Application of MOOC Teaching in Sports Course Teaching Practice

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ABSTRACT

Objective: The rise of "MOOC", a newly online learning mode, has many Chinese courses moved forward teaching mode based on "MOOC". It refers to mode that learners could learn their essential course via internet and better communicate and interact with classmates online. So it is very necessary to go deeper into study the mode to give its teaching method into better play. Methods: In this paper, efforts have been made to consult lots of documents so as to design the application of "MOOC" into sports course teaching. Results: Research has shown that "MOOC" enable students to learn profession-al sports theoretical knowledge and skills and movements in traditional class, but also obtain same achievement through online learning. The teaching mode breaks through previous teaching method as teachers-centered and students passively accepting knowledge, which could promote students' ability to learn knowledge proactively, stimulate them to learn independently, "get out of" independence on teacher on books, and enhance their ability of exchanging and interacting with classmates. For teachers, under the circumstance of "MOOC", they have to face with heavier amount of sports course teaching work, they should timely investigate students learning progress, share the experience online and address problems students may occur to as well as mobilize online course timely in accordance with students' concrete conditions before, during and after class.

Keywords: MOOC teaching, sports course, application design, teaching reform

INTRODUCTION

By far, "MOOC", a teaching mode available to learn on the internet, has had many advantages comparing to traditional teaching class. Moreover, the present internet era has provided a better foundation for "MOOC" course learning platform. Therefore, many courses have launched teaching mode of "MOOC" and obtained good results. This has got warm responses all over the world. As it is available for other courses, so are sports. Sports course, not only contains theoretical knowledge course but also professional skills and movement demonstration one. In case of combining sports teaching course with "MOOC" and giving students' subjective status into full play, students may not only learn theoretical knowledge and professional skills and movements demonstration followed by teachers as in traditional class, but also can make arrangement of desired professional course learning based on sports teachers' released courses online ahead of time and their interests and hobbies and time, in additional they can interact with other classmates online with regard to doubtful problems they come across during learning process. By doing so, they could learn more effectively. How to better design suitable sports course teaching base on the form of "MOOC" is the focus of the paper's research.

Contribution of this paper to the literature

- In traditional sports teaching mode, students tend to accept knowledge passively, which result in a great decline in their positivity; and meanwhile there is no individualized teaching method and thus is bad for students to comprehend what they learnt.
- The implementation of "MOOC" has witnessed simultaneous changes both in the role of student and teacher, from which the former turned from passive learning to taking subjective status, having themselves better developed in physical and psychological health. Under MOOC, both teachers and students acquired very convenient learning ways, no matter instructing theoretical knowledge of sports course or demonstrating professional skills and movements.

"MOOC" Overview, Status, Characteristics and Advantages

"MOOC" overview

The full term of MOOC in English is Massive Open Online Course. To make it short, use MOOC. In Chinese, it can be overall understood as an open online course with larger scale, which realizes course teaching mode without constraints in teaching and learning by virtue of network and relies on its infinite scale in openness, coverage and visitor volume (Alraimi et al., 2015). MOOC is a rather emerging and individualized course teaching mode. It transmits learning on the internet and covers multiple disciplines that we usually learn. It is available to learn anywhere and also owns enormous participants. Experts and teachers that participate in course teaching in open platform will carry out online lecturing in the form of micro class and short videos. In course teaching mode, instructors may not give a lesson with a dry mouth as in traditional teaching mode, but provide open course videos in internet for students (Hsieh, 2017; Sit and Brudzinski, 2017). They would only guide students learning and answers questions if it is necessary. This presents learners stereotyped theoretical courses in various lively and interesting manners, enabling learners to have more time to think so as to impel knowledge internalization and absorption, and better fostering their specialties. MOOC has thus shown its unique functions on construction harmonious and equal teacher-student relationships and promotion to learners' independent learning. Meanwhile, it could maximize instructors' vigor, carry out individualized teaching and show its prominent advantages in higher education campus cultural construction (Li et al., 2017; Lam and Muldner, 2017). Furthermore, its functions and advantages could not be substituted by traditional teaching mode. However, there are certain difficulties to implement MOOC completely in sports theoretical knowledge teaching. As a main design link in teaching process, MOOC no doubt would be the main method and trend in future sports course theory teaching.

