

Research on SPOC as a Teaching Model for English Elective Course in Medical Colleges

Zixun Yu^{1,*}, Dandan Zhao¹

¹Foreign Language Teaching Department, Changchun University of Chinese Medicine, Changchun, Jilin, 130000, China

*Corresponding author

Keywords: SPOC, English Elective Course

Abstract: College English elective courses have improved the college English teaching system and played an important role in improving students' English proficiency. Some teachers and experts and scholars have also begun to realize that it has some shortcomings: a single form, inability to mobilize student participation, less interaction, and no significant improvement in teaching quality. Teachers can fully utilize SPOC teaching methods and provide students with a large amount of online resources for independent learning outside of class. Only in this way can abstract and dull learning content be transformed into vivid and vivid effective information, while also creating a relaxed and authentic English language environment for students, improving teaching efficiency.

1. Introduction

In recent years, the reform of college English teaching in China has gradually made significant progress, and the teaching quality of college English courses has also been qualitatively improved. However, college English elective courses still cannot meet their needs for supplementing and strengthening English proficiency, which will have a certain degree of negative impact on the cultivation of future talents in China. Therefore, in the new era, it is necessary to adjust the teaching mode of college English elective courses and once again improve the talent cultivation level of English courses. College English elective courses have improved the college English teaching system and played an important role in improving students' English proficiency. Some teachers and experts and scholars have also begun to realize that it has some shortcomings: a single form, inability to mobilize student participation, less interaction, and no significant improvement in teaching quality. The setting of elective courses should pay attention to individual differences among students and emphasize their self-directed learning. Elective courses allow students to choose the learning content and methods that best meet their individual development based on their strengths, hobbies, and learning foundation. Professor Amando Fox from the United States proposed a concept - small private online course, which is called SPOC. SPOC maximizes the advantages of MOOC, allowing MOOC resources to be applied in small-scale class groups or individual schools. In other words, SPOC, as one of the teaching solutions, allows MOOC resources to directly serve specific populations or small classes. Its basic form is to utilize MOOC's online teaching videos and online evaluation functions, which play a certain auxiliary role in traditional

classroom teaching. The fundamental goal of SPOC is to organically combine traditional classroom teaching with MOOC. SPOC emphasizes and limits the number of students and places more emphasis on small class management and teaching. Therefore, its characteristics are often content intensive and small-scale, which facilitates the design of more targeted teaching content for students and facilitates student management. SPOC combines traditional classroom teaching with online evaluation, classroom teaching videos, etc., thus achieving the goal of reversing the classroom. Due to the objective existence of short time, multiple content, and large teaching classes in elective courses, in order to ensure teaching quality and effectiveness, teachers can fully utilize SPOC teaching methods and provide students with a large amount of online resources for independent learning outside of class. Only in this way can abstract and dull learning content be transformed into vivid and vivid effective information, while also creating a relaxed and authentic English language environment for students, improving teaching efficiency [1, 2].

2. Feasibility Analysis of SPOC Application in English Elective Courses in Medical Colleges

2.1. Current Situation of English Elective Courses in Medical Colleges

(1) It is necessary for medical colleges to offer various college English elective courses. The questionnaire shows that 80% of students in medical colleges believe that offering various elective courses is necessary. The current situation of offering elective courses in medical colleges is disappointing, as the elective courses offered are too monotonous, one-sided, and limited. Moreover, most classes are held in large classes with minimal interaction, which cannot meet the actual needs of students. Elective courses mainly focus on cultural aspects and are not systematic. Therefore, there is an urgent need to strengthen and standardize the elective courses of English in medical colleges and universities. According to the guidelines of the Curriculum Requirements, comprehensive English courses, language skills courses, language application courses, language culture courses, and professional English courses should be combined with compulsory courses, especially offering practical courses to meet the needs of students at different levels and stages. Some elective courses can be offered every semester [3, 4].

(2) Medical colleges and universities have their own characteristics in terms of academic system, teaching content, and curriculum design. Therefore, medical college English elective courses should also have their own characteristics. As is well known, medical colleges are places to cultivate medical talents, including doctors and medical researchers. Due to the increasingly detailed division of labor in the field, the offering of elective courses in professional English cannot be comprehensive, but should be categorized and targeted. Some basic courses can be taught by everyone, while others can only be offered specifically. What students need are practical courses that can have an immediate impact after learning. For example, courses related to the Greek doctor Hippocrates, known as the Father of Medicine, and the Hippocratic Oath, as well as courses in medical history, oral and conversational medical English, and Latin and medical English terminology, can all be offered [5, 6].

