Implementation of SPOC Blended Teaching Approach into Tour Guide Practice Course in Secondary School

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Abstract: With the progress of modern information technology, it makes the new teaching mode of online and offline possible. At present, the offline teaching mode based on lecture method is still adopted in the secondary school, which is difficult to cultivate the practical ability of students. The SPOC hybrid teaching mode is introduced into the secondary school tour guide practice course, and the teaching process is set into three stages: pre-class introduction, in-class teaching and post-class practice, which optimizes the teaching mode of secondary school tour guide practice and provides a new method and perspective for the reform of teaching.

1. Introduction

Tour Guide Practice is a core course of tourism major and also a professional skills course, which is a compulsory course for secondary students to work as tour guides. At the present, the course teaching of tour guide practice mainly focuses on theoretical teaching in secondary tourism, which is still the traditional lecture method. Besides, the teacher preaches from the book, coupled with the boring teaching materials, the initiative of students learning is low, so it is difficult to cultivate the practical ability required by students in the work.

As China's economy achieves high quality and rapid development, vocational education has been given new historical responsibilities. Secondary colleges and universities should actively explore and use modern information technology to promote the reform of teaching mode and innovation of teaching content of secondary courses, so as to cultivate high-quality talents for national construction. [1] SPOC hybrid teaching mode integrates the traditional offline and online education mode, and the online courses break through the time and space limitation of traditional teaching to enrich students' theoretical knowledge, while the offline courses can focus on skills training to cultivate students' practical ability. It greatly enriches the teaching resources, and provides a new way of thinking for the teaching of secondary tour guide practice.

2. Overview of SPOC mixed teaching mode

2.1 The concept of SPOC

SPOC (Small Private Online Course) is a private broadcast course, which is also translated as

small-scale restricted online course. This concept was first introduced and used by Professor Amando Fox of California Berkeley in his course Software Engineering. [2] It integrates online learning and offline to improve the instructor's guidance role and students' learning participation, and enhances student-directed learning. With the promotion of SPOC teaching mode by MIT, Harvard University, Tsinghua University and other famous universities at home and abroad have conducted experiments on SPOC course teaching mode, all of which have achieved relatively good teaching effect, but there is still a lack of research and practice on SPOC in secondary tourism courses.

2.2 The connotation of hybrid teaching mode

Through literature analysis, it is generally believed that the blended learning model is an organic combination of traditional face-to-face learning activities and online learning activities on the Internet. Driscoll (2002) believes that blended learning should include a mixture of teaching methods, a mixture of online and offline teaching, and a mixture of teaching and practical work tasks. Blended teaching makes full use of the available teaching resources through the optimization and combination of various learning resources to maximize the educational utility. [3]

2.3 The integration of SPOC and blended teaching mode

After 2014, SPOC blended teaching mode has received wide attention in China. The research level of SPOC blended teaching mode is mainly focused on higher education, general secondary education field, and the application scope is mainly in computer, English, biology and other courses. The research content has developed from theory to practice and expanded from instructional design to curriculum development. There is less research on the integration of SPOC hybrid teaching mode into the teaching of secondary tourism courses to improve theoretical knowledge and practical ability of secondary students, so the author builds the application of SPOC hybrid teaching mode in secondary tourism courses on the basis of previous research results and curriculum applications, and improves the application research of SPOC hybrid teaching mode in the field of secondary vocational education.

3. The current situation of the teaching of tour guide practice in secondary tourism

"School-enterprise cooperation" as the inevitable trend of vocational colleges and universities to train talents. The author found that in the process of theaching, there still exist many problems.

3.1 Teaching method is single and lack of teaching resources

During teaching, teachers mainly use the way of powerpoint to teach students the knowledge. The whole class is focused on the text and pictures that contain in powerpoint, and there are few opportunities to carry out other activities in the class. After class, the students' homework is also mechanical, that is to memorize the guide words, which is difficult for students to internalize the knowledge by themselves.

3.2 Students lack of initiative and insufficient subjectivity

In the learning process, the tiresome teaching content and traditional teaching methods cannot stimulate students' learning motivation. Students are only passively accepting the knowledge taught by teachers. Teachers ignore students' interests and needs in order to complete the teaching progress, and few students will actively ask the teachers questions after the course, so the subjectivity of students in the learning process is not really reflected.

