The Design of English Network Course in the Elementary Education Stage Driven by Learner Experience

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Abstract. The construction of network courses is an important measure to improve the quality of network teaching and to build a learning society. Currently, the assessed network courses are from the position of teaching staff, ignoring the direct object-oriented learners of the course. This paper introduces the concept of user experience in the construction of English network course in primary education, analyzes the importance of learner experience to the quality network courses, and proposes recommendations to design learner-satisfied network courses.

Introduction

With recent promulgation and implementation of National Mid-term and Long-term Education Form and Development Program Outline (2010&2012) and the Development Plan of Education Informatization Decade (2011-2020), the application of modern educational technology in the field of English education in primary and secondary schools in China has entered a new development stage. Presently, the main researchers of primary and middle school English learning network products are textbook publishers, but they are mainly focusing on the simple presentation of the content of the course in the form of explaining and pushing test paper materials for each unit without a complete learning system and the care about learner experience.

Lacking of learners in the network course is not conducive to the use of resources. The lack of emotion caused by the isolated state of the learner has a large proportion to the unsatisfactory effect of network learning. Therefore, in the construction of English network course in the basic education stage, we should pay attention to the needs of the learners, and focus on the experience of the learners to carry out the curriculum design.

An Overview of Learner Experience in Network Curriculum

Learners as specific users of the network course in the acquisition of information expect to get a good user experience in learning, such as being pleasure, funny, enlightening, inspiring, creative, and a sense of accomplishment. These psychological perceptions are known as the learning experience of online courses. About getting a good user experience, there are many forms of organization and design types. Information construction expert Morvile presents the user experience hive model, in which he believes user experience has seven dimensions, namely applicability, usability, satisfaction, value, availability, reliability, and realization of value. The very last one is the ultimate goal.

Robert Rubinoff, an expert on user experience in the United States, suggests that the user experience should be packaged, including the user experience of the brand characteristics, information availability, functionality, content and other aspects. Independence of any single element cannot explain whether a network product is effective. Only when these elements are combined, do they form the foundation for user experience.

The learner experience derived from the concept of the user experience of network products refers to the psychological feelings to express expectations, emotions, and consciousness in the process of
network education production, resulting in attitudes and emotions towards the use of network courses. Rubinoff’s user experience quantification method is also applicable to the measurement of learners' experience of E-learning courses as a technology-based network product. Based on the pedagogy of online education curriculum, we select some elements and parameters of Rubinoff’s user experience quantification method to formulate evaluation indexes of network courses based on learner experience, mainly focusing on usability, function and content.

The Design of English Network Course in Elementary Education Stage Based on Learner Experience

To solve the problem of learner experience, we can permeate the user experience elements in the design of every stage in the network course. Garrett (2008), from the point of website construction, summarized the user experience elements as the presentation layer, framework layer, structure layer, scope layer, and strategic level, known as 5S model, to be the series of user experience design process. The strategy layer contains the product's objectives and user requirements. The scope layer contains the content and functionality that the course site provides for users. Structural layer is the scope of the layer to determine the content and function of structural design, and interactive learning activities design. The framework layer further details the requirements of the structure layer, defining the detailed interface appearance, navigation, and information design. The presentation layer pays attention to the details of each page presented to the user. Each of the five levels has an impact on the learner's ultimate experience. The general process of network course design is from the strategic design to the interface visual design. The design of each stage must be based on the completion of one stage above. How to choose the design of each stage has a direct relationship to its previous stage.

On the basis of this architecture, solving the learner experience problem is to infiltrate the various elements of the user experience design at all levels of the network course. In each layer, those seemingly abstract problems become very specific. At the strategic level, it is necessary to care about how to meet the needs of learners, which is the overall goal of online curriculum. At the highest level, the presentation layer, attention is given to the details of the pages presented to the learner, from color matching to the setting of each button, from sorting paragraphs to text style selection. The rise of the hierarchy is a macro-to-micro change process, and the designer's decisions are more specific as the changes take place. Each level is decided by its following level, from the abstract to the specific, progressively.

Under the guidance mentioned before, we carry on the learner experience design for English network course in elementary education stage from the aspects of learner demand analysis, the curriculum content organization, the interface and the navigation design as well as the sensory design.

The goal of the course is to improve the comprehensive ability of English. The learner needs should be transformed from the basic language knowledge to the cultivation of self-learning ability. The course functions would be added into video course module and the mobile terminal access. The theme module of English network course would be chosen from the basic knowledge of the language to the cultural awareness, scenarios and expressions, learning strategies and self-learning methods. The Interface and navigation design would be based on The Amazon website (https://www.amazon.com) recommended by the United States web designer Krug (2013) for the prototype design. In the sensory design, we will select the flat design to ensure the timeliness of auditory. Through the above five aspects of learner experience design, the English online course can bring good experience to its learners.

Summary

According to the 5S model of user experience, this paper constructs a web-based English course based on the learner experience with the consideration of visual, auditory, structural, interactive...
effect, content and function. The curriculum site needs to meet the cognitive load law in the visual aspect, and the auditory feedback should be given to the learners immediately. The content of the online course is reasonably and orderly related to the learners’ previous learning experience, and is consistent with their needs. The interaction between the learners and the website is in accordance with the learners' habits or predictions. All in all, the site should be vital, valuable, and acceptable.

English network courses based on learner experience develops from the internal psychological feelings and external learning outcomes so as to promote the positive experience of learners, to stimulate interest in learning English, and to ensure the continuity and effectiveness of curriculum learning. It is not only conducive to English teaching, but also conducive to the development and application of modern educational technology in the basic education stage.

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