THE SPOC BETWEEN FLIPPED CLASS AND BLENDED LEARNING

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ABSTRACT

With the advent of the era of information and communication technologies, a new way of teaching is emerging, and synchronous and asynchronous online teaching are constantly being integrated and updated.

Using the Small Private Online Course (SPOC) teaching method in place of the Massive Online Open Course (MOOC) as it supports small-scale blended learning, allowing learners to gain hands-on experience. more complete and in-depth learning. It also provides teachers with a flexible and achievable model to better understand the learning needs of learners and oversee their behaviors so the alignment of the flipped classroom with blended learning can effectively improve the quality of teachers' teaching and education learning effectiveness of learners, and promote the cultivation of talents.

In this work we will first define the 3 basic concepts, SPOC, blended learning and flipped classroom. Secondly, we propose a working methodology for the development of an online training in the form of a SPOC.

KEYWORDS: *SPOC, Blended Learning, Flipped Classroom, E-Learning, Work Methodology*

INTRODUCTION

Learners will encounter many learning difficulties, such as theoretical background, less time, poor logical thinking. Therefore, SPOC is effective, teacher-student interaction is essential to improve the teaching effectiveness of this course. Learning content design is in conjunction with the three terms SPOC, Blended Learning, Flipped Classroom. The course content should focus on basic knowledge and important knowledge about the types of concepts. According to the learner's learning characteristics, learning needs and environment analysis, our SPOC include basic information about the course outline, learning objectives which should be clear and simple, learning time design is reasonable and it reflects the flexibility of learning, Grading and standards design are timely, scientific, easy and accurate forth e learner, in order to promote the learner's motivation and initiative to improve the course completion rate, viewing videos and documents, feedback system, online reflection. In order to better develop learners' independent learning capacity, this work proposes a design of distance training.

DEFINITION OF BASIC CONCEPTS

Small Private Online Course (SPOC)

According to Teplechuk in 2013, SPOC is a new hybrid model that uses MOOC resources and online assessment, communication, and other functions to integrate online learning and traditional classrooms in specific small-scale

populations (Teplechuk, 2013[1]).

According to Kaplan and Haenlein in 2016, the SPOC (Small Private Online Course) is a small group private online course. It is a pedagogical method inspired by the first MOOCs of 2010. The SPOC can be used in many ways as an alternative or complement to face-to- face training. Among the pedagogical contents of this model, it is noted that personalized pedagogical follow-up is performed by a limited number of participants (Kaplan and Haenlein, 2016[2]).

According to Fu in 2019, SPOC is a multi-channel digital environment, which includes features such as video conferencing, assessment, interactive lab, and forum. Teachers from current and previous research have proven their ability to cope with these digital learning environments (Fu, 2019[3]).

By analyzing the different definitions, we found that SPOC (Small Private Online Course) is a private online course in small groups. It is a new hybrid model that uses MOOC resources. It can be used in different ways, such as alternatives or supplements to face-to-face training. The SPOC is a multi-channel digital environment, including video conferencing, assessment, interactive lab and forum features. For the pedagogical content of this model, we see that personalized pedagogical follow-up is easy to implement.

BLENDED LEARNING

The body of literature on blended learning demonstrates that there is no unity on the definition of blended learning. In 2002 Driscoll defined blended learning as a combination of instructional methods (Driscoll,2002[4]). Similarly, in their study of the transformative potential of learning in 2004 Garrison and Kanuka found that blended learning environments take on the values of traditional classrooms, thereby enhancing the learning effectiveness of traditional classrooms and meaning full earning experiences (Garrison and Kanuka2004[5]). Inaddition,in2004 Rovai and Jordan stated that blended learning is a mixture of online learning and the flipped classroom that contains some of the facilities of online courses with the presence of face-to-face communication (Rovai and Jordan, 2004[6]). According to Picciano in 2006 stated that there are two important elements in the definition of blended learning, are online and face-to-face instructions (Picciano, 2006[7]). However in 2006 Graham believes that systems called blended learning incorporate face-to-face instruction and with the computer as a mediator (Graham, 2006[8]). Thus in 2007 Delialioglu and Yildirimstate that the systematic and strategic combination of ICT tools in university courses introduces a new approach to blended learning systematic and strategic combination of ICT tools in university courses introduces a new way of approaching pedagogical objectives this pedagogical method has received many names: blended learning, mediated learning, hybrid teaching, web-assisted

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teaching, etc (Delialioglu and Yildirim, 2007[9]), as well as in 2009 Gülbahar and Madran believe that blended learning is the same as hybrid teaching which combines the possibilities of online training with those of classroom techniques (Gülbahar and Madran 2009[10]).

