

Teaching Reform and Practice of Business Negotiation Course Based on “MOOC + Flipped Classroom” Mode——Take Hubei University of Arts and Science Institute of Technology as an Example

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Abstract: The “MOOC + Flipped Classroom” model is a new teaching model that “student development is the center”, fully respects the student's subject consciousness, and gives full play to the student's subjective role. Based on reviewing the relevant theoretical basis and practical exploration of teaching reform based on “MOOC + Flipped Classroom”, this article first studies the target positioning of teaching reform, and then takes the Hubei University of Arts and Science Institute of Technology as an example to focus on the reform plan of the “Business Negotiation” course. With a view to providing reform experience for similar economics courses.

Keywords: MOOC + Flipped Classroom; Business Negotiation; Reform Practice

1. The theoretical basis of reform and related practical exploration

The MOOC course is “student—centered”. It divides the course content into several knowledge points. Each knowledge point records a video, and then puts all the videos on the major learning platforms. Learners can choose according to their own hobbies and needs High—quality teaching resources for learning. Flipped classroom is a teaching method centered on student learning. Students complete some tasks before class to obtain basic knowledge. In the classroom, they master and apply this knowledge through project—based learning, problem—based learning, etc. , thus, the classroom become an environment for students' cooperative learning and active learning. The MOOC—based “flipped classroom” model enables students to watch the lesson videos recorded by the teacher anywhere before class, so that they can enter the classroom with questions and study purposefully. Its emergence demonstrates the importance of students and makes up for the shortcomings of real classrooms have promoted the change of teaching methods in our country.

At present, researchers in teaching reform have applied the “MOOC + flipped classroom” teaching model in teaching. For example, Cheng Xiaowei (2015) combines the characteristics and advantages of MOOC and flipped classrooms to explore the practice of flipped classroom teaching based on MOOC. The proposal of flipped classroom provides MOOC with a growth space combined with the physical classroom, and flipped classroom reinterprets the new form of “teaching” by teachers and “learning” by students. Li Guofang (2021) uses the modular and multi—modal English flipped classroom teaching mode to comprehensively cultivate the students' core English literacy, that is, use the announcement module to systematically transmit and introduce English

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theoretical knowledge, based on MOC courseware and teaching videos develop English training courses diversified, and use the MOOC online learning platform to guide students to complete checks and corrections. Based on the existing research results, it can provide reference and reference for us to explore the research and application of the “MOOC + flipped classroom” model of the international trade professional courses of our school. However, the current research mainly focuses on MOOC and the concept and process of flipped classroom, and there are still insufficient researches on the teaching design and practice of “MOOC + flipped classroom” in specific courses. Therefore, it is of great significance to study the design and application effect of the “MOOC + flipped classroom” teaching model based on the reality of the international trade professional courses of our school. It can change the traditional teaching concepts of the international trade teachers of our school and reform the traditional centralized teaching + “skills training” model, thereby increasing student participation in the classroom and improving the quality of classroom teaching.

2. Goals of teaching reform

2.1 Reform the traditional teaching model, learn and use the new teaching model of “MOOC + flipped classroom”

The traditional teaching mode of the “Business Negotiation” course is “centralized teaching + skill training”. Through the construction of the “MOOC + flipped classroom” teaching model map, the construction of the “Business Negotiation” course database, and the revision of the “MOOC + flipped classroom” curriculum plan and other teaching reforms, help teachers learn and use the “MOOC + flipped classroom” new teaching model, thereby enhancing teachers’ teaching level and ability.

2.2 Stimulate students’ enthusiasm for learning and enhance their teamwork ability

Through the reform of the teaching model, the classroom of “Business Negotiation” has been transformed from the previous “teacher — centered” to “student — centered”. The theoretical study is placed before the class through the “MOOC” method, and the class is discussed in groups and freely. Speaking as the focus, deepen the understanding and mastery of the pre—class learning content, and combine the stage of simulated negotiation to make practical plans, so as to enhance students’ classroom participation and learning enthusiasm, and at the same time enhance students’ teamwork ability and expand innovation ability, and improve the quality of classroom teaching.

