

Dilemma and Solution of Emotional Communication Between Teacher and Students the Time of MOOCs: On Emotional Education in the Process of Scholarship of Teaching in Digital Era

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Abstract

MOOC has changed the way of traditional classroom teaching completely, which shows the unique advantages in terms of the presentation of interactivity, teaching content and information, but it is out of balance when referring to knowledge exchange and emotional communication, which may lead to deficiency of emotion in the process of accumulating knowledge. While designing lessons, great attention should be paid to emotional communication, analyzing and dealing with teaching contents according to the aspect of emotion, digitizing human emotion, promoting flipped classroom in the process of teaching practice.

Key words: MOOC; Emotional communication
Flipped Class, Digitalize emotion

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INTRODUCTION

In the past three years, a new education model, Massive Open Online Courses (MOOC) has emerged and quickly

spread all over the world so that it become a hotspot in global open education resource (OER). Compare to traditional education model, MOOC has many advantages and disadvantages as well. The most obvious deficiency is that the class neglect emotional education. How to confront its challenges, this paper analyzes reasons and puts forward to some countermeasures.

1. STATUS : INFLUENCE, ADVANTAGES AND DISADVANTAGES

1.1 Status and Influence

Since MOOC (Massive Open Online Courses) emerged, it develops rapidly, which has a huge and far-reaching impact on higher education. With a great deal of high-quality teaching resources, colleges and universities make full of various “MOOC” platform to create a new model as “learning on the computer keys.” Students can not only get access to available resources freely, but also can use computers to design personalized learning goals to improve learning efficiency. Although students can’t get a degree directly from the site by MOOC, they can learn all kinds of online courses, and sometimes it can be converted into the appropriate credits in university. The new model of learning at home with the best quality education resources has been widespread, which draws great concern around the world. Therefore, MOOC is considered to be “the greatest education reform since the invention of printing.” (Gu, 2013, July 19)

From May to July, in 2013, “Three Great Giants of MOOC”—Udacity, edX and Coursera signed up with Peking University, Tsinghua University, Fudan University, Shanghai Jiaotong University, indicating that well-known universities in China would set up a global online courses platform as well as Yale, MIT, Stanford, and other world-famous universities to build the world’s largest online courses.

At the same time, Chinese universities also build up their own MOOC platform. Shanghai Jiaotong University will build the courses with Peking University, Tsinghua University, Fudan University, Zhejiang University, Nanjing University, University of Science and Technology of China, Harbin Institute of Technology, Xi'an Jiaotong University, (called C9 Ivy League universities in China), joining Chinese Tongji University, Dalian University of Technology, Chongqing University to build Chinese "MOOC". Zhang Jie, President of Shanghai Jiaotong University stated: "The large-scale open online courses launched in the United States whose mode of operation has begun to shake the foundation of traditional higher education fundamentally, which will cause university reshuffle, forming a new university structure eventually."

1.2 MOOC's Advantages and Disadvantages

Compared with the traditional classroom and other online courses, MOOC platform has advantages over others: Massive and open high-quality of curriculum resources; optional and personalized learning styles; multiple selectivity of learning tools and resources provided by the network technology. These advantages make the "MOOC" spread at an explosive rate beyond the borders, challenging higher education around the world. Since October 2013, Peking University and Tsinghua University set up the first MOOC in China, the quality of Chinese videos has improved perfectly in half a year. MOOC not only use technology and visual videos to present the course completely, but they also use notes, questions and interaction as well. Overseas users also can interact with other students and teachers in MOOC online. During the learning process, besides learning courses online, students can watch the difficult parts of course repeatedly. They can communicate with teachers through forums, online instant message and other tools and get help online. These improvements could make up for the shortcoming of former online courses. However, compared with traditional courses, the interaction and communication between teachers and students is not far more enough, there is no fundamentally improvement. Great attention should be drawn to emotional communication problems in MOOC.

2. PROBLEMS OF EMOTIONAL COMMUNICATION IN MOOC TIMES

2.1 Focus More on Intellectual and Less on Emotion While Designing Ideas, Goals and Contents in MOOC

Firstly, while designing the MOOC, the mode of intellectualism is continuing, but the emotional part of education was ignored. In MOOC, efforts were made to cultivate high-tech and high- intelligent talents as

the goal of education. People attach great attention to improving students' intelligence, providing convenience for improving students' knowledge and ability. The MOOC lies in the pursuit of having easy access to enjoy a large amount of knowledge in the process of designing. As for students' emotion and emotional care, it pays little, so there is an imbalance in acquiring knowledge and emotion.

