Research on the Mixed Teaching Mode of Higher Vocational Colleges Based on MOOC—In the Case of "Network Marketing" Course

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Abstract. Mixed teaching combines the advantages of "online" + "offline" teaching, improves students' autonomy and creativity in learning, improves students' innovative thinking ability and comprehensive professional ability, and deepens learners' learning depth. The mixed teaching mode based on MOOC is an important way for higher vocational colleges to build quality classroom, improve the effectiveness of curriculum teaching, and realize the "golden course."

Introduction

In February 2019, the State Council issued the implementation plan of national vocational education reform, pointing out that it is necessary to promote the high-quality development of higher vocational education, and take the development of higher vocational education as an important way to optimize the structure of higher education and cultivate large-scale craftsmen and skilled craftsmen. To promote the high-quality development of higher vocational education, the cultivation of craftsmen and skilled craftsmen in big countries needs the support of the "golden course," which has become a hot word in the field of higher education, "learning by doing, realizing by doing, enjoying by doing" is an important label of the "golden course" in higher vocational colleges, emphasizing the construction of quality class and improving the effectiveness of curriculum teaching. The mixed teaching mode based on MOOC is an important way to build quality classroom and improve the effectiveness of curriculum teaching, and an important way to realize "golden course."

Mixed Teaching

Mixed teaching is a kind of "online" + "offline" teaching which combines the advantages of online teaching and traditional teaching. Online teaching can provide students with rich learning materials, improve their initiative, enthusiasm and creativity in learning, and strengthen the communication and discussion between students and between students and teachers. In addition, students can divide time independently, no longer limited by time and place, and effectively use the fragmented time to learn through the "online + offline" mode. Mixed teaching combines the advantages of the two kinds of teaching, improves students' autonomy and creativity in learning, improves students' innovative thinking ability and comprehensive professional ability, and deepens learners' learning depth.

Better Realization of Learning Centered

Mixed teaching can better realize the change from "teaching as the center" to "learning as the center" teaching concept, and help to improve the depth, breadth and participation of e-commerce students. The mixed teaching, with teachers as the main body and students as the main body, embodies the principle of teachers' intensive teaching and students' more practice. At the same time, the role of teachers and students and the traditional teaching methods have changed a lot. In the traditional teaching, teachers are the teachers of knowledge, students are the recipients of knowledge, and it takes a long time to transform knowledge into ability.
Helpful to Promote Students' Learning Autonomy and Creativity in Higher Vocational Colleges

Higher vocational college students have strong practical operation ability, personality and initiative, as well as strong sense of innovation, but most of them are lack of learning consciousness and autonomy. The Mixed teaching and research mode has a high demand for students' autonomy, requiring students to learn videos, collect data, participate in discussions, etc. if they can't complete the pre class learning tasks, the offline classroom learning effect will be greatly reduced. Therefore, Mixed teaching, real-time interaction between teachers and students and online supervision, students from passive learning to active learning, improve students' learning autonomy, and at the same time, through pre class data collection, pre class discussion and other content, give full play to students' creativity. The research shows that blended teaching can improve the learning effect of students, and promote the autonomy and creativity of students' learning.

Mixed Teaching Design of Network Marketing Course

Course Information

"Network marketing" is the core course of e-commerce which integrates technology and business, connects the tradition with the network. It is also an important professional development course for other related majors of economics and management. It is the first key for students to understand network marketing and successfully operate network marketing activities. It is also a practical course with fast content update and iteration. Through the study of this course, students are required. According to the post analysis of e-commerce major, the post of e-commerce major students in higher vocational education can be roughly divided into two categories, technical post and business marketing post. Therefore, the course of network marketing plays an important role in training students for future jobs. Through the study of this course, students can master the core professional skills of network promotion, new media operation and network operation, learn to use network marketing knowledge, methods and tools to engage in comprehensive network marketing activities on the platform of e-commerce website operated by enterprises, learn the specific implementation and effect evaluation of network marketing activities, and become e-commerce enterprises Provide effective network marketing planning scheme for self-employed enterprises or individuals to prepare for corresponding professional posts.

Analysis of Students' Learning Situation in Higher Vocational Colleges

Vocational college students have strong interest in learning professional knowledge, diligent and eager to learn, have a clear learning goal, strong sense of innovation, have good interpersonal communication skills, and are willing to communicate with each other; have strong hands-on ability, more active thinking, strong self-motivated, care for others' approval, like to try new things, like WeChat, micro-blog, jitter, and straight. Broadcast and other new media tools; some students have a lot of ideas and are not satisfied with implementation; some are willing to implement and are unwilling to think. According to the research report, 60% of the students are very concerned about the course results, 25% of the students are not particularly concerned about the scores, and 15% of the students only care about whether they pass or not. Some students' homework is not original, there is the situation of using others' achievements through the network. In the process of learning, some students do not invest enough in time and energy, which needs teachers' education and guidance.