"MOOC" characteristics and advantages

Large scale: One of main characteristics of "MOOC" lies in its large scale. In traditional class teaching, it tends to be equipped with one classroom, one teacher and a group of students. Therefore, the amount of students is limited. Comparing to the traditional teaching mode, MOOC, however, has many learners participated in online learning. Since it is an online learning mode, learners across the country could choose their favorite course via internet, and some students could choose desire courser in accordance with major. Large scale of "MOOC" not only reflects in enormous, but also has a characteristic, that is under this online learning course mode, leaners no matter how old, what kind of educational background, or where are they come from, all could realize learning as long as they could get access to internet. Thus, the learning mode has no limitation in state or else (Zhang and Peng, 2017; Chase and Klahr, 2017). It is unbelievable that learners at different ages, from different places across the country could learn the same course because of same interests. Actually, large scale of "MOOC" also reflects in its amount of courses. Learners don't need to worry out the limited learning courses. It has a rather complete amount of courses, as it is not set by one university or educational institution but jointly set by all universities and educational institutions. It may get involved in various disciplines and fields (Cochrane and Davey, 2017; Eitel et al., 2017). The last but not least, large scale of "MOOC" reflects in excellent teachers in all fields would be grouped to participate in recording videos about course teaching so as to offer to learners to share and learn. In this way, it guarantees for promoting teaching quality (Falloon, 2017; Kant et al., 2017).

Openness: Main expression of "MOOC" course is openness, it enables learners to learn together online by sharing learning materials and resources that release on the internet. Openness in the mode makes it easy to get access to "MOO" to learn (Paredes, 2017; Scott et al., 2017). Learners across the country could learn course in accordance with their interests as long as they could get connected at home or in school and they could operate internet. Specifically, some students could choose their favorite courses to learn on the internet according to their major. The advent of network era provides good foundation for implementing MOOC (Mayer, 2017; Ballou and

Springer, 2017). The case of learning could not carry out due to lack of network may not happen. Openness of "MOOC" also reflects in no constraints in learners at all (Geller et al., 2017; McLean et al., 2017). No matter what your nationality is, how old you are or what's your education background, you can learn online with your personal conditions anywhere, anytime, under any circumstance as long as you get connected and are willing to learn. In this case, even learners in less-developed economic regions and imbalanced education development areas still can learn some courses set by excellent schools. In China, some rural students that originally have little learning opportunities could continue to receive courses set by outstanding universities through the mode so as to complete their university education. The emerging learning mode, "MOOC", could offer grace to learners from less-developed economic regions with imperfect education resources. This also integrates excellent resources across the country to make it convenient for more learners' learning (Zhang, 2017).

Interaction: Difference between "MOOC" the emerging learning mode and traditional teaching mode lies in interaction between learners. In particular, it better satisfies the demands of learners mutual discussing. With regard to this, "MOOC" course is not only a video course that provides theoretical knowledge online, but moreover it has a greatest advantage-establishing interactive zone that helps to learners' exchange and interaction (Atapattu et al., 2017). To better reflect the interactive zone advantages, "MOOC" course platform would provide specialized instructors for learners to help them to learn better. By the learning platform, learners are available to pose questions that they come across during learning process in forum and interactive zone, they could exchange, share with other learners (Liu, 2013; Ding et al., 2017). When they pose these questions, other learners that understand and master such knowledge point on the learning platform would help them and give answers right away. This learning way has effectively reinforced connections among learners, instructors and other learners, while also promoted learners' positivity to a great level and enhanced their self-learning ability.