Secondly, the goal of courses is to improve teaching efficiency and effectiveness. Under the pressure of development and fierce competition, more efforts will be put into technology application, resource development and pursuing mass effectiveness in the process of designing and development. The MOOC which filmed into the videos is put on the network and open communication platform according to the teaching process. Learners can go through the courses by learning and communicating and doing the quizzes. From the point of economic, it only takes a small cost, which can maximize teaching effectiveness. This high pursuit of the efficiency and effectiveness, in essence, is not a way to develop learners' personality and lofty sentiments, but just a kind of tool and instruments. As a consequence, it is not oriented to be "good" and vivid learning.

Thirdly, in the teaching content, MOOC takes the assessment of learning hours, theory, doctrine, and professional knowledge and skills, which is explicit and clear, logical and systematic as the main aspects of education and learning content. The knowledge in the emotional areas, which is implicit, intangible, vaguely defined, difficult to design and implementation is to be discarded. So, in MOOC, on one hand, moral education and emotional education are diluted, on the other hand, values, ideals, taste and other concerns of the spiritual world seem to be superficial. As a consequence, the EQ education which covers self-confidence, self-reliance, self-care, self-discipline and sense of cooperation was neglected in the times of cultivating creative talents

MOOC, if lacking of the concern for the pursuit of the meaning and value of human life, may neglect the internal purposes of concerning for students' round development, which will cause the incomplete feeling of the whole society.

2.2 It Is Difficult to Achieve Emotional Interaction Between Teachers and Students in Space

Firstly, The way of teaching affects the emotional exchange between teachers and students.

When shooting, because there is no real scene and students, teachers may not feel easy and can not show themselves authentically. They just deliver the speech according to the script, lacking of subjective and unique personal insight and interpretation, causing the whole class dull and boring. A course like this can not stimulate positive emotional motivation but reduce the enthusiasm of the students.

Besides, bad video quality, showing nothing but teachers' heads and background screen, there is no other text or chart illustration provided, no expression and body language, no environmental implications in teaching scenes, which make it difficult for students to understand the lesson and lack courage to deal with difficulties, blocking the emotional communication between teachers and students.

Pre-recorded videos lesson make the teachers and students feel alienated. Teaching is a generative process for teachers to get close interaction with the students; they cooperate with each other and work together to create a lesson. Pre-recorded videos, no matter how wonderful it is, there is a certain sense of alienation, lacking face to face interaction, learner who watch videos alone may be vulnerable because of loneliness, contributing bad learning effects.

Secondly, network-based interaction pattern is difficult to achieve further emotional communication between teachers and students.

The MOOC makes the style of "one with more" interaction between teachers and students, which are difficult to reach further emotional communication between teachers and students. Research shows that the type of "one with one" interaction between teachers and students, making it easier to get along well with each other. "One with more" style will make teachers difficult to take care of each student. The emerge of the MOOC, expanding this "one with more" type of communication, which has a bad effect on the further emotional interaction between teachers and students.

While designing, MOOC just emphasis on interactivity of technology, not the content of interactive, media interactive can not guide the learner's problems effectively in practice, lacking the support for learners in spirit, which can not meet the demand of learner's emotional expression and group awareness, lacking of sensibility and naturalness, thus affecting the effectiveness and efficiency of learning.

During the process of learning, MOOC sets up forums, peer interaction and peer assessment, assignments, quizzes, messages and other modules, but as for how to organize, how to go through, how to cooperate, it is not well considered, it is difficult for learners to organize and integrate these interactive activities which are separated. In addition, sometimes the problem raised by the learners, teachers and others can not reply to the answer in time, this delay feedback can also reduce the learners' interest, making the times and the proportion of discussion less and less with the scheduled course. While the actual discussion reducing, the number of teachers involved in the discussion is gradually decreasing and the depth of the discussion gradually become superficial.

In MOOC's learning environment, learners take the "Communication" in the network with teachers and

classmates as "the background, the conditions and means to complete learning tasks" rather than the teacher-student relationship based on real-life communication under certain ethical norms.

Firstly, MOOC provides learners a chance of developing themselves, regulating themselves and creating a new culture and "personalized learning" in the virtual and real world. But compared to the values and lifestyles that human has adapted thousands of years, its relationships, teaching relationship is changeable, learners can not establish a sense of security between teachers and students. On the one hand, it can break the barrier of MOOC in reality without hierarchy and distance, so the information exchange and distance becomes closer, which seems to solve any problems. On the other hand, "personalized" learning makes people break away from the reality world and becomes "autistic" and lower the chance to communicate with people in the real environment, the relationship between teachers and students or students and students is difficult to establish.

