

The Development of Online Teaching Methods and Applications for Higher Education in China

Gu Chenyuan and Nicha Pattananon

Bangkokthonburi University, Bangkok, Thailand

Corresponding Author, E-mail: nicha.musiced@gmail.com

Abstracts

Digital technologies are now an integral aspect of the university student experience. Network education has become an important means for students to acquire, analyze and utilize information. With its advantages of resource sharing, learning freedom, high openness, personalized teaching and learning, network education has been accepted and utilized by more and more learners. COVID-19 has accelerated the digital transformation of higher education. This article presented the development of online teaching methods and applications for higher education in China.

Keywords: The Development of Online Teaching Methods; Applications for Higher Education; China

Introduction

Nowadays, technology changes extra swiftly than in another factor in human history. Global economic improvement and hastily changing technologies require new and distinctive abilities to be engaged as international virtual citizens. Emerging technological traits are also being carried out to training, effectively enabling cross-geographic verbal exchange and visible and innovative interaction. Exploring Education Emerging Technologies Tools and resources designed to help newbies from various backgrounds from round the sector adapt to the demands of today's fast-paced global. In 5G technology, digital technological reform and the popularization of social media have promoted the rapid improvement of Internet training. The conventional teaching mode is going through exceptional challenges. The technology, which includes MOOCs, SPOCS, Mobile applications and so on, impacts on significantly the traditional teaching mode, that is selling the reform of the traditional better training to the course of records technology.

In particular with mobile technology, it was repositioned as being extra than just a communication tool. Supported by way of advancements in era together with Wi-Fi community improvement and the growth of functionality in gadgets, researchers apprehend the fact that cell technology is hastily being used as a learning tool. Portable devices like smartphones, tablets, and e-book readers are placed as powerful gadgets for college students' getting to know. Thus, the idea of "mobile learning" (m-learning) has been set up to link up "mobile" and "learning", joining previously separate concepts. M-learning is proposed as an improvement in e-learning as well as a brand new and impartial a part of e-learning.

In current years, with the general adoption of smartphones with computing electricity corresponding to desktop computer systems, cellular programs (apps) have skilled a surge in reputation. With the rising popularity in using apps, mobile technologies have excessive capability for academic use, specifically in university research. The availability of mobile

apps for educational use, the reduction of price of using cellular networks to go online, and the boom of mobile bandwidth capacity are getting the enablers for the technology of cell learning revolution. Prior studies also indicates that the usage of cell apps in gaining knowledge of and coaching can help to engage college students in lectures, and apps have massive effects on the development of getting to know by means of college students.

MOOCs

Massive Open Online Courses (MOOCs) have quickly garnered attention and become a popular learning platform (Bolliger & Erichsen, 2013 : 1). For instance, in 2011 Stanford enrolled 160,000 students in their offering of a MOOC on artificial intelligence (Jordan, 2014 : 5). MOOCs are an unprecedented type of learning environment, and world-class universities now offer students credit for completing this new form of course in lieu of traditional face-to-face classrooms. Ten years ago, over 300k learners were taking the three free Stanford courses that kicked off the modern MOOC movement. Now, a decade later, MOOCs have reached 220 million learners and 19.4K courses., excluding China. In 2021, providers launched over 3100 courses and 500 micro credentials (Shah, 2021 : online). The chart shows the growth of MOOCs over the past decade, according to a report by Class Central, an internationally renowned third-party online education provider.