Mixed Teaching Mode

According to the characteristics of students' learning and the basic principles of Mixed Teaching Design in higher vocational colleges, a Mixed Teaching mode of "online + offline" course of "online marketing" is designed, as shown in Fig. 1.
Online Teaching Platform Based on MOOC. According to the 15 tasks of the five major projects of the course, 33 online course video resources are designed, as shown in Table 1.

Table 1. MOOC Video Resources of Online Marketing (Partial).

| Item | Task | Video title | Duration | Test |
|------|------|-------------|----------|------|
| Item 1 Cognitive network marketing | Task 1.1 Cognitive network marketing | Cognitive network marketing | 10 minutes | Team building |
| | Task 1.2 Clarify the post responsibilities and requirements of online marketing | Clarify the post responsibilities and requirements of online marketing | 9 minutes | Classroom test |
| Item 2 Network marketing market positioning | Task 2.1 target market and competitor analysis | Research target network market | 9 minutes | Analysis and Research on the target market of simulation Enterprises |
| | Task 2.2 product unique selling point extraction and detail page design | Refine the unique selling points of creative products | 10 minutes | Refine the unique selling points of creative products |
| | | Product detail page with high design conversion rate | 10 minutes | Product detail page |
| Item 3 Construction of network marketing platform | Task 3.1 construction of marketing enterprise website | Using Vanke net to build marketing enterprise website | 10 minutes | Using Vanke net to build marketing enterprise website |
| | Task 3.2 third party network marketing platform construction | Plan the promotion of Taobao Express | 10 minutes | Plan the promotion of Taobao Express |
| Item 4 Network marketing promotion mode | Task 4.1 search engine marketing | Cognitive search engine marketing | 9 minutes | Classroom test |
| | Task 4.2 social media marketing | Operation of WeChat public company | 10 minutes | Set the public number and complete the public number drainage. |
| | | Use of WeChat twitter typesetting tool | 10 minutes | Using 135 editor to complete wechat tweet typesetting |
| | | Make H5 brand activity invitation | 9 minutes | H5 brand activity invitation |
| | | Official microblog of operation enterprise | 10 minutes | Content planning of official microblog |
| | Task 4.3 online video marketing | Planning short video | 10 minutes | Short video content planning |
| | | Implementation of online live broadcast marketing | 10 minutes | Product live marketing |
Students learn knowledge independently through MOOC before class, understand project tasks, and do well in data collection, pre class discussion, pre class test and other links in advance. Through the MOOC platform, teachers can understand each student's independent learning before class, optimize offline in class teaching content, and realize online and offline learning closed-loop.

**Offline Teaching Design.** Offline teaching links design online teaching and offline teaching are easy to be disconnected in the implementation process. Therefore, the Mixed Teaching mode integrating online MOOC and offline traditional classroom advantages is an inevitable trend to optimize the teaching effect. Based on the off-line teaching link of MOOC's "online marketing" course, teachers design classroom activities in combination with MOOC's content, theme and feedback from the discussion area, mainly in the form of team cooperation, and carry out teaching in five stages, including enterprise research, project creation, project display, project evaluation and improvement.

In the stage of enterprise research, through the project research of the cooperative enterprise, collect relevant project data, sort out and analyze, formulate corresponding strategies, prepare materials and provide supporting materials for the operation of the project, and increase the credibility and feasibility of the work. The project is mainly completed in docking enterprises.

In the project creation stage, according to the students' selection of the actual projects of the enterprise and preliminary research, complete the corresponding project planning tasks, so as to improve the students' practical operation ability, independent learning ability, innovation ability, communication and cooperation ability and oral expression ability. This stage is mainly completed in the connected enterprises or after-school.

In the project exhibition stage, according to the creation in the previous stage, all teams will report in class, report and reply on the main contents of project research and planning. To improve students' oral expression ability, planning ability, problem analysis and problem solving ability.

In the stage of project evaluation and summary, the students first evaluate the project according to the group, and then evaluate the project between each group. Finally, the school and enterprise teachers jointly comment and put forward suggestions for revision, and make overall evaluation and summary.

At the stage of modification and improvement, according to the opinions put forward by the school and enterprise teachers, each group continues to modify and improve, and finally excellent works are provided to the enterprise for application, good works are submitted to the online platform of the course for sharing, and qualified works continue to improve until they reach the standard.

**The Process of Mixed Teaching in the Course of Network Marketing**

This course adopts enterprise real project driven and brainstorming method, combines team based autonomous learning and inquiry based learning, and with the help of online course platform, Moochang, WeChat interactive communication space and other information means, it is divided into three stages: pre class autonomous learning, in class internalization and display, post class operation and expansion. Break through the key points and solve the difficulties at all levels.

