

An Investigation of Integrating MOOC into Traditional Classroom Teaching in a Follow-up College English Course “Intercultural Communication”

Aims

The aim of this study is to answer the questions:

1 what is the effect of blended learning based on MOOC in the course of “Intercultural Communication”?

2 what are the problems in the implementation process? How to improve the blended learning design based on MOOC?

Rationale

College English in Chinese universities, especially follow-up courses which have launched in recent years, is confronted with complaints about unsatisfactory effect. MOOC is questioned for its high rate of drop-outs and low completion rate. The study involves in framing a blended instructional design, so it is important to get clear about classification of the mode of blended learning, learning theories like constructivist learning theory and autonomous learning theory, social learning theory and theories of instructional design.

Method

Mixed method: Quantitative data: Pre-test and post-test of ISS (CC and EC), Pre- and post-questionnaires (pre- for both CC and EC, post- for EC); Qualitative data: pre- and post interviews for teachers, post interviews for students in EC, observation notes in MOOC based seminars in EC.

Setting

The study will take place in four classes at a Chinese university. Two teachers, responsible for one controlled class (CC) and one experimental class (EC) each, will conduct traditional teaching in CC and blended teaching in EC in a follow-up college English course “Intercultural Communication”.

Evidence

Questionnaires,
Intercultural Sensitivity Scale,
Observation notes,
Interviews.

Ethical Issues.

Consent forms,
confidentiality and anonymity,
Right to withdraw

Analysis

First, a two-tailed t test will be carried out in SPSS to analyse results of ISS. Second, each choice of participants making in two questionnaires will be counted and convert into percentage to find their needs, attitude, or problems of the new mode of learning. Third, observations and interviews are subjective and related to a small number of people, so all of them will be transcribed into words and reported to readers.

Weeks 1-2
Literature review and questionnaires prepared



Weeks 3-5
Need analysis and course design



Weeks 6-13
Data collection (teaching experiment)



Week 14-15
Data analysis and conclusion