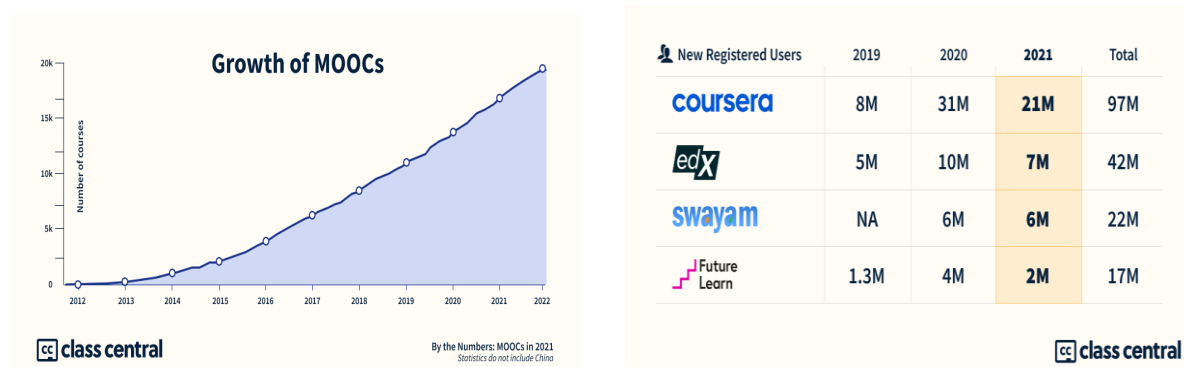


Figure 2-2: *Growth of MOOCs Number of New Registered Users*
Source: <https://www.classcentral.com/report/mooc-stats-2021>(accessed Oct.15.2022)

One of the top three MOOC providers, Coursera, announced that it enrolled seven million new students in 2015, totaling seventeen million students in their database. And more recently, with 113 million registered learners as of September 30, 2022. Coursera partners with over 275 leading university and industry partners to offer a broad catalog of content and credentials, including Guided Projects, courses, Specializations, certificates, and bachelor's and master's degrees.

More learners are accessing online learning

The demand for online learning on Coursera continues to outpace pre-pandemic levels.

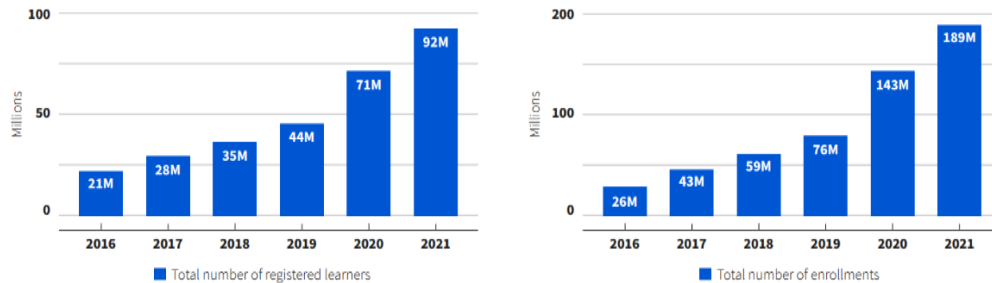


Figure 2-3: Coursera Impact Report 2021 Executive summary

Source: <https://about.coursera.org/press/wp-content/uploads/2021/11/2021-Coursera-Impact-Report.pdf> (accessed Oct.15.2022)

These numbers clearly indicate MOOCs have generated interest from students and educational institutions alike. Tsinghua University's "Xuetang Online" MOOC platform was launched in 2013, the first MOOC platform in China, following the three MOOCs of Coursera, Edx and Udacity in the US. At present, Xuetang Online offers more than 1,900 quality courses covering 13 disciplines from leading universities at home and abroad, such as Tsinghua University, Peking University, Fudan University, University of Science and Technology of China, as well as MIT, Stanford University and University of California Berkeley. According to a report by Class Central, an online education institute, the number of courses and cumulative users of Xuetang Online ranks among the top three in the world and first in China. In a context of huge demand among Chinese students for quality instruction delivered online, MOOCs have emerged as educational tools that can meet the learners' needs and interests.

In 2015, the Ministry of Education of China issued *the Opinions on Strengthening the Application and Management of Online Open Courses in Colleges and Universities*. The rise of many online learning platforms, such as MOOCs, has created a brand-new teaching model and brought new development opportunities for education, according to the document. In order to promote the construction of network teaching platforms, we put forward the requirements and tasks of course construction to further support and standardize the development of network platforms. In 2016, the Ministry of Education issued *the Guiding Opinions on Deepening Education and Teaching Reform in universities affiliated to the Central Government*. According to the document, we will combine science and technology with teaching, innovate teaching models, promote mixed online and offline teaching on campus, offer a series of high-quality courses online for students to learn, and promote student-led teaching methods reform. The document states that teachers' workloads include the introduction of online courses, and that students taking online courses can also count towards students' required credits. This enhances the enthusiasm of teachers and the enthusiasm of students to learn. Policy support has created favorable environment and conditions for online and offline blended teaching. MOOCs are booming in China, with course platforms such as Xuetang Online, Good University Online, China University MOOC, Chaoxing Erya and Wisdom Tree being put into use. According to the Third China MOOC

