Research on SPOC Blended Teaching Mode——Taking 'Nonprofit Management' for Example

Bowen Dou

Nanjing Tech University Pujiang Institute, Philanthropy College

Abstract: This study attempts to explore the teaching process and teaching effect in curriculum 'Management of Nonprofit Organizations' through a hybrid teaching mode based on SPOC (small private online courses, SPOC). In this study, 32 undergraduate students who majored in administrative management were randomly divided into two groups; the control group adopted the traditional teaching mode, and the experimental group adopted the SPOC blended teaching mode. After the end of each group's study, theoretical tests and questionnaires are conducted to evaluate the teaching effect of each group. The results showed that the students in the experimental group had significantly higher academic performance and course satisfaction than the students in the control group. The SPOC blended teaching mode helps to motivate students to achieve better results in the test. The blended teaching mode helps students flexibly allocate learning time and make full use of teaching resources. It is a new teaching mode suitable for students who take nonprofit management classes to learn.
Keyword: SPOC ; Blended Teaching;Nonprofit Management

1. Background

Nonprofit organization management is a core compulsory course in the profession of administrative management. As a student of this major, it is necessary to understand the theoretical knowledge of nonprofit organizations and the management skills of practical modules. At present, the methods used by Chinese students in classroom teaching managed by nonprofit organizations are mainly based on the traditional teaching mode, teachers teach knowledge in a limited time, and students can only passively accept knowledge. Under blended mode, students lack sufficient understanding and learning time, difficulty in combining theoretical knowledge with practical content, and lack of mastery of management skills for nonprofit organizations.

Blended teaching refers to a learning mode in which the advantages of traditional face-to-face learning are integrated with the advantages of online learning in the learning process to achieve effective learning (Jiang, Y., Chen, Y., Lu, J., & Wang, Y., 2021). The flipped classroom is one of the applications of the hybrid teaching model, which changes the traditional teaching structure, encourages students to learn knowledge before class, and complete the understanding and mastery of knowledge in the classroom, which was first proposed by American teachers Belbmann and Sams, replacing teacher-led classroom teaching with individual assignments or group activities (Song, Y., & Kapur, M., 2017). Flipped classrooms emphasize student-centeredness, and the role of teachers is to guide and make decisions.

2. The Construction of Blended Teaching mode

In the curriculum of nonprofit organizations, the SPOC blended teaching mode is divided into three parts: online learning before the class, offline interaction in the class, online rethinking after class. There are three main parts of the pre-class preparation. Firstly, students understand the teaching objectives and the difficulties of each lesson, teacher clarifies the content that needs to be mastered. Secondly, students should watch the explanatory video of the lessons as pre-learning tasks, and the teacher uploads it to the system by recording micro-lessons or looking for relevant electronic materials. The students watch it in the system and then complete the content test of this chapter. Finally, the pre-class preparation also includes problem-oriented case reading. Students combined a team of 4-5 people, they read the cases and pre-answered the questions by group discussions, brainstorming, and other methods. All the process happens in the online platform to help students deepen their grasp of key content, and master the capability of nonprofit management. Under the online learning part, teachers can understand the students' learning conditions, check students' effective learning time, learning progress, and performance tests through the online platform system.

The interactive discussion session in the class is mainly divided into two parts. The first part focuses on the core issues according to the situation of video viewing and question answers. The second part mainly focuses on the group discussion and group presentation. The content of the report includes the mandatory questions set in the case, the preemptive answers that can obtain extra points, and the valuable questions that can be further explored for the problems discussed in the presentation. The discussion part in the case is also the formation of a generative classroom. The teaching process of a generative classroom, it has temporary and random (Pilegard, C., & Fiorella, L., 2016). Teachers should adjust the teaching links promptly according to the specific teaching situation, according to the learning status, conditions, needs of students, and reorganize the teaching content, to facilitate the communication and cooperation

between teachers and students in a democratic and equal teaching environment, to promote the continuous teaching dialogue.

After-class online rethinking is mainly aimed at the classroom discussion content to encourage students to carry out an extended reading and rethinking. According to the students' performance in the classroom and the mastery of knowledge, the personalized micro-lessons and learning material test questions are released to the online teaching platform, for students to review and consolidate exercises. At the same time, interactive discussions between teachers and students are conducted in the online system discussion area to figure out the key knowledge.