Secondly, in the MOOC learning environment, the virtual of network neglect the manners between teachers and students while communicating. It is bad for cultivating the learner's humanistic quality and socialization. In MOOC learning environment, complicated interpersonal relationship, physical space-time in life, status, ways of life, such as behavior manners can be ignored in the network. People in the network can "go against" the guidelines and rules in real life and face with others and society with free will or supernatural strength, as a consequence, on the one hand, learners can enjoy learning without limit and get more freedom. On the other hand, the education of acquiring social etiquette between students and teachers can not be achieved. Individuals in the socialization process, can not learn to express feelings in a proper way. Meanwhile, separated by the net, the "digitized" people take part in the collective activity less and less. As a result, they get more and more individual freedom, but show indifference to others.

Communication can not depart from situation, psychologist Moon (Mwn n, NL) studies have shown that once people get the occurrence of information on emotion, the accuracy of emotion perception will be greatly improved. When communicating, people can find out the true recognition after combining the emotional perception and situational information that people can judge and figure out the clues. The interaction between teacher and student in specific situations is of great significance while promoting mutual understanding and emotional communication teachers and students. In the technology-oriented network of MOOC, emotional communication missing, it's contextual is not vivid. When teachers make recording teaching video, they can not teach on the basis of students' responses to specific situations, germinal emotions can not be generated by teaching situations. And channel to pass the feelings by

knowledge between teachers and students, to a certain extent, is looming.

The reason is that the students are in need of emotional communication in the process of learning knowledge. If students could get teachers' care and encouragement, their learning motivation and self-confidence will be greatly improved. Knowledge or emotional information from the teacher in MOOC can not be trusted and accepted by students as naturally as the traditional classroom, the teacher has little influence on students, there seem to be little emotional support and enthusiasm. At the same time, without affecting by the behavior of teachers and role models in daily life, students can not fully accept teachers in emotion, the student's learning process will be incomplete if they don't have a relatively complete "social" learning space.

3. STRATEGIES TO ENHANCE EMOTIONAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN MOOC TIMES

3.1 Emphasize the Role of Emotional Care in MOOC

Emotional education is one of the goals of education, which focus on students' attitude, emotions, feelings and beliefs in the process of education, promoting the sound development of the individual student and the entire community. Many educators believe that education should be scheduled to develop a healthy emotion, making individuals learn to identify emotions, express emotions appropriately, control their emotions when necessary and cultivate social emotions further (Zhu, 1993). Therefore, any form of education should make emotional education as one of the curriculum objectives, that is to say, any course should cultivate students' strong interest in learning, stimulate students' positive emotions, develop students' ability to empathy, to identify and control emotion, to experience understanding.

Thus, in order to solve the problem of emotional communication deficiency between teachers and students in MOOC, first, we must realize that education is not only the process to transfer knowledge, but also the process of emotional communication. Caring for learner's emotion is of great importance to help develop learners' positive emotions and cultivate positive and promotive emotion, which generates the effectiveness of organization in the cognitive processes of individual learners

3.2 Analyzing and Processing Curriculum Content From the Emotional Aspects

Firstly, when designing the MOOC, it needs re-encoding and processing the original text of the materials. After making research, some experts found that emotional

factors from the textbook can be divided into four types: explicit, implicit, savvy and neutral emotional materials (Lu, 2002). Materials on explicit emotional factors are those materials that can make people feel affective through language teaching materials or direct materials. Materials on implicit emotional factors refers to materials do not show the emotion clearly, but in the course of teaching, people aware the inherent affection gradually. Materials on savvy emotional factors do not contain explicit and implicit affective factors, but contain some materials stimulating affective factors. Materials on neutral emotional factors don't contain emotional factors.

When processing content, MOOC designers should take the strategies of showing affect, founding affect, inducing and giving affect in accordance with the four types.

For the explicit emotional materials, people should make full use of the integration of networks technology, combining the word, sound, animation, graphics with presentations to show the course specifically, vividly and intuitively.

As for the implicit emotional factors materials, strategies should be used to explore the emotion. Instructional designers should be good at finding hidden affective factors in the textbooks, processing and handling the teaching material and using lively visual and flexible ways to put forward questions, coaching wisely and design various exercises to stimulate affect.