Conference in 2016, there are more than 130 domestic MOOC platforms (Cai and Liu, 2017 : 45-49).

The COVID-19 global pandemic highlighted how MOOCs can play a role in providing instructional and learning opportunities to a broad audience (Suanpang et al., 2021 : 17-21). Since the outbreak of COVID-19 in 2020, MOOCs have played a very important role in the teaching activities of universities and schools around the world, with Chinese universities conducting the largest online education in the world. The 2022 World MOOCs and Online Education Conference will be held online. At the conference, the Ministry of Education of China introduced the development achievements of MOOCs and online education in China. Over the past decade, online education in China has been changing rapidly. The number of MOOCs in China has reached 61,900, with more than 370 million registered users. In a decade, the number of MOOCs has increased tens of thousands of times, and the number of registered users has increased millions of times.

As noted above, perhaps one of the fastest growing online learning environments is that of Massive Open Online Courses (MOOCs) – huge online courses taught to tens of thousands of people by world-renowned scholars free of charge. Relying on modern information technology, MOOCs provide a large number of excellent higher education resources for the society, and effectively enhance the effect of scale and socialization of higher education. Guided by MOOCs, China has promoted the continuous deepening of education and teaching reform in colleges and universities, ushering in a learning revolution in colleges and universities across the country, which is changing the way teachers teach, students learn, school management and education.

SPOCs

And while there is excellent potential for MOOCs, the dropout and completion rates continue to hinder widespread adoption (Aldowah et al., 2020 : 21-28). The emergence and rise of MOOCs have aroused extensive debates on whether such courses can meet Chinese learners' needs and if these courses can continue the kind of expanding enrollment that has been seen in Western countries. As Rai and Chunrao (2016 : 11-19) noted, MOOCs represent a positive trend in higher education, but the attractiveness of their role in student learning is diminishing. With the advent of the post-MOOCs era, new online learning methods such as MOOL, DLMOOC and SPOC have emerged one after another.

Small private online course (SPOC) is a concept pioneered by Professor Armando Fox. SPOC is a new online course improved on the basis of MOOC, which is mainly characterized by its small scale and restricted access to learning objects. It can set up specially set online courses for students from different grades and majors (Chen & Yang, 2015 : 7-12). Compared with MOOC, SPOC absorbs and inherits the advanced ideas of MOOC, gives better play to the potential of MOOC, changes the traditional teaching structure, realizes the effective flip of the existing classroom, and finally improves the teaching quality. Therefore, SPOC can also be considered as a branch of MOOC. MOOCs have revolutionized the way of education around the world, while SPOC continues to explore the reform of education and teaching in universities, which shows that people's understanding of MOOCs is becoming more and more rational (He & Xie, 2018 : 43).

SPOC emphasizes small-scale and restricted open learning for specific learning groups. Only allowed students can participate in the course. The small range of privatization can be one class or multiple classes of the same course in a school, which is consistent with the traditional educational mode. Teachers using SPOC can provide students with more effective learning supervision and targeted guidance. In terms of teaching resources development, SPOC adheres to the characteristics of MOOC teaching design, development and production, and can share excellent course resources in the platform of organizations at all levels. After the introduction of network resources, colleges and universities carry out localized transformation according to school conditions and learning conditions, creating a mixed teaching environment that not only integrates the advantages of MOOC, but also makes up for the shortcomings of traditional classroom courses (Kang, 2014 : 85-93.).