Transparency: There is a larger advantage in "MOOC"-transparency, which reflects in learners participating in every process of learning in "MOOC" course. For instance, learners can choose their favorite course in accordance with their major, learning objective, acceptance level of new knowledge as well as their schedule. When choose course, learners could also master learning progress, make a complete and detailed learning plan with course to help themselves to learn effectively. When such chosen course ends, students should complete homework arranged in the course with good quality so that they can acquire credit and get corresponding academic degree (Luo et al., 2017). In this way, it would promote learners' ability to learning knowledge proactively. Reasons for that is learners arranging time for course. As time goes by, learners would make a reasonable arrangement and not waste of time without reasons, which promotes their learning positivity. This online course makes professional courses and teaching quality not only relates to schools themselves, whereas the course teaching resources would become more transparent and concrete all around the world. Thus, "MOOC" course teaching resources and teaching quality could be greatly ensured.

"MOOC" research status

Since 2012 named as "the year of MOOC", development of "MOOC" has swept the world, and generated a hot trend to learn and study "MOOC". In 2013, "MOOC" Boom swept the market of Chinese higher education on a large scale. In the beginning of this year, Chinese University of Hong Kong firstly joined the "MOOC" group, announced to join the Cousera, and drove eight domestic universities to join the three main MOOC platform in the first half year of 2013, including Peking University, Qsinghua University, Hong Kong University, etc., which provided Chinese course for learners around the world. This followed by two famous Shanghai Universities, Fudan University and Shanghai Jiao Tong University. The two simultaneously announces to be class supplier for Coursera in June. Attention to "MOOC" has therefore been increasing in China. In 2013, China just run MOOC platform, only data in Coursera platform suggested the domestic development trend of MOOC. Among the number of registers in Coursera, Chinese users reached 130 thousand, ranking the ninth in the world. In 2014, the users even increased sharply to 650 thousand, the growth far exceeded other countries. Of course, this had inseparable connections with Chinese universities organization of network education. Since 1990s, with the development of information and network technology, China has emerged the third generation remote education on the basis of information technology and network technology. At the same time, Chinese characteristic higher education examination for self-taught also highlighted individual-dominant learning way, which was the same as concept advocated in "MOOC". Moreover, since "MOOC" got into Chinese universities in 2013, China has even developed personal "MOOC" learning platform, such as imooc, kuxuexi, etc. All of these promoted "MOOC" advancement in China. It is expected that "MOOC" education and network teaching would coexist and rapidly develop in future ten years, while efficiency of "MOOC" would also show in future 15 years.

Background of the Subject

The effects of internet technology on all fields in society are self-evident, and so does the education. With the advent of cloud computing and big data era, traditional higher education has confronted with huge reform opportunity. To adapt to the trend of information society, a revolution has been undergoing in education covering a large scope of world. The new education mode has therefore gradually emerged, configuration of education resources has gradually tended to reasonable, and people turned to understand education in a more diversified manner. Comparing to traditional education, new education mode tends to use internet technology as support, its acquiring of education resources becomes more open, transmission of education contents becomes more convenient, and scope of students becomes wider. Guided by information technology, open education reform has become a mainstream in the progress of higher education. In 2001, American launched the plan of Open Course Ware (OCW) marked the beginning of internet technology resulting in education reform. Numerous world famous universities led by MIT opened their excellent teaching resources on the internet, offering them to any learners for free (Jiang and Ding, 2007; Hsieh and Tsai, 2017). China also joined the trend of education reform. It launched "National Program of Web-Delivery for Elaborate Course" in 2003, aiming to enable numerous learners share and learn relatively elaborate course materials and resources of universities through such a big scale platform as internet. Driven by OCW, a brand new open education mode- MOOC (massive open online course) gradually emerged in 2008. MOOC utilizes network platform, provides excellent teaching resources to learners all around the world for free and also pays attentions to learners' learning experience. The education mode has gained widely popularity in the circle of education, and become so-called "tsunami" in the reform of higher education. 2012 was named as "the beginning year of MOOC", when MOOC moved towards the peak period. Chinese universities have also positively participated in construction and popularization of MOOC education. Tsinghua University, Peking University and Fudan University have successively joined the corresponding MOOC platform and organized MOOC course construction. By far, apart from several famous foreign MOOC platforms, such as Coursera, Edx, etc., China has also constantly perfected MOOC platform construction, for instance, there are Xuetangx, Chinese university MOOC, Hunan Law College allied network teaching platform, etc. MOOC education mode has thoroughly reflected the application of internet technology in education, its popularity seemingly overwhelmed enclosure wall of traditional Universities. However, MOOC actually hasn't shown as extremely arrogant as expected by some scholars, but received strong obstacle from copyright law in violent storm. On one hand, MOOC confronts with issue of interest of copyright law regarding education resources. Although MOOC education advocates share and open copyright, suppliers of education resources would inevitably suppress positivity in providing MOOC course bases on copyright benefit. For these education resources with higher creativity, universities or teachers are unwilling to share them in vast network environment without any return; in the new interest relations, issues regarding ownership of copyright of education resources would tend to generate contradiction among teachers, education institution and MOOC platform; On the other hand, infringement exists in MOOC teaching materials and resources' copyright. No matter in traditional teaching mode or MOOC one, creating teaching resource may inevitably use resources under protection of others' copyright. In traditional university teaching, the utilization way is regarded as a rational conducts that approved by copyright, whether is it legal in MOOC education? Whether such utilization conduct could be adapted to rational utilization system becomes crucial for the progress of MOOC education. If MOOC education resources equity allocation issue can be addressed by local negotiation or incentive policy, infringement of MOOC education resources then becomes system difficulties in benefit balancing mechanism in copyright system.

