

# Application of SPOC Mixed Teaching Mode in Comprehensive Practice Course

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**Abstract:** In the background of information age, teaching methods and teaching ideas have changed dramatically. In view of the problems existing in the current comprehensive practical courses, many teaching staffs actively explore and practice the mixed teaching methods of small—scale proprietary online courses. With the rapid development of the Internet, the traditional teaching mode cannot meet the teaching tasks and teaching arrangements at present. Therefore, it is only by actively exploring the SPOC hybrid teaching mode that can ensure the teaching quality and teaching efficiency. For the comprehensive practical courses, the concept and concept of SPOC teaching are more in line with the teaching principles and teaching planning. Meanwhile, it provides a diversified and multi—type teaching idea for teaching under the background of this concept.

**Keywords:** SPOC Mixed Teaching; Comprehensive Practice Course; Application

## 1. Introduction

With the rapid development of the Internet, open classroom is becoming more and more common in the field of education, and it has also become a hot issue in recent years. Compared with the traditional education mode and educational concept, the new education mode can make students no longer limited by the learning time in the learning place, also make students get more abundant and massive learning resources, and carry out in—depth learning and in—depth exploration. This lays a solid foundation for the college students to further improve their own abilities and become higher—level talents. As one of the important teaching tasks of colleges and universities, the teaching goal is to enable students to apply the theoretical knowledge they have learned in the process of practice through such courses, and improve their own innovative consciousness and practice level.

## 2. The concept and characteristics of SPOC mixed teaching mode

### 2.1 The concept and characteristics of SPOC

SPOC education mode is a kind of teaching method different from MOOC. SPOC is more targeted, and has a smaller target group. At the same time, it serves and faces more targeted and specific. Traditional offline teaching is more dull and boring, many students in the classroom learning, often appear distracted attention is not concentrated, at the same time, in the traditional teaching mode, teachers as the classroom leader, and students in the classroom leading role and dominant position is low, which is not conducive to the growth and progress of college students. SPOC teaching philosophy, more emphasis on students as the main body of learning, and teachers as the guide of learning. Meanwhile, SPOC platform can provide students with more rich and flexible learning content, so that students can choose according to their own interests, which has a positive role in promoting students’ personal growth and all—round development.

### 2.2 Mixed teaching mode

From the teaching characteristics of SPOC, it is not difficult to see that this type of teaching mode is more suitable for students’ personalized development, and more conducive to students’ further progress and

improvement. On the SPOC platform, not only students' learning level or learning objectives are similar, but also there are many teachers with excellent professional ability. In the traditional offline teaching process, teachers' teaching level and students' classroom practice are more emphasized. At the same time, teachers occupy a dominant position in the whole phenomenon teaching process. As a result, students are likely to carry out practical exercises without fully understanding the knowledge points. In this case, it is difficult to ensure that students' classroom exercises are completed with high quality. SPOC hybrid teaching mode completely subverts the relationship between teachers and students in the traditional teaching mode. In the SPOC teaching process, middle school students can have a preliminary understanding of what they have learned by means of the platform before class, consulting materials, watching learning videos, etc. It can more quickly and efficiently complete the problem solving and problem analysis.

### **3. Problems faced by comprehensive practice course**

As one of the key teaching courses in colleges and universities, comprehensive practice courses emphasize that students can transform their knowledge into their own practical abilities. Therefore, comprehensive practice courses usually play a very important role in many professional training courses. For example, software development course is a very important course in the software engineering major of our country. In the course of learning, students need to conceive the software project first, and analyze the social needs and software structure coding, so in the whole process of software development, which need students to have high professional ability, practical ability and innovation ability. But in the current teaching process, many comprehensive practical courses still follow the traditional teaching mode, that is, teachers in the classroom through task arrangement and task explanation, let students operate and discuss according to the established experimental steps, such teaching mode is obviously out of line with the times, and also does not meet the requirements of the times for talents.

In the current comprehensive practical courses, the innovation and comprehensiveness of many courses are low, and students' willingness to create and explore independently in class is low. At the same time, teachers blindly adopt the traditional didactic teaching mode, which is easy to hinder and frustrate students' desire for active exploration. In order to avoid students' over dependence on teachers, teachers should cultivate and exercise students' autonomous learning ability and desire for autonomous exploration, so as to ensure that students' learning state can be transformed from passive acceptance to active exploration. In the process of practical exploration, teachers usually let students choose the topics they are interested in for research. With the deepening of experimental exploration, problems and challenges become more and more serious. If the guidance method adopted by teachers is not appropriate, and when students encounter problems, teachers only give oral guidance instead of systematic guidance. It is easy to cause students to lose interest in research, and even give up. In the past comprehensive practice courses, almost most of the students' experimental tasks are carried out in the classroom. The reason for this is that many courses do not have a network platform or information publishing website to learn. The lack of a systematic communication and cooperation platform will lead to a great limitation of teaching time and teaching space. Meanwhile, it also leads to the difficulty of classroom link preservation, which leads to the difficulty of improving teaching efficiency.

## **4. Teaching design of SPOC mixed teaching mode**

### **4.1 Teaching content design**

Teaching content, as an important part of the whole teaching process, not only undertakes the carrier role of talent training, but also is the main way to realize the teaching idea. Teaching content always determines the teaching objectives and teaching direction, so teachers need to invest more energy in the process of designing teaching content. SPOC mixed teaching mode is different from the traditional offline classroom, and teachers should ensure the teaching content, not only to ensure a high degree of integration of teaching content, but also to ensure to meet the personalized development of students as one of the important characteristics of SPOC mixed teaching mode. "Multi type" refers to the course content, which not only includes theoretical knowledge learning, practical exploration, but also includes exercises and expanded content.

## 4.2 Teaching process design

In the process of SPOC mixed teaching, in addition to the scientific planning of the teaching content, we should also make more elaborate design and arrangement of the teaching process, so as to ensure that the three teaching links before and after class can achieve efficient convergence, and ensure that the teaching can be carried out smoothly. In the traditional teaching mode, in the pre-class learning process, teachers usually let students preview, and students preview mainly through textbooks or access to information, which makes it difficult for students to have a clear understanding of the learning task. Therefore, in the traditional teaching process, the pre-class preview plays a less important role. In SPOC mixed teaching mode, the importance of pre-class learning is greatly improved. In this link, students can have a deep understanding of the content to be learned through video documents, audio and other forms. At the same time, they can also have a clear understanding of the learning task. This teacher's teaching work has laid a solid foundation. In the classroom, SPOC mixed teaching mode fully realizes the flipped teaching mode, which enables students to learn new knowledge and new content more clearly and clearly. When students encounter problems in the process of learning in class, they can connect with teachers at any time, and answer the problems in time, which has a significant role in promoting the improvement of students' learning efficiency and learning quality.

## 5. Conclusion

Based on big data, cloud computing, Internet and other emerging information technology, a teaching mode completely subverts the traditional teaching concept and teaching method, which can make teaching more mature and efficient. SPOC mixed teaching mode, as a teaching idea and teaching method born in the background of the new era, can enable college students to obtain better teaching experience and teaching harvest when carrying out comprehensive practical courses. Through the reasonable design of teaching content and ingenious design of teaching process, students' learning enthusiasm and learning initiative can be fully guaranteed, stimulated and improved, and the teaching quality can be further improved, which is of great significance for the development of higher education.

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