Through flipped classroom teaching before, during and after class, students are guided to learn independently before class. In class, group discussion, brainstorming, case analysis, scenario simulation, role play, etc. are carried out. After class, team independent learning, operation, inquiry learning and cooperative learning are carried out. Give full play to the initiative, enthusiasm and creativity of students. So as to achieve the best learning effect. Also develop the ability of independent learning and lifelong learning.

**Before Class**

Learn the main content of each task and learn the basic theory through online teaching MOOC video learning. In addition to video learning before class, pre class topic discussion, pre class tests, pre class questions and other activities can also be carried out, so that students can actively participate in the course learning and improve their interest and participation. At the same time,
through pre class video learning, discussion, testing and other ways, teachers can understand the students' preparation for each learning task, so as to better design the teaching links in the class and improve the teaching effect.

In Class

Using the classroom teaching method of "research, creation, display, evaluation and improvement," the five steps of task introduction, project operation, display and sharing, comment summary, improvement and modification are carried out, and the combination of enterprise and school in the pre class is explored and practiced continuously. Relying on online platform learning, gradually guide students to implement and land tasks.

After Class

After class, students complete each task according to the key points emphasized by the teacher. Some tasks can be completed in class, and some tasks need to be completed by groups after class. After class, students need to constantly improve the task results, and finally complete each task, so as to improve the feasibility and pertinence of the results. After class, teachers can also learn about students' mastery of this task through the after class test.

The Design of the Mixed Teaching Examination for the Course of Network Marketing

The mixed teaching assessment of network marketing is based on the combination of process assessment and summative assessment. It emphasizes learning by doing, learning by doing, learning by doing and highlighting the cultivation of students' professional ability. The process assessment and summative assessment of this course account for 70% and 30% respectively. The process evaluation mainly consists of five aspects: learning achievement, attendance and classroom performance. The scores of the above-mentioned learning projects are assessed by the learning group. According to the scores of the group, the team leader will negotiate and allocate according to the division of labor and the workload undertaken. The specific composition is shown in Table 2:

| Project 1: Network marketing positioning 10 points | Project 2: Network marketing platform construction 20 points | Project 3: Network marketing promotion mode 30 points | Item four: Network marketing promotion plan 10 points | Item five: Network marketing plan 10 points | Attendance 10 points | Class performance 10 points | Summative evaluation (30%) |
|-------------------------------------------------|----------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------|----------------------|-------------------|

Table 2. Process Evaluation and Final Evaluation.

In the process evaluation, the assessment of each project adopts a multi-level evaluation system, which combines online and offline. Online is automatically generated by the classroom platform, including online teaching video, test questions, discussion questions, teaching video viewing 20%, online testing 30%, online homework 20%, online testing 20%, discussion and interaction 10%. Offline self-evaluation of students, mutual evaluation of teachers and students, and joint evaluation of schools and enterprises are mainly aimed at the feasibility, pertinence and landing of task achievements. It includes pre class group research, data collection, classroom performance, results display and sharing, program effect assessment, after class modification and improvement, interactive communication, hierarchical evaluation.

Scientific curriculum evaluation system can objectively and fairly reflect the students' curriculum learning, and at the same time, it can better encourage students to learn independently and actively participate in it. Therefore, the establishment of a multi-dimensional evaluation system of self-evaluation, teacher evaluation and student evaluation is conducive to the effective implementation of mixed teaching.
Conclusion

The mixed teaching based on MOOC is one of the important ways to improve the quality of higher vocational education. When carrying out Mixed Teaching in higher vocational colleges, first of all, various online resources should be able to realize the explanation of knowledge. In view of the key points and difficulties of knowledge in autonomous learning tasks, we should design and develop curriculum supporting resources, and send relevant learning resources to the network platform to help students learn independently. Then offline teaching activities should be able to test, consolidate and transform online knowledge learning. Offline teaching is a more in-depth teaching activity based on the early learning results of "online;" finally, the whole teaching process has evaluation, online and offline, the process and results need to be evaluated, scientific and reasonable evaluation and assessment system is to guide and promote students to have Effective learning is an important means for teachers to improve teaching content and methods. The pluralistic teaching evaluation system includes not only diversified evaluation methods, but also diversified evaluation contents, involving not only teachers' Evaluation on students, but also students' feedback on Teachers' teaching effect.

The key to carry out mixed teaching in higher vocational colleges is how to mobilize students' enthusiasm and autonomy in learning, and consciously and actively use online resources such as MOOC to learn before class. At the same time, teachers need to be encouraged to change the traditional classroom teaching methods, actively carry out Mixed Teaching, make full use of online and offline resources, and improve the quality of curriculum teaching.

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