In 2019, the Ministry of Education issued the *Implementation Opinions of the Ministry of Education on the Construction of first-class Undergraduate Courses* (Higher Education [2019] No. 8), which clearly pointed out that Blended Learning of Online and Offline First-class Courses. It mainly refers to the transformation of campus courses based on MOOCs, exclusive online courses (SPOC) or other online courses by using appropriate digital teaching tools and combining with the actual situation of the university, arranging 20%-50% teaching time to implement online autonomous learning for students, and organically combining with offline face-to-face teaching to carry out flipped classroom and blended teaching. Create a blended learning “Golden Course” that integrates online courses with classroom teaching in own university.

The Use of the Applications (APPs) in Chinese Higher Education

With the rapid development of computer and network technology, the application of mobile app has been involved in all walks of life, especially education. Mobile technology has ushered in mobile learning as a brand-new learning model. Mobile learning is a new learning model that includes personalized, flexible, and context-based teaching and learning while providing interactivity, mobility, timeliness, incorporation of multimedia elements as well as the ability to overcome multiple temporal and spatial barriers as it can be used anytime and anywhere. Mobile learning allows educators to generate digital learning solutions for learners that can be used anytime and anywhere as required in order to achieve results that cannot be achieved with other current educational models. The Horizon Report 2012 released by the New Media Consortium pointed out that the use of mobile applications (APPs) and tablet computers will be mainstream within the following year. Mobile learning should target advanced learners in order to realize its maximum potential as a tool for inspiring deep reflection, interaction, and collaboration. APPs and Electronic books (E-books) are some of the mainstream mobile learning tools that are currently available. Such tools are also becoming increasingly popular amongst learners as well (Min Jou et al., 2016). It is clearly pointed out in the development plan of Chinese education informatization that promoting the integration of information technology and teaching should be one of the tasks for the development of Chinese education informatization, attention should be paid to the innovative application of information technology in teaching, and the advantages of information technology should be given full play and smart phones should be used as teaching AIDS in education (Deng & Huang, 2021 : 72-73).

Commonly Used Educational APPs

The wide use of smart phone in the education teaching caused by the change of the need to explore constantly and take positive means will be able to promote the education level of our country to a great extent and promote the improvement of national quality. Education APPs is applied to the mobile intelligent terminal, can help learners to learn the application. It is used by more and more people because of its interactivity, convenience and autonomy. Due to the high cultural quality, ability to accept new things and high requirements for information acquisition, college students' usage rate of smart phones is significantly higher than that of other groups, with strong particularity. As an important mobile terminal at present, smart phone has been widely used by college students, and has become an indispensable part of college study and life. This teaching mode has higher requirements for the professional level of college teachers. Teachers are not in the classroom blackboard teaching, not only professional theoretical knowledge solid, but also keep up with the pace of The Times, mining students learning characteristics, the application of network technology to assist teaching. Teachers need to strengthen the research on the application of smart phones in teaching during the teaching process, so as to give full play to the value of mobile phones and apply them to daily teaching to achieve good teaching effects.

Under the guidance of the government and the continuous research of educational product companies, the development and application of educational apps have been widely paid attention to. In the near future, education APPs will definitely be better integrated into teaching and classroom. At present, mobile education apps commonly used in Chinese higher education can be divided into the following categories:

The first category is learning APPs relying on MOOCs platform: such APPs mainly include Xuetang Online, Chinese University MOOC, Good University Online, Learning Pass and Wisdom Tree, etc.;

The second category is webcast teaching: such APPs include Dingding, Tencent Meeting, Zoom, etc.;

The third category is e-reading: such APPs include Superstar Mobile Library, Knownet and so on.