By analyzing the different definitions, we found that blended learning is a mixture of online learning and flipped classroom it is a new approach to systematic and strategic blended learning of ICT tools in university courses that combines the possibilities of online training with those of classroom techniques to improve the learning effectiveness of traditional classes and meaning full earning experiences by integrating online and face-to-face instructions.

FLIPPED CLASSROOM

According to Lebrun and Lecoq in 2015[11] clarified what is and what is not a flipped classroom. They cited the following:

- A means of amplifying personalized interaction and contact between students and teacher. An environment in which students take responsibility for their own learning under the guidance of the instructor;

- A class in which the teacher is not the "*Sage on the stage"* but the "*Guide on the side"*, thus allowing different forms of differentiation;

- A fertile mix of direct transmission (I teach) with a constructivist or socio-constructivist approach to learning (it is upto the learners to learn, but we don't learn alone);

- A class in which students who are absent due to illness or extracurricular activities (for sports, field trips) are not left behind;

- A class where the content worked on (the "subject") is accessible all the time for revisions, exams, remediation;

- A class where students are more engaged in their learning

- A place where students can receive personalized support.

By analyzing the different definitions, we found that the flipped online classroom is a techno- pedagogical device that mixes the use of technology with hands-on activities. It is a means of broadening teacher-learner interaction and personalized contact and includes direct instruction, inquiry, practice, training, textual resources, videography and assessments. Under the direction of the teacher, learners are responsible for their own learning environment. Therefore, in the classroom, the teacher is not the master of the podium, but an attentive companion, allowing for different forms of differentiation; direct communication and constructivism or a rich combination of socio-constructivist learning methods. Unlike traditional classrooms, learners absent from work due to illness or extracurricular activities are not allowed to fall behind in class, meaning that course content can be accessed and taught at any time.

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WORK METHODOLOGY

The learner is called upon to deepen his orhernotions, to improve his orher level and to acquire knowledge and master skills. Thus, the skills to be developed in learners are never considered definitively acquired, hence the need to take them up again from increasingly specialized perspectives through a variety of media and situations.

To design our way of offering online teaching based on the tools already defined above. Thus, the relevance of this module lies in the fact that it allows us to place learners in real learning situations and offers the teacher the opportunity to take an interest in each individual's journey. Rather than intervening in repetitive, traditional and decontextualized activities. It relies on planning, interactive facilitation techniques, reinvestment of learning and development of new skills.

The module will be composed of several chapters, the content of these chapters is presented by the teacher in a dynamic and interactive way, it provides all the resources such as videos, concept map, documents in the form of PDF to facilitate self-learning in the learner. The activities will be decompartmentalized and integrated with each other as much as necessary.

SYNCHRONOUS LEARNING

In the pre-module orientation, teachers use our SPOC center promotes learning tasks for learners. It is a situation (activity) where a teacher and a group of learners interact in real time through video conferencing technology, the teacher can maintain and update the content presented at any time clarifying the title of the module and its objectives. The teacher proposes a pre-test to identify the previous knowledge necessary to acquire the knowledge and skills proposed by this module in order to prepare the next session by targeting the learners' weak points in the form of remediation. The implementation of a discussion forum allows learners to discuss among themselves for more collaboration by exchanging knowledge and experiences.

ASYNCHRONOUS LEARNING

After analyzing the results of the pretest, the teacher will have an understanding of the different difficulties encountered by the learners. The teacher will setup resources in the form of videos, PDF documents, and concept maps to encourage learners to empower themselves in order to open the door in front of the teacher by collecting data on their competence, learning, cognitive skills, and behavior. If the learner still has difficulties, the teacher will organize an online communication, solve the most common problems, beyond that the learners will interact since the problem is common and it targets the majority of learners. For rarely encountered problems, the teacher will give other learners the opportunity to respond and solve such problems, which will cultivate in them a spirit of collaboration and non-provocation. To this end, the teacher will offer a post-test to corroborate the results of the pre-test to determine if the learning is qualified or not.

In the second place, after the teacher is aware of the learners' prerequisites, he will present the first chapter in the form of videos as well as his manuscripts, at the end a summary in the form of a conceptual map to facilitate self-learning among the learners. Since practice complements theory, an activity will be decompartmentalized and integrated after the completion of the last process.

Collaboration among learners is necessary for information sharing, skill development and to solidify new concepts, so the creation of a discussion forum is mandatory. The teacher will interact with the learners to correct misunderstandings and prepare them for the evaluation.

SYNCHRONOUS LEARNING

To assess the level of knowledge of the learners in relation to the required skills, the teacher will call for a formative evaluation in the form of application exercises to see if the knowledge is well acquired, at the end the teacher will propose a remediation. To validate the module, the teacher will propose an end-of-study project to evaluate the work.

CONCLUSIONS

SPOC is a new development situation for E-learning field. Reversed classroom model based on SPOC will open a new field to reform the large-scale classroom teaching model and will be a development trend of higher education in the future development.

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