3.3 Disconnect between classroom theory teaching and work practice

In the reform of vocational education, it is proposed to improve the construction of dual-teacher system. It is pointed out that secondary teachers need to have both theoretical knowledge and practical ability, but secondary teachers of tour guide practice are college graduates, who lack the experience of being tour guides in enterprises. The teachers themselves lack practical experience in tour guide positions, and the explanation of tour guide knowledge in the teaching process can only stay at the theoretical level, which leads to the disconnection between classroom theory teaching and actual work practice.

4. Curriculum design of SPOC hybrid teaching mode in secondary tourism practice

The application of SPOC hybrid teaching mode in secondary tourism practice is a teaching mode based on the vocational education cloud platform, which combines online SPOC teaching and offline classroom teaching together. In order to better explore the specific application of SPOC hybrid teaching mode in the teaching of middle-level tour guide practice, the author will start from three aspects: pre-course introduction, in-class teaching and post-course practice, see the figure1 below.
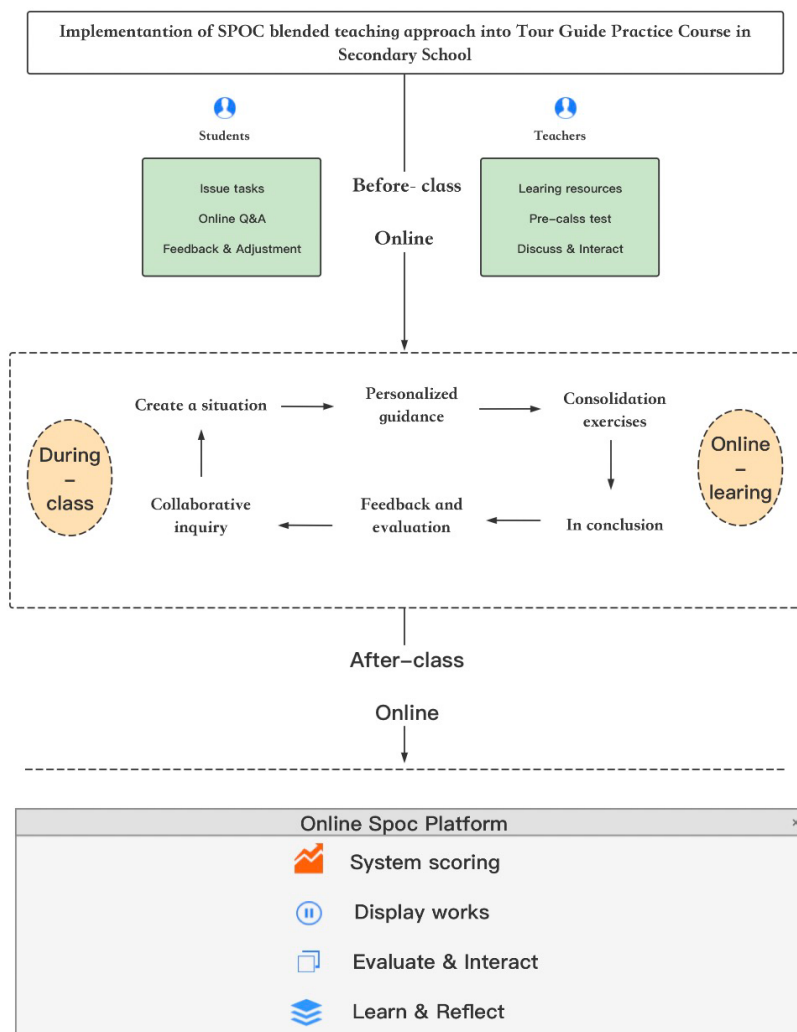

Figure 1: SPOC hybrid teaching mode of secondary tour guide practice

4.1 Pre-class: introduction

The SPOC hybrid teaching mode migrates the knowledge teaching link that occupies the classroom teaching to the vocational education cloud platform in advance, and students learn theoretical knowledge by themselves and carry out pre-course pre-study. Scientific pre-study can not only stimulate students' curiosity of learning, but also improve the efficiency of classroom learning. The content of pre-course should be in line with the characteristics of secondary school students' learning on the one hand, and should have a driving effect on classroom teaching on the other. Therefore, teachers should analyze the characteristics of learners according to the requirements of the syllabus, decompose the teaching objectives, release the teaching tasks on the platform, and carefully select the teaching contents to help students construct theoretical knowledge. In the online teaching session, the selection of teaching content is crucial. Teachers should transform the textual concepts and theoretical knowledge into visual charts and videos, and these teaching materials should be scientifically designed and carefully arranged by teachers to accomplish the educational objectives. Generally speaking, the length of microlearning videos is usually about 5 minutes. After the videos, some open-ended questions should be set to guide students to think, and the teacher should then give feedback and guidance according to students' answers. The collection and production of teaching video resources, compared with traditional classroom teaching, puts forward higher requirements for teachers. When designing online independent learning sessions, teachers should also deal with the relationship between Internet teaching resources and traditional classroom teaching.