"Xuetang Online" APP is based on a Chinese MOOC platform developed and launched by Tsinghua University in 2013. It is committed to providing systematic higher education for the public through free courses offered by first-class universities at home and abroad, aiming at providing every Chinese with the opportunity to enjoy high-quality educational resources. In 2014, we obtained the only official authorization of edX platform courses in mainland China and introduced excellent MOOCs from world-class universities. "Good University Online" APP is based on a Chinese MOOC platform independently developed by Shanghai Jiao Tong University. Relying on this platform, Shanghai Jiao Tong University has implemented strategic cooperation with Baidu and Jinzhi Education. Currently, the MOOC resources are only available to registered members of partner organizations. "China University MOOC" APP is a collaboration between NetEase and Higher Education Press, namely "Love Course" Net and NetEase Cloud Class. It undertakes the task of national high-quality open courses of the Ministry of Education, and provides MOOC courses of famous universities in China to the majority of learners. "Learn Pass" APP is an application that integrates mobile teaching, mobile learning, mobile reading and mobile social communication based on Chaoxing platform and developed by Beijing Century Chaoxing Information Technology Development Co., LTD in 2016. Affiliated to Shanghai

Excellence Ruixin Digital Technology Co., LTD., “Wisetree” is also a large credit course operation service platform in China.

Aim at the use and comparative study of these APPs in teaching and learning, Bi Qiao, Lin Ming and Xu Yan respectively analyzed and studied several commonly used MOOC platforms in China (Bi, 2015 : 61-64. ; Xu,2019 : 80-82).

Learning Pass APP based on Chaoxing MOOC Platform

Learning Pass APP is a professional mobile learning platform for knowledge transmission and management sharing based on the principles of nervous system, which integrates the massive digital resources of books and periodicals and high-quality course resources of Chaoxing Company and is oriented towards mobile terminals such as smart phones and tablets. Compared with the limitations of Chaoxing MOOCs in time and space, Learning Pass APP can provide users with more convenient and faster mobile learning services. So far, nearly 35 million users, including teachers, students and other off-campus learners, have registered to study on Learning Pass APP. Teachers can invite qualified students to join the class through self-built courses, design and manage class teaching activities, and also manage class activities for existing courses on Chaoxing MOOC platform. Learning Pass APP supports the global screen projection function of applications within the platform, and teachers can easily realize the intelligent control of teaching courseware and resources.

Based on the Chaoxing MOOC platform, Learning Pass APP introduces the international advanced MOOC concept, gathers famous teachers and courses from famous universities, and shares high-quality teaching resources to the whole country through the Internet. By 2021, there are 521 online courses covering six dimensions: comprehensive literacy, general ability, innovation and entrepreneurship, foundation for growth, compulsory public courses and personal development. The core comprehensive literacy module is divided into six parts: civilization origin and historical evolution, human thought and self-cognition, humanistic accomplishment and artistic appreciation, scientific discovery and technological innovation, economic activities and social management, and sinology classics and cultural inheritance, which covers all the knowledge system that students should master in the process of general education. In 2016, the platform also introduced innovative modules and functions such as reading task points, real-time live interaction, rich media thematic creation and sharing, and learning social communication based on mobile Internet, which further enriched the teaching form, enriched the teaching content and improved the teaching level. In 2018, on the basis of the original single product dimension of network general courses, Chaoxing Platform was comprehensively upgraded to a full range of general education services, helping colleges and universities to build a closed ecological loop of general education, and realizing Chaoxing’s self-breakthrough and improvement once again. In 2021, the micro-reading function of the Super Star platform was launched. At present, it has included more than 7,000 kinds of domestic periodicals, including more than 1,200 kinds of core periodicals, and realized the joint retrieval of hundreds of millions of journal metadata. According to the statistics of Chaoxing Company, since the platform was opened in 2011, the users of Chaoxing have spread across all provinces and cities except Hong Kong, Macao and Taiwan, and the number of university users has exceeded 1900, covering about 70% of universities in mainland China.

Compared with the course construction and powerful learning data tracking and statistical functions of the Chaoxing platform, Learning Pass APP focuses more on the construction and sharing of learning resources. The mobile library column provides a large number of books, periodicals, newspapers, open courses and other learning resources; The mobile museum column recommends some domestic museums, national treasures and exhibitions for learners. Small program, school recruitment and employment, creation tools, interactive tools and other columns to provide users with a variety of consulting information; With the help of the cloud disk, notes and collection functions of Learning Pass APP, important information resources in the platform can be collected at any time, reducing the storage load of mobile phones and other mobile terminals, convenient for users to store and extract information again (Miao, 2019 : 6). Teachers can carry out built courses and classes on the Chaoxing platform, and assist in completing teaching activities by organizing student check-in, live broadcasting, answering, topic discussion, questionnaires, and handing out homework by Learning Pass APP. Through the APP, students can search and read materials, study courses, online questions and answers, and take online exams.