3. Research methods

3.1 Research Objects and Teaching Content

32 undergraduate students who majored in administrative management were selected as the research objects. The students have been randomly divided into 2 groups, the control group used traditional teaching methods, and the experimental group adopted the SPOC blended teaching mode. The content of teaching is cooperative management and skills training for non-profit organizations.[1]

3.2 Research Methods

Control group: The traditional teaching method is adopted, that is, the teacher explains the main content of this lesson, including the importance of cooperative management, the object of cooperation, the promotion, and management of cooperative relations, etc. The students grasp cooperative skills by scenario simulation, watching micro-video. The students conduct a case analysis, and finally, the teacher summarizes.

The experimental group adopts the SPOC mixed teaching mode, the teacher releases online video learning materials before class, the students complete the viewing and learning, use the online test to assess the mastery of the students' knowledge points, record the knowledge points in question for thinking, conduct group discussions on preset cases, and consult relevant materials to explore. In the classroom, the teacher understands the student's learning situation according to the learning feedback of the online learning platform, focuses on the key knowledge and test difficulties, and organizes the students to discuss according to the case, carry out group reports, and the teacher gives comments according to the situation reported by the students in each group. After-class thinking mainly revolves around the generative problems and expansive knowledge in the class, so that students can use professional skills to solve problems while absorbing relevant professional knowledge.

4. Results

4.1 Questionnaire Surveys

32 questionnaires were distributed to the two groups of students' satisfaction with classroom teaching, 32 valid questionnaires were recovered, and the effective questionnaire recovery rate reached 100%. Among them, 86.7% of the students in the experimental group believe that the blended teaching mode based on SPOC is very helpful to improve learning efficiency and teamwork ability, and is willing to continue to adopt this teaching mode. It is believed that the relatively free learning progress can leave students with more time for material search and independent learning, which is conducive to stimulating students' interest in learning. Table 1 showed the students who carry out SPOC blended mode. The results of the questionnaire survey showed that the students who participated in the experiment believed that while carrying out the SPOC mixed teaching mode, the teachers needed to make the requirements for the use of the system clear. It is also imperative to add relative knowledge of the learning content, which was more conducive for students to deepen their understanding and mastery of knowledge.

4.2 Theoretical Tests and Case Studies

At the end of the course, two groups of students are subjected to theoretical tests and case studies, followed by a comparison of the test results. The experimental results showed that the theoretical test scores of the experimental group were significantly higher than those of the control group, and the depth of thinking and the ability to comprehensively apply professional knowledge displayed by the experimental group in the case analysis were significantly higher than those of the control group, and the difference was statistically significant ($p < 0.05$).[2]

4.3 Discussion

The SPOC hybrid teaching mode consists of small-scale online and offline classes, emphasizing group interaction and cooperation in the practice process. In the process of online learning, due to the lack of classroom atmosphere and interactive cooperation environment, there is a phenomenon that the difference between the members of the same group has become larger (Olson. M. ,1973). Students with the strong self-control and leaning willing can actively explore relevant content in combination with course videos and auxiliary materials, and have certain results in the depth and breadth of relevant knowledge mastery. But students with poor self-control ability and low willingness to learn have speculative psychology, and there is a phenomenon of "free-riding" in group interaction (Isaac, R. M., & Thomas, W. S. H., 1984), and the course task is completed in a variety of ways. This study drives group members to actively participate in group activities by setting up a group mutual evaluation table that combines "group evaluation + group member evaluation" in each chapter module.

In the blended teaching mode, there is also the problem of teachers' workload. In addition to grasping the content of the lesson in the classroom, teachers need more time to record videos, set test questions, publish tasks, analyze the learning situation, and summarize the course in the online courses before and after class. It is a question that deserves further exploration: whether system optimization can further improve the efficiency of teaching work.

References:

[1] Jiang, Y., Chen, Y., Lu, J., & Wang, Y. (2021). The effect of the online and offline blended teaching mode on english as a foreign language learners' listening performance in a chinese context. Frontiers in Psychology, 12, 742742-742742.

[2] Song, Y., & Kapur, M. (2017). How to flip the classroom – "Productive failure or traditional flipped classroom" pedagogical design? Educational Technology & Society, 20(1), 292-305.