2.3 Promote the teaching reform of the international trade major of our school

According to the national standards set by the international trade major, the compulsory courses of the international trade major include international trade, international economics, finance and other courses. These courses generally have the characteristics of insufficient student learning enthusiasm and poor classroom teaching quality. The teaching reform and practice of the “MOOC + flipped classroom” model of “Negotiation” can provide ideas for the teaching reform of other courses in the international trade major, and then promote the teaching reform of the international trade major, and lay the foundation for the improvement of the quality of the school’s international trade professional talents.

3. Teaching reform plan

The implementation plan for the teaching reform of this project can be roughly divided into two parts: “preliminary research and design” and “project practice and summary”.

3.1 Preliminary research and design

Preliminary research and design mainly make a series of preparations for the implementation and summary of teaching reform projects. In the preliminary research and design of the project, using reference method, curriculum design method and other methods, referring to the research results of domestic and foreign scholars, and combining the actual situation of the international trade major of our school to construct the “MOOC + flipped classroom” teaching model map of the “Business Negotiation” course, build the “MOOC + flipped classroom” teaching database for the “Business Negotiation” course, design the “MOOC + flipped classroom” teaching plan, and build a course evaluation system.

3.2 Practice and summary in the later period

In terms of project practice and summary, using the practice test method, choose the International Trade International Trade 18 “Business Negotiation” course as the practice object, roughly divided into three details: “guidance and preparation”, “routine teaching and reform practice” and “semester summary”.

Guidance and preparation. This subdivision stage is mainly implemented in the first two weeks. It mainly introduces students to the framework of the “Business Negotiation” course, introduces the teaching reform concepts and methods of this course, introduces the teaching links and procedures of each course, and agrees with students on the “process orientation” type course performance evaluation method, to guide students in learning methods, and to register student group information.

In the first week, the teacher first explained the course requirements, learning purpose and significance of “Business Negotiation” clearly; Then, according to the design of the previous teaching content, all the teaching content was divided into 4 sections, namely, business negotiation overview, business negotiation content, Business negotiation strategy and simulated negotiation practice; Finally, the negotiation ability test questions are issued for students to self—test their negotiation ability in the classroom.

In the second week, introduce the score composition of sign—in and interaction in the Wisdom Tree platform. At the same time, it introduces the main framework of the “Business Negotiation” MOOC course in the Wisdom Tree platform, arranges extracurricular learning tasks, and conducts random grouping through the Wisdom Tree platform as classroom collaboration and the group that simulates the negotiation.

Routine teaching and its reform practice stage. The routine teaching and its reform practice phase includes 3—15 weeks, of which, 3—5 weeks will complete the study of the two major sections of business negotiation overview and business negotiation content in accordance with the “2 hours of theory” model, and 6—13 weeks will follow The mode of “2 hours of theoretical study + 2 hours of project practice” is used to learn and practice the content of the business negotiation strategy section, and 14—15 weeks is a concentrated simulated negotiation practice.

In terms of curriculum design at this stage, the study of theoretical courses mainly adopts the “MOOC + flipped classroom” model, that is, pre—class teachers upload learning materials and assign learning tasks through the Wisdom Tree platform, and students watch the “Business Negotiation” MOOC through the Wisdom Tree platform and pass Group discussion to determine the suspicious issues in this MOOC; After the teacher briefly talks about the theoretical courses in this section, according to the results of the group discussion, the teachers and students discuss and answer the suspicious issues in the MOOC; After class the teacher arranges corresponding contacts to help students consolidate knowledge and improve ability. The practical course mainly adopts the method of on—site simulation negotiation to test the effectiveness of theoretical study.

Semester Summary. The 16th week is the summary stage of the teaching and reform of the whole semester. The main tasks include a general review and summary of the knowledge and theories learned in the course during the whole semester, and possible answers to questions, and focus on supplementing the usual homework submitted by students. And final examination materials. In addition, in the semester summary stage, the course performance evaluation of students should be carried out according to the course performance evaluation plan agreed with the students in advance, and the study will be carried out through various survey methods such as questionnaire surveys, group interviews and individual interviews with some students. Self—evaluation of the teaching effect of the semester, summarizing the experience and lessons of the teaching reform of this semester, and revising and perfecting the classroom teaching reform plan, method and plan for the next semester according to the problems in the teaching and reform of this semester.

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