2.2. Feasibility of SPOC in English Elective Courses

2.2.1. Well-developed Technology

With the development of computer and network multimedia technology, college English teaching has entered a new era, and the teaching of elective courses in college English is no exception. Through computer and network multimedia technology, the teaching of various elective courses, including professional English elective courses, can be carried out more vividly, and the

sources of information and materials can be more extensive and convenient. Online databases, resource libraries, professional DVD teaching, CDs, such as the BBC series on human science, and various multilingual movies, all provide vivid, authentic, reliable, and colorful materials for college English elective courses, making the teaching of college English elective courses vivid and vivid [7, 8].

2.2.2. Personalized Learning SPOC Learning Content

The online course content is organized according to knowledge points, and students can decide their own learning speed. They can repeatedly read a chapter or complete a test and skip it directly - adapting to the heavy academic workload of medical students. Personalized time and location: Students can freely arrange their study time and location within the specified time. This study reduces the number of times to school and reduces the impact on work -- adapting to the characteristics of work and life of medical students [9].

2.2.3. High Level of Participation

Students can learn through SPOC online discussion areas and on-site classroom discussions, as well as teamwork, with a high degree of participation in the learning process and full interaction - adapting to the characteristics of medical students who have rich work experience and are willing to interact and share. More practical and in-depth learning. Through personalized online learning in the early stages, students from different backgrounds achieve a relatively consistent level of knowledge. Later discussion classes enable each student to participate in depths in school and reduce the impact on work - adapt to the work and life characteristics of medical students [10].

3. Flipped Classroom Teaching Model for English Elective Courses Based on SPOC

3.1. Platform Construction

In recent years, some universities in China have always adhered to spatial teaching on the basis of cloud education platforms. Nowadays, teachers in various universities have their own teaching space and have made certain achievements in spatial teaching. At a higher level, universities can use network technology to develop a school-based SPOC English elective flipped classroom teaching platform based on the MOOC concept. At the technical level, the functional framework and operating environment of the SPOC English elective flipped classroom teaching platform can be constructed, which facilitates the use of resource mapping, learning behavior management, micro course construction, and testing and evaluation functions. In order to fully utilize the characteristics of SPOC, make teaching resources more abundant, teaching forms more diverse, and teaching effects more ideal, English elective flipped classroom teachers can add various admission conditions for courses on the platform, control the number of students within the class, and use functions such as group learning and class management to conduct a specific analysis of the learning content of small classes, such as student behavior tracking, student performance Login to the platform for course selection, etc. The construction of a flipped classroom SPOC teaching platform for English elective courses based on the education cloud platform provides strong technical support for the smooth implementation of English elective course teaching. Teachers of English elective courses in medical colleges are no longer constrained by a lack of understanding and difficulty in managing students' learning situations. The small online courses built on it are more open, shared, and not limited by time and space, giving students greater autonomy in their learning activities [11].

3.2. Course Resource Construction

Flipped classroom teaching based on SPOC is inevitably inseparable from the support and application of course resources. Under the new teaching mode, course resources mainly include video resources, test questions, and other content. In terms of video resources, you can borrow teaching videos shot by relevant professional course teachers at our school, and you can also use various high-quality course resources provided on websites such as iCourse and Xuetang Online; in the specific process of curriculum construction, teachers can rely on the strength of the teacher team to record teaching videos, alleviating the pressure of individual teachers recording videos. In terms of test questions, the online video clearance test focuses on detecting the degree to which students understand the key knowledge in the course and will pass on the answer to the test questions and relevant explanations to help students understand the problem. The discussion area set up on the platform promotes each other with teaching videos, and through online discussions in the discussion area, students can further enhance their critical thinking. The course resources uploaded to the online platform (U campus) are usually divided into unit modules based on a teaching week, which is more conducive for students to arrange their online learning according to the classroom teaching time.

3.3. Online Learning

The traditional teaching of English elective courses is limited to the actual classroom, adopting a "teaching before using" teaching process, introducing new courses in the real classroom, explaining knowledge, assigning homework, and completing homework exercises after class. This teaching mode has limitations on the improvement of teachers' innovative ability and the development of students' personalities. In addition, traditional teaching only uses digital teaching resources and information-based teaching methods as auxiliary and supplementary, so information-based teaching methods cannot fully exert their value in higher education. After combining SPOC online learning mode with traditional classrooms in English elective courses, the teaching structure has changed and the original classroom teaching has been reversed. Online learning mainly realizes knowledge recognition, and the main process of students' learning is: browsing tasks, watching videos, operating tasks, submitting homework, and online discussions. Online learning essentially also means online teaching. Online teaching actually means that teachers upload designed micro lesson videos, learning content, learning resources, exercises, assignments, exam questions, etc. on online platforms and inform students to watch. By watching and learning these interesting and vivid content, students can deeply realize that they are the main body of learning activities and actively explore broader and deeper teaching content. There is a discussion area set up on the SPOC platform for students to express their opinions or raise their doubts, while the feedback and evaluation areas monitor students' learning process and effectiveness. Online learning for students refers to the ability to break free from the limitations of time and space, and learn freely through the internet and mobile devices, such as self-inspection, peer review, or feedback. In this mode, students can more intuitively see their learning volume and have a clearer awareness of their level. During or after online learning, students can also communicate with teachers or classmates through forums, websites, etc [12].

