one hand, it can better exert the teachers’ function of enlightenment, guidance and inspection. On the other hand, it can mobilize actively the students’ initiative, activeness and creativity to help them improve the ability of language communication through the combination of input and output and online and offline. Meanwhile, actively lead them to distinguish multiple perspectives, spark their critical thinking and innovative thoughts and cultivate their across cultural awareness, finally bring up them to high qualification compound talents with social responsibility, international view and innovative spirits.

Teachers’ Information Literacy and Role Reconstruction

Because of its advantages of convenience, quickness, low cost and high efficiency, SPOC changes the current colleges and universities teaching mode. It not only covers the changes of teaching methods and teaching means, but also covers the innovation and changes of teaching concepts. At the
same time, it puts forward higher challenges and requirements for the colleges and universities teachers’ information literacy and role. The vice-minister of Education Ministry Du Zhanyuan explain the importance of new era information with four necessities: “the education information inevitably brings about the education concepts innovation and the profound revolutionary of the teaching modes; it inevitably becomes an effective means to prompt education fairness and improve education quality; it inevitably becomes powerful support of the ubiquitous learning environment and all people’s lifelong learning; it inevitably brings about the great improvement of education scientific decision and comprehensive management capacity.”[2] The scholars Liu Zhi and Jin Saimei think of as SPOC to be a kind of blending-teaching mode integrating MOOC into classroom teaching, which is derivation, supplement and transcendence based on MOOC. The blending teaching mode of MOOC+classroom emphasizes the indispensable importance of the traditional classroom and the teachers, and the regression of the traditional teachers is endowed with new meaning and challenge.”[3] Therefore, SPOC re-definite the teachers’ role and creates new teaching mode. Before class, the teachers are the learners and integrator of the course resources. They are not necessarily the leading role of the lecture of VCR, and not necessarily prepare for each class lecture. But they should integrate all kinds of online and solid resources according to the students’ needs. On class, the teacher is guide and prompter. They organize the students to discuss in groups and provides personalized guide for them at any time. SPOC innovates the classroom teaching mode and arouse the teachers’ teaching enthusiasm and classroom vigor.

However, it must point out that SPOC only can be a means to optimize the classroom teaching rather than completely take place of the advantages of the traditional classroom because of its highlight on technique dominance and ignorance people-based interaction. As a college and university teacher, the concept change and training improvement should become an important prompter to push forward the work and further improve information literacy, cultivate the digital teaching and learning abilities and lift teaching construction ability under the background of SPOC.

Promotion of Teachers’ Information Literacy under SPOC

As the derivation of MOOC, SPOC is the inevitable developing result of new generation information technology applying to education field and education innovative. As the practitioner integrating advanced information technology, the promotion of information literacy of colleges and universities teachers is the key to improve the teaching quality through SPOC. Only master certain network technique, resource index and integrating ability and powerful communicating ability, the teachers can effectively integrate the rich resources and powerful data analysis of MOOC into the traditional teaching practice and make the attraction of classroom teaching last longer through people based wisdom clash and thinking clash. In addition, the teachers, through the scientific analysis assessment of the core drive of big data, can wholly collect and analyze the rich interactive data during the educational activities and learning process to take on more vividly the teaching principles, exploring the knowledge and behavior behind it through the learning analysis technique, providing the learners with learning means and adaptive aid based on personalized needs. It will make education modernized develop with much more wisdom, science and sustainability through learning prediction and teaching intervene advice based on evidence.

Reconstruction of Teachers’ Role under SPOC

The characteristic of language itself makes the education of foreign languages with the feature fitting for intellectual education. Foreign languages teaching itself is an opening, connective, reforming, reflective and generating process, which needs consideration to the comprehensive lift of four abilities of listening, speaking, reading and writing. This feature bring great challenge no matter for the teachers’ teaching or the students’ learning while SPOC directing at the various needs of foreign languages teaching provides one-stop solution plan through techniques and data support. Under the background of SPOC, from the beginning of class preparing link, the teachers need to transform thinking, search for class preparing references through the wide open horizon, optimize the teaching process through the design of classroom activities, interactive contents and testing ways and provide the students with unique feature with the learning opportunities fitting for them. And the
students also call on much more autonomy of learning to be the creator of the knowledge. Through data resource bank and new technology support, they can find out their own learning objective and roads suitable for themselves and set better studying plan directing at their weakness. Therefore, the college teachers under the background of SPOC are no longer single knowledge carriers. The teaching under SPOC, “All the curriculum of SPOC is not completely unchanged moved from the platform of MOOC; Meanwhile, under the SPOC, most time the teachers need to participate in the curriculum design and exploration of SPOC with the aid of the school rather than read item and item from the text like the teachers in the traditional classroom.”[4] as a result, under the background of SPOC, first of all, the teachers are the designers and participants as well of the course; Secondly, the SPOC environment puts forward higher requirements for the students’ initiative, enthusiasm, collaboration and autonomy, which needs the teachers to become the trainers of the students’ autonomous learning strategies, the stimulators of the students’ motive, the collaborators of organizing discussion and communication and the supporters of mental emotion, thus to improve the learning efficiency; Thirdly, the teachers should become the participants rather than the decision makers of the course assessment. The teachers should timely learn about and monitor the online and offline learning conditions of the students and give constructive guidance advice based on the scientific assessment indicators and make the students realize their progress and weakness.

Summary

The teaching reform under the background of SPOC is not simple overlap of the information technology and piles of resources but construction of teaching system improving teaching quality relying on advanced network technology and rich resource integrating power of MOOC. The multiple transformation of the college teachers’ role requires them to follow the teaching principles and obey the demands of 21st compound talents cultivation, integrating effectively the big data and advanced multimedia technology into the online and offline teaching process, increasingly improving the specialty competence and information literacy to prompt the abilities of resource integration and curriculum construction.

References