MOOC education that bases on open education resources has great difference from traditional class education, though, it gets involved in numerous interest subjects and hasn't clearly solution in the issue of intellectual property at present stage in China, thus there are discussion values in theory about MOOC education cited works under others' copyright protection, and has urgency and necessity to design corresponding systems. "MOOC", an emerging network online learning mode had had applied by other countries many years before and achieved spectacular results. Just because of this, China has applied "MOOC" learning mode in many courses to provide learners with novel and personalized learning ways and also greatly promote teaching quality.

Significances of the Subject

In traditional sports teaching mode, theoretical knowledge learning would undergo normal flow as teacher tries to stimulate students' self-learning interests before formally instructing new contents, and then leads students to consolidate knowledge that taught in previous lesson. After that, the teacher would guide students to learn new course. During the new knowledge learning process, the teacher tends to only impart knowledge to students. For all problems that students come across, teachers always give them answers without leaving more time to student think. In this case, students would be lazier, they don't want to ask why or pose questions to teachers but only passive accept knowledge. Besides, they fulfill homework after class under the guidance of teachers, or even could not do the homework. Students tend to passively accept what teacher instructs for a long time would result in

learning mode of teacher-dominant and students passively accept. This may greatly declines students' positivity. Without individualized teaching method, attentions are used to paid to students' ability of rational thinking and problems solving, such teaching more pursues abstraction and theorization, which is bad for students' comprehending what they learn at all. Course process of professional sports skills and movements are mostly teachers' demonstration and explanation on professional skills and movements, and then students intimate them by following the teacher. Questions such as why they should act skilled movements in this way rather than else, what harm would bring to body due to make mistakes in skilled movements would always be explained by teachers. Students themselves never explore the causes while just listen to teacher. This may cause students not to develop habits of independent thinking and lead to decline in initiative. Affected by MOOC, changes occur to the role of traditional teacher, which requires professional teacher not to be restricted in lecturing course contents, they should also develop some novel learning resources and materials, design more personalized sports teaching course, learn students' demands at any time and abandon their thought as the center of teaching. In teaching, teacher should take students as subject, center on problems that student come across in learning process so that push himself, enable him to better adapt to new role. They would constantly know students' demands, center on students and their problems in learning process, continue to push themselves to make progress so as to adapt to changes of role.