3.4. Face-to-Face Teaching

The focus of face-to-face teaching in the classroom is on internalizing knowledge, and the main process includes reviewing assignments, proposing tasks, completing tasks, summarizing, and answering questions. This also includes displaying students' grades, discussing and exchanging ideas, constructing knowledge, and providing feedback and evaluation. In the new mode, teachers will first evaluate students' homework in class and focus on explaining the knowledge points that

have many problems in the homework, promoting students' understanding and mastery of self-learning knowledge; afterwards, the teacher will inform the students of the new task, and the students will engage in interactive communication around the task and solve the problem through joint exploration. After the classroom activities are completed, teachers can encourage students to actively participate in various competitions or English corner clubs, enhance their interaction, and create a stronger atmosphere for learning English. Through immersive experiences in the context, students can improve their language application skills and achieve knowledge construction. In addition, teachers can also grasp students' self-learning situations through the SPOC platform and use the platform's classification or statistical functions to organize these issues, and then arrange expansion projects for pre-class preparation. According to their professional background, students will be trained in groups, and during the specific training process, they will learn.

4. Conclusion

Due to the objective existence of short time, multiple content, and large teaching classes in elective courses, in order to ensure teaching quality and effectiveness, teaching teachers should fully utilize multimedia courseware and methods for teaching and provide students with a large amount of online resources for self-study outside of class. Only in this way can abstract and dull learning content be transformed into vivid and vivid multimedia information, while also creating a relaxed and authentic English language environment for students, improving teaching efficiency. We should actively use SPOC teaching methods to organize and carry out teaching.

Acknowledgments

This work was financially supported by the fund: 2021 Project of the 14th Five-Year Plan for Education and Science in Jilin Province: A Practical Study on the SPOC Teaching Model of College English Elective Courses in Chinese Medicine Universities under the Background of Moral education GH21138; The "13th Five-Year Plan" Social Science Project in Jilin Province in 2019: The Current Situation and Coping Strategies of the Foreign Language Autonomous study at the Universities and Colleges in Jilin Province under the Background of Wisdom Education (JJKH20200915SK).

References

- [1] Yun Wei, Zhu Jing. *Practical Reform of SPOC Based College English Task Based Teaching Model in the Era of Big Data*. *Modern Vocational Education*, 2020 (27): 194-195
- [2] Zheng Wei. *Exploring the Task Based Teaching Model of College English in the Context of Blended Learning*. *Writers' World*, 2019 (22): 30, 32
- [3] Sang Xinmin. *Cold Thinking in the MOOCs craze*. *China Higher Education Research*, 2014 (6): 5-10
- [4] Zheng Qi, Yang Zhuyun. *SPOC: Integrating Innovation with Higher Education Teaching*. *Physics and Engineering*, 2014 (1): 15-18
- [5] Yang Zhuyun, Zheng Qi. *Preliminary Exploration of Online Education Models by MOOC et al*. *Technology and Publishing*, 2014 (2): 9-12
- [6] Li Hongmei, Lu Guodong, Zhang Jianping. *Exploration of New Teaching Models in Higher Education Institutions in the Post MOOC Era*. *Research on Higher Engineering Education*, 2014 (6): 58-67
- [7] Wang Haoliang, Zhang Chunlai. *Construction and Application of Integrating MOOC and Bloom Education Theory Teaching Model*. *Maritime Education Research*, 2018 (1): 37-47
- [8] Zhang Donghui, Zhu Xiaoming. *Experimental Teaching of Computer Software Courses Based on SPOC and Multimedia Network Classroom*. *Experimental Technology and Management*, 2017 (8): 195-205
- [9] Liu Chunyan, Li Dan, Zhang Baoren, Hu Xiaoling. *Systematic evaluation and meta-analysis of the effectiveness of flipped classroom teaching in POPC*. *Open Education Research*, 2019 (2): 82-91
- [10] Tao Haizhu. *Discussion on the Design of MOOC+SPOC Mixed Teaching Mode*. *Adult Education*, 2018 (5): 21-25
- [11] Dewey, J. *Democracy and Education*. *People's Education Press*, 1900.
- [12] Sujanta Kazemanzadeh. *Distributed System Integrating Virtual Reality Technology in English Teaching*. *Distributed Processing System* (2022), Vol. 3, Issue 1: 62-70.