It is better to induce effective strategies to deal with materials on savvy emotional factors. Instructional designers should evaluate and appraise the good and evil, beauty and ugliness in the curriculum in a proper way, and translate it effectively into students' psychological experience and psychological impulses to stimulate students' positive thoughts and feelings.

While dealing with materials on neutral emotional factors, people adopt the affective strategies. Using hypertext and hypermedia technology to make the context which will seem dull, boring to connect with unique phenomenon, vivid samples, unknown fields, the reality of society, future career to make students find out the amazing facts and inherent interest, which profound meaningful and practical value in the course to show further interest in learning.

Secondly, on one hand, the MOOC designer should respect people's feelings and pay attention to students' feelings, using the way of games, problem-solving mode, and positive feedback to make students have courage, self-confidence, self-esteem, self-reliance, compassion, love and other positive emotions and healthy personality in the process of solving specific problems. On the other hand, taking full advantage of interactive function, using role playing and wise questions, setting other forms of emotional expression in courses to enrich students' emotional experience. With computer-supported cooperative work to build collaborative learning model,

students can communicate and collaborate with others in a virtual learning environment.

3.3 Promoting Flipped Classroom

Actually, MOOC is a kind of network teaching, which makes learners to study and communicate in virtual reality beyond the physical barriers of time and space. However, the virtual contact can not train really human feelings, learners should study in school for a certain time, emotion plays a subtle role in the practice of teaching, the teachers should take advantages of it to control, combining the advantages of traditional learning and digital learning together.

For our present education, MOOC can be made full use of by flipped classroom". The so-called "flipped classroom" is to allow students to watch the video via teacher's explanation. For instance, the lesson of the best teachers in the school or other school can be recorded, so that students in regular classes can learn together. The instructor can do counseling, answering and evaluating homework, saving the time of the class to do face to face discussions and homework counseling (Wang, 2013, November 2). The advantages of doing so are like these: First, student can arrange the learning progress in their own way; second, thanks to the timely feedback in network, the teacher can understand the problems of students who have learning difficulties, which is able to make more targeted counseling; Third, the interaction time in classroom between teachers and students is increased, more. Fourth, students fully enjoy the high-quality educational resources.

Students can enjoy the best quality resources by flipped classroom through recorded MOOC, so that the knowledge can turn into the common wealth of mankind, and it also allows students and teachers to explore the issues in the traditional classroom, narrow the distance between teachers and students, enhance the emotional communication between teachers and students. Teachers can use their charming and unique way of thinking to affect learners, thus to compensate for the shortcoming of MOOC by face to face teaching.

3.4 Digitalize Human Emotions

Communication and exchange between human beings are natural and full of emotion, it is natural to expect a computer with emotional competence in the process of human-computer interaction. Digitization of human emotions, namely effective computing (affecting computing) is to give computer the similar observation, understanding and the ability to generate a variety of emotional characteristics like human beings, and be able to carry out natural, friendly and lively interaction (Wang, 2013, November 2).

In order to establish "emotional model" to create cognition, identify and understand human emotion, effective computing research lies in obtaining a variety

of physiological and behavioral characteristics of sensor signal caused by human emotion, creating truly harmonious human-machine environment by personal computing system which can be intelligent, sensitive, and friendly response according to users' emotion and shorten the distance between people. Affective computing will effectively change the old interactive computer service; improve cordial and accuracy between human and computer. A computer which has emotional capacity of human emotions can make the acquisition, classification, identification and help the user to obtain efficiency and sincere feeling, and effectively reduce the frustration while using computers, and even help people understand themselves and others in motional world. In the field of human-computer network interaction including MOOC, the study of affective computing is an indispensable and challenging task.

SUMMARY

It is the prerequisite to ensure all points in a good condition for smooth communication. We should pursue for solving strategy from teachers, students and learning resource. As for teachers, they play a leading role which requires teachers to possess comprehensive abilities and the ability to promote the communication between teachers and students effectively. We not only make training to teachers which is the main method to prove teachers, but also we can train teachers lifelong by establishing website so famous teachers and building blogs. As for students, their psychological experience has an important effect on one communication because they are relatively immature group of teachers. The students should be educated about network morality to be a civilized cyber citizen and it is important to provide a good external environment. For example, creating a good atmosphere of learning and improving learning and service system which will make students produce positive mental experience sue has no longer feeling lonely and observing sense of belonging. At last, learning resources is an important link of the emotional communication between teachers and students. So to pure the mental element of teachers that are integrated with teaching material into learning resource in designing is vital. Then by using network media flexibly, the student can absorb the mental element and develop themselves from it.

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