The implementation of "MOOC" has changed simultaneously both the role of teacher and student. Among them, students have transformed from passive learning to taking subject status. Their self-learning would be greatly improved by online learning. In the regard of schedule, they would make arrangement more rational; gradually turn from passive learning to independent learning. Besides, such diversified teaching ways and enriched teaching contents as well as more novel and personalized forms would be contributed a lot to students. The final aim is to enable students to better develop both in physique and psychology. Researches in educational psychology suggest that students learning should combine perceptual knowledge with rational knowledge of learning contents so that could achieve effective results. Through MOOC learning mode, students may pose questions that come across during online learning in previous traditional class, and discuss with teacher and other classmates. In this way, students learning interests and course teaching efficiency would be improved.

RESEARCH OBJECTS AND METHODS

Research Objects

As the "MOOC"-based teaching mode design targeted at all students majoring in sports, the research objects in the paper is all universities students majoring in sports.

Research Methods

Good research methods could collect plentiful, concrete and true evidence for researching. At the same time, it can ensure rationality, scientificity in research process so as to ensure scientificity of final research results so as to correctly guide practice. In the paper, it mainly adopts document consultation, case study, etc.

Document consultation: Scholars and teachers have long focused on university sports courses and there were more researches in the field. To read relevant research documents is therefore very important for the research. In the paper, it mainly relies on documents source supports from school library and China National Knowledge Internet. To consult relative scholars' information and have the knowledge of formers' research results and shortcomings play a significant role in helping self-improvement and perfecting self-study.

Case study: The paper specially investigated on some courses base on the form of MOOC, for instance, regarding middle school history and cultivation of ideological morality and basic laws, we consulted relevantly on how the two courses design teaching mode to improve teaching quality under the new form and what're concrete design steps.

APPLICATION OF "MOOC" IN SPORTS TECHNICAL COURSE

Status of "MOOC" Application in Other Courses

With infinite development of "MOOC" in China, many courses have designed their course teaching modes on the basis of "MOOC". In the paper, emerging teaching mode designed for middle school history and cultivation of ideological morality and basic laws that based on "MOOC" has been simply chosen and illustrated.

Middle school history MOOC, just introduces the concept of "MOOC" in teaching mode of middle school history, adopts a teaching mode as recording high quality "micro video" to enable students to be subject in

classroom. In the mode, it lets students to watch videos by themselves, and then during class uses exchange and interaction among teacher and classmates to solve one's unclear problems when one come across them and later fulfill required learning contents of history course together. The teaching mode of "Learning first and teaching behind" has effectively improved students' ability to proactively learn after class and their good habit of daring to ask teacher "Why". And the "micro video" recording must be done in accordance with middle and high schools' history curriculum standards and teaching practice requirements. Use teaching videos as main carries could better reflect teacher's ability to organic integrate various teaching resources for teaching and learning activities targeted at some knowledge points or teaching links during class teaching process.

Furthermore, to better apply "MOOC" into the course -cultivation of ideological morality and basic laws, designers mainly carry out applied design from four aspects as follows:

Firstly, it comes to learning methods. The teaching mode stipulates that students should take 36 class hours for online learning, students are required not only to watch videos, participate in online discussion, and they should also utilize their spare time in participating in contacting and learning during class according to school arrangement. Online learning aims to enable students to master ability to solve practical problems targeted at teachers' knowledge imparting and specific explanation, while that for offline learning to carry out theoretical investigation on students' poor applied knowledge and difficulties.

Second, it comes to teaching progress. Integrate and refine education contents and materials from textbooks and form into proper teaching cases as requested. And then record them into teaching video for explaining, release them on the internet to enable students to rational arrange their time to learn.

Thirdly, it comes to learning requirements and examination ways. In the regard of online learning, it also should set up online homework as well as online exchange and configuration of assistant so as to help to positively solve problems that students come across and urge students to fulfill online homework and learning tasks. The assessment of final results of the course takes reference of students' completion of learning arrangement in course and final examination, the former accounting for 70% while the later 30%.