Characterized by “independent learning, combination of learning and testing, concentrated discussion, in-depth classroom (self-study), and after-class expansion”, the deep learning mode combining online and offline organically builds a learning environment for students aiming at cultivating deep thinking ability, critical thinking ability, and theoretical and practical ability. While guiding students to learn independently, it promotes students' internalization of knowledge. Implement deep learning. It is helpful to promote the change of teaching mode from teacher-centered to student-centered (Zhu, 2022 : 117-120). Therefore, through the use and comparison of various platforms and APPs, combined with the situation of universities and students, as well as the characteristics of Chinese Modern Music History course, this study will carry out SPOC courses by using Learning Pass APP and Chaoxing platform. Learning Pass APP and Chaoxing platform support university teachers to create their own SPOC courses, which is conducive to flipped classroom teaching and online and offline blended teaching, and can provide cognitive, resource, emotional, situational, interactive, evaluation and other aspects of support. The deep learning mode combining teaching App, SPOC and physical classroom integrates the dual advantages of MOOC and traditional classroom teaching, and realizes the coordination and unification of online teaching and offline teaching.

Related Teaching Models

The teaching of Chinese Modern Music History in this study will take advantage of the online resources of Chaoxing platform to build SPOC course. And use the blended teaching model of combining Learning Pass APP and offline classroom. This teaching mode combines the dual advantages of MOOC and traditional classroom teaching, achieving the coordination and unification of online teaching and offline teaching.

BOPPPS +PBL

BOPPPS teaching model is derived from the Canadian Teacher Skills Training System (ISW). It is goal-oriented and student-centered. It is a closed-loop teaching activity model famous for effective teaching and emphasizing student participation and feedback (Zhang & Zhu, 2016 : 21-25.). BOPPPS teaching model divides the teaching process into Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary are six

steps. Stimulate students' learning motivation and interest through introduction; The release of the goal can make students clear their learning objectives and achieve target-oriented; Pre-test helps teachers to understand the existing knowledge structure of students, so that teachers can carry out effective teaching design, flexible adjustment of teaching content and progress; Various forms of teaching activities such as answering, group discussion, role play, etc., encourage students to participate in classroom teaching in an all-round way to realize the internalization of knowledge; The post-test tests the students' mastery of knowledge and helps teachers to understand the teaching effect; By reviewing and summarizing the classroom teaching content, assigning homework and predicting the content of the new class, we can connect the previous with the next. It can be seen that the design idea of BOPPPS teaching model is clear, practical and operable.

PBL (Problem-Based learning, problem-based teaching method), proposed by Professor Barrows in McMaster University in Canada in 1969, has become a teaching method widely used in the world. The traditional teaching method is subject teaching and teacher teaching, while the PBL teaching method emphasizes students' independent learning. PBL teaching method advocates that students' learning is centered on problem solving or task completion, so that students can explore problems deeply and complete the meaning construction of knowledge and ability development in the process of problem solving.

The basic link of PBL teaching process design is that teachers put forward questions before class-students search for information - group discussion - teachers summarize. It has the following distinctive characteristics: first, the starting point of students' learning is the problem; All the students' learning content is problem-centered. Secondly, the problems encountered by students are unstructured problems without fixed solutions and processes within the professional scope. Thirdly, students' group collaborative learning and independent learning are more, but teachers' classroom teaching is less; Students can improve their teamwork ability through intra-group communication and research. Fourth, students need to take the initiative to complete the learning task, reflect their subject status; Fifth, teachers should give students learning skills and guidance in time; Sixth, self-evaluation and group evaluation should be carried out at the end of each course content to evaluate the learning effect of students.

