The Probe on the Strategy of Multimedia Teaching in Post-MOOC Times^{*}

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With the birth of the initial MOOC platform in the year of 2011, the year of 2012 saw the beginning of the MOOC. Consequently, in 2013, Harvard University put three courses into the platform of SPOC for teaching trial, from then on post-MOOC turned on the first leaf. In the meanwhile, what is going on in the multimedia teaching presents various problems as for the teaching concept, the teaching planning as well as the criteria of evaluation on the multimedia teaching.

Keywords: strategy, multimedia teaching, post-MOOC

The Multimedia Teaching Under the Condition of Post-MOOC

The Concept of Multimedia Teaching

Under the condition of the post-MOOC, new challenges have been put forward to the teaching multimedia work in universities. Although multimedia as an assistant teaching technology has gone deep into the classroom of all Chinese universities, it is welcomed and loved by the teachers and students on campus. However, teachers still have some misunderstandings about the use of multimedia-aided teaching methods in that too many teachers lack the guidance of modern teaching ideas and teaching theories, simply believing that teaching with multimedia means replacement of the media (Feng, 2012). Making multimedia courseware is simply putting textbooks on the screen. Therefore, the advantages of hypertext function, interaction function, and network function of multimedia courseware cannot be exerted and applied at all. Some people even think that using multimedia equipment is equivalent to improving teaching quality. Finally, multimedia teaching can only be formalized, and it is difficult to realize its significance and value. The main problem is the lack of interaction between classroom teaching and extracurricular learning. If there is no effective connection and communication between classroom and extracurricular learning, students cannot adequately interpret and absorb classroom knowledge; such learning efficiency is still not ideal. If all the steps are based on the electronic blackboard in the form of words, the teacher's role turns from explaining the knowledge to dubbing the text on the electronic blackboard. There is less face-to-face communication between teachers and students. Teachers cannot get feedback from students on the teaching content, and students are more likely to have a sense of distance with teachers.

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The Planning of Multimedia Teaching

Teaching design is a kind of process to analyze teaching problems and set teaching goals with the systematic method, establish the strategies of solving teaching problems, try out solution, assess trial results, and modify solution. But, the fact is that the ideas and theories concerning teaching design cannot be adequately reflected in the multimedia teaching courseware of college teachers (Gu, 2013).

There are some shortcomings: Firstly, some teaching courseware pays less attention to the requirements of higher education learners. Secondly, there are not reasonable hierarchical structures. Thirdly, sometimes, the courseware does not match up with teaching contents and objectives, even just duplicate the original from the textbooks. This kind of teaching design is not absolutely the objective of multimedia teaching, and is also not beneficial to enhance the teaching efficiency of contemporary colleges. The principle that content dictates form and means serves objectives must be adhered by teaching activities. In order to make proper teaching courseware in the procedure of multimedia teaching, it is necessary for teachers to study the textbooks in depth, master the key and difficult points of teaching, identify types of the media and skills of usage which can convey effective information, set explicit teaching aims, and then give fully play to advantages of multimedia teaching (Qi, 2014).

The idea of “multimedia for multimedia’s sake” has been prevailed among the universities. For example, some teachers do not make proper multimedia courseware based on teaching contents. What is worse, they not only make the identical teaching courseware regardless of different courses in Science, Engineering, or Humanities, but also just duplicate the textbooks into multimedia teaching courseware in a simple way. The teaching contents are completely replaced by unrelated cartoon or audio and visual effects. Finally, this overdue teaching information triggers off the negative effects of cramming teaching model more badly and make learners become overwhelmed and dazzled by the garish multimedia courseware.

The Criteria of Evaluation on the Multimedia Teaching

Undoubtedly, teaching efficiency is the most critical criterion for the evaluation of teaching activities. However, there is a serious deviation in the evaluation criteria of multimedia teaching in many colleges and universities. While attaching much importance to hardware investment, they pay little attention to or simply ignore the construction of software environment. To meet the criteria of multimedia construction, their departments of educational technology only need to focus on the number of multimedia classrooms, intactness of the equipment, or just the construction and operation of the campus network. The intentions are apparently too far from the original directions of multimedia construction. Therefore, the key of multimedia teaching construction is the software environment construction, whose improvement can lead to superior multimedia courseware and in turn meet the practical needs of practical teaching.