Teachers select pre-study contents to upload to platform, and then students log in their own platform, click on the task list in the platform, watch the micro-lesson video of tour guide practice, complete the online test, and teachers actively interact with students online. The platform can record the length of students' learning, analyze and evaluate students' learning behavior. Teachers can actively adjust the next lectures based on the data information from the platform and the feedback from online interactions. Online teaching provides an equal learning space for teachers and students, and the active participation of students builds an online learning community with a strong atmosphere, where students express their opinions and share their learning methods freely, avoiding learning to be an isolated activity and enhancing students' learning initiative.

4.2 During teaching: interaction

Before carrying out classroom teaching of tour guide practice, teachers review theoretical knowledge based on online learning to help students check the gaps. Constructivism believes that the acquisition of knowledge cannot exist alone without the context, and the classroom learning of secondary school students is also to acquire the abilities needed in practice[4]. During teaching, teachers first create a specific situation of a tour guide case to make students clear the process of professional work and guide them to participate in the situation. Classroom teaching should be oriented to cultivate students' job competence, teachers design teaching situations around teaching themes, and students complete tasks and projects through group participation and group collaboration, truly realizing learning by doing.

The tasks issued by teachers should be in line with the teaching objectives of tour guide practice, and students should conduct collaborative inquiry in groups on the basis of mastering theoretical basic knowledge. In the process of students' discussion, teachers should give students personalized guidance and give them targeted suggestions and inspiration. When the problems encountered by the group are common, the teacher can unify the analysis and explanation in class. The teacher uses role-playing to demonstrate to the students what the tour guide encounters in the real workplace, so that the students can immerse themselves in the situation and make the abstract theoretical knowledge into the ability needed for the work. After the students' collaborative exploration and the teacher's

personalized guidance, the students are organized to present their learning results. In the process of reporting, the teacher summarizes and concludes, and students can learn from each other while watching other groups' reports. In order to stimulate students' learning, students' self-assessment, group assessment and teacher's evaluation should be used to reflect students' learning in a comprehensive way.

4.3 After class: practicer

After classroom teaching, teachers should reflect on the problems in learning. In order to better promote students' learning, teachers can arrange online practice of tour guide explanation according to the contents learned in class. The traditional after-class exercises is reciting guide words, and the teacher randomly checks students' recitation in class. In the SPOC hybrid teaching mode, the task is released through the vocational education cloud platform, so that students can upload their own videos of guided tours, teachers assess them on the system, and students upload their own videos, which means that students have more time to do their own targeted practice for the problems that appear in the class. For the excellent tour guide works, teachers can show them to class, and students can further enhance students' interest in learning by learning from the excellent tour guide videos and commenting and exchanging with each other.

5. Reflection on teaching

5.1 Correctly handle the relationship between online and offline teaching

The SPOC mixed teaching mode combines the advantages of online teaching and offline teaching, which are not opposed to each other, but complementary to each other. According to the school's own conditions, teachers play the main role in teaching according to students' learning characteristics, encourage students to reasonably use online teaching resources for learning, and improve the quality of classroom teaching of student guide practice.

5.2 Teacher should update their education concept and become a dual-teacher

Teachers should follow the pace of the times, keep learning and update their educational concepts. Vocational education needs deep cooperation between industry and school, we should not only cultivate students' practical ability, but also cultivate teachers' practical ability. Only teachers with practical ability can cultivate students with practical ability. Teachers of tour guide practice must go deep into the tour guide jobs in travel agencies for practical exercises and enrich teaching contents in order to make teaching and practice become one and identify the foundation for students' career development.

6. Conclusion

With the progress of the times and the development of the Internet, the informationized teaching of secondary tour guide practice has become an inevitable trend. At this stage, there are various challenges in the informatization teaching of secondary tour guide practice, and we should actively explore the specific application of SPOC mixed teaching mode in educational activities to promote the continuous progress of vocational education.

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