Blended Learning

Blended teaching is a new teaching mode which has arisen in recent years. Blended learning is any education strategy that features digital and traditional teaching methods to help students learn, such as Digital Curriculum, lectures, cooperative learning Homework, etc. Blended learning is the use of two or more distinct methods training. This may include combinations such as: blending classroom instruction with online instruction, blending online instruction with access to a coach or faculty member, or blending simulations with structured courses. So said Elliot Masie, a leading authority on e-learning. Blended learning involves offering different options to learners. As most learners have different learning styles, they are more likely to find something that suits them. Through this teaching mode, students' learning can lead from the surface to the deeper learning (He and Xie, 2018 : 6).

Different scholars have different understandings about the connotation of blended teaching mode in China. He Kekang defines blended learning as the combination of traditional learning and online learning (He, 2004 : 1-6). Zhang Jin et al. believe that blended teaching is not only a simple mixture of online and offline teaching methods, but also a mixture of

teaching practice, space, methods and evaluation. In short, blended teaching is a teaching model that adopts modern information technology and mixes the entire teaching process. Most scholars hold a positive attitude towards blended teaching, believing that blended teaching better integrates the advantages of online teaching and offline teaching in physical environment, communication channels, interactive methods and other aspects. To sum up, hybrid teaching does not only use online platforms, but simply mixes online teaching and offline teaching and alternates the two lines. It scientifically and reasonably plans existing resources, exploits each other's teaching advantages and avoids weaknesses, and promotes students' deep learning (Sun & Liu, 2022 : 96-103).

The traditional teaching method is face-to-face teaching, which mainly adopts the form of teachers explaining knowledge in class and students completing homework after class. Teachers dominate the whole class, and students receive knowledge in class in a relatively passive state, and the teaching feedback is not timely. With the development of information technology and the Internet, there are more and more communication platforms for teaching and learning between teachers and students. Teachers can carry out online teaching through mobile terminals. At the same time, they can make full use of the rich network resources of the Internet to supplement the teaching content of offline classes, innovate classroom teaching and implement personalized teaching. Of course, it is not advisable to rely entirely on online teaching, which cannot completely replace the traditional face-to-face classroom (Xiao et al., 2022 : 6-8.). The blended teaching mode enables students to change from passive to active. Teachers mainly play a guiding role, and students can learn independently and timely feedback the learning effect to teachers. It is based on online shared courses, through online teaching, students can choose the time and place of learning, breaking through the constraints of traditional time and space, so it is widely promoted and applied in the current education circle. Garrison & Kanuka provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher education. They think blended learning is consistent with the values of traditional higher education institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences. The Blended teaching emphasizes the application of appropriate technology at the right time to achieve the best teaching objectives, which coincides with Bloom's idea and purpose of educational objective taxonomy.

In 2020, a global epidemic broke the traditional face-to-face solidified teaching mode and pushed online remote teaching to its peak. Subsequently, the blended teaching model combining online and offline is gradually implemented and may continue for a long time. Therefore, in the post-epidemic era, it is very necessary and meaningful to combine multiple approaches with online platforms to assist offline teaching. How to make use of online platform resources and mobile APP for online and offline mixed teaching is an urgent issue for teachers in colleges and universities to consider.

This study intends to play an important role in the study of Chinese music history. Chinese music has a long and colorful music culture, the limited time of traditional classroom teaching, far from being able to accommodate and bear. Only through online teaching can the time and space of the course be extended, and through online teaching, which is complete in sound and image, students can read the elegance of Chinese excellent music culture.

Conclusion

In China, The National Medium and Long-term Education Reform and Development Plan (2010-2020) states: “Information technology has a revolutionary impact on the development of education and must be given high priority. Incorporate education informatization into the overall strategy of national informatization development, and over-deploy education information network. By 2020, an education informatization system covering all levels and types of schools in urban and rural areas will be basically built to promote the modernization of education contents, teaching methods and approaches. Make full use of high-quality resources and advanced technologies to promote the construction of digital campuses and realize multiple ways to access the Internet.”

Online teaching method and applications would be proposed to help music students learn Chinese music history more effectively. The blended learning model of Chinese music history curriculum provides reference experience for the construction of other music theory courses. It is benefit to the improvement of the Chinese music history pedagogy teaching system in music colleges and universities in China.

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