At present, in many colleges and universities, the data sheets of teaching evaluation seem perfect, so does their meeting the evaluation indicators of the Ministry of Education, because nowadays in all kinds of major evaluations or course evaluations, the proportion of multimedia application is one of the most important indicators (Su, 2001). The problem is that among the evaluation indicators, there is not any criteria for the software environment construction of multimedia teaching, or any indicator for the assessment of its efficiency. Actually, this means the absence of quality supervision in the construction of multimedia teaching, which might be destructive to its development.

The Strategy of Multimedia Teaching Under the Condition of Post-MOOC

Firstly, the related departments in colleges and universities need to reinforce the management of the macro-system, improve the quality of multimedia teaching, and understand the significance of it. Multimedia teaching is not only an improvement and an updating of the methodology, but an updating of the teaching ideas as well. It is a good way to improve the quality of teaching. Colleges and universities have the duty to lead the teaching staff to a better understanding of the importance and the significance of the multimedia teaching. Both the management of teaching and the practice of teaching need a series of evaluation system. The quality of the daily courseware ought to meet certain requirements; the effect of teaching ought to achieve certain standards. For example, get feedback information from the students and summarize it regularly. The teaching team delivers a research report of the multimedia teaching regularly.

Secondly, strengthen the software construction of the multimedia teaching. The most important segment that supports the multimedia teaching is the multimedia courseware. Excellent courseware can completely change the rhythm and improve the quality of teaching. Though teachers are the users of the courseware, they are not first-rate courseware developers. Hence, the related departments of colleges and universities need to improve the development of the multimedia courseware, and provide aids and support to the teachers, both financially and technologically. Only in this way can we improve the efficiency of the multimedia courseware, and then improve the quality of multimedia teaching greatly.

Finally, the SPOC teaching mode can be introduced. One of the most efficient ways to improve the current situation of multimedia teaching is the intervention of SPOC teaching mode in the post-MOOC era.

First of all, SPOC teaching mode can supplement traditional classroom teaching and enrich the teaching content (Yang, 2016). It can effectively address the disadvantages and problems in traditional English teaching to a certain extent. In the traditional teaching environment, most teaching materials are outdated, the roles of teachers and students are fixed, the teaching course itself has no characteristics, the language atmosphere is relatively weak, etc. These characteristics influence and obstacle the quality of classroom teaching. Nevertheless, by virtue of its open nature, SPOC allows teachers to adjust classroom teaching resources based on the real needs in the context of internet big data. In this way, the dull teaching content becomes vivid and dynamic, which virtually enhances the efficiency of classroom teaching.

Additionally, the role of teachers can be redefined. In the era of big data, teachers can become the commander and director of the classroom. They may not stick to one form of teaching method, but try a variety of teaching modes. Teachers can personalize teaching methods by various ways; they may make the students work out problems cooperatively with the guidance of teacher. When students encounter difficulties, they will conduct exploratory attempts in class or after class to solve the problems with the help of Internet resources. Therefore, the intervention of SPOC can cultivate the students' comprehensive thinking and cooperative abilities.

Apart from that, SPOC teaching mode can improve teaching experience and enhance teaching effect. SPOC teaching mode is different from the traditional teaching mode, so that students can be full of enthusiasm and have the initiative to explore the teaching content in actual learning (Zhou, 2016). Based on the characteristics of each student, teachers need to assign different tasks to different students after completion of the classroom teaching. Offline learning time is more abundant for the students, so they are able to read carefully through the network resources. The process of searching and preparing in a variety of materials can

stimulate the students' participation and independent thinking, which is different from traditional teaching mode that the students rely too much on class and teachers. Meanwhile, it is also an important channel to improve students' learning effect, which can improve the efficiency of English learning to a large degree.

Conclusions

Taking what has been discussed above as a whole, indeed there exist too many problems with the multimedia teaching in colleges under the condition of post-MOOC era, such teaching formulization surely bring about much positive effect on the basic teaching and the efficiency on the various subjects will be a lot enhanced, provided that the construction of multimedia teaching is bettered either in the building of software or in the development of hardware with the help of the relevant departments of the universities.

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