Fourth, it comes to daily teaching management. The teaching mode is required to proper group students, and equips every group with lecturer and assistant. Among them, lecturer takes charge of organizing and managing students, leading them to carry out targeted discussion, and assist takes over contacting and urging students to learn and record their learning conditions.

In some senses, the tentative and exploring teaching mode changes traditional teaching ways, enriches the form of theoretical teaching, which brings into brand new reform thinking and effective references for ideological and political theory course.

Thus, design emerging teaching mode as MOOC in middle school history and cultivation of ideological morality and basic laws, not only improves teaching quality, but also enables students to more positively carry out self-learning, enhance their independent learning ability, whereas also enables them to master make proper schedule and even proactive implement online interaction and exchange with other classmates and the teacher. With regard to this, the teaching mode improves teaching quality in other courses and enhances students' independent learning ability, and thus may achieve same efficiency in sports course covering both theoretical course and professional skills and movements.

Traditional Sports Course Teaching Mode

Characteristics of traditional sports course teaching mode

In Chinese sports course teaching practice, most of them adopt traditional teaching mode –teacher imparts – students accept. Essentially, the teacher dominants and centers on the mode. Therefore, theoretical teaching process adopted in teaching in accordance with the mode is generally as follows: stimulating students' learning interests- consolidating and revising previous knowledge-the teacher passing on new knowledge-understanding and mastering-assessment. Teaching process of professional skills and movements is generally as follows: teacher demonstrating –students grouping and intimating-teacher correcting and guiding-practicing and examining. The advantage of the learning mode is teacher taking the dominant –he could well organize and management students during class.

Problems in traditional sports course teaching mode

There is a serious problem in traditional sports course teaching mode-this teaching mode seriously ignores students' independence, cognitive character and so affects their creativity. Every student is an individual, and these individuals tend to have their own characters. Such class knowledge teaching would have certain limitations when all students learn together and consider their individual differences. Reasons for that are teacher could not adopt

individualized teaching at all according to every student's personality, all students are different, some students may adapt to one explanation, while others adapt to the other one. However, there is only one teacher and he may tend to use a fixed teaching style. Under his teaching ways, students may better understand and master when they adapt to such ways, on the contrary, students may not understand and master the knowledge. The mode results in teacher may not adopt individualized teaching. Always, teacher tends to take dominant status and be subject of the classroom. They pass on knowledge to students. In the whole lesson, the situation uses to be teacher explaining while students are in passive information receiving and rote memory, and then fulfill teacher's arranged homework after class. Their thinking always centers on the teacher and they consider the completion of teachers' arranged homework as completion of learning tasks. In the regard of guidance on professional sports skills, students always purely intimate teacher. Teacher would explain students how some technical movement should act in this way during lecturing process. This causes students fully believing in and relying on the teacher and textbooks, supposing knowledge in textbook is certainly correct. This would generate their over-blindly worship on the teacher and textbook.

Among all sports course teaching, no matter theoretical knowledge teaching or professional sports skill operation teaching, students take it for granted that the teacher is subject in class and they are assistant and just listen to the teacher. For a long time, students would only "speak" rather than "doing", what they speak is answer offered by the teacher, they haven't their own opinions and thoughts. Students have got used to accept knowledge, digest it and then gradually internalize it. In this way, their ability of independent learning would be greatly declined, and they would gradually form into a habit –they never want to ask "why" in class.

"MOOC"-Based Sports Course Teaching Mode Study

Students start independent learning pattern of "MOOC"

Under the circumstance of open education and students' implementation of lifelong education, "MOOC" an emerging teaching mode really provides effective and rather flexible channels for students to carry out independent learning. "MOOC" course possesses characteristics, such as authority, excellent resources and good organization and high actively user participation, provides good foundation for students to carry out independent learning. With application of "MOOC" learning mode, students can register in network platform before class, select desired sports course according to their major. They are available to choose sports major course's theoretical knowledge and professional sports skills operation course in stipulated learning period, according to their schedule, combining with their learning conditions, and take initiative to read and comprehend sports major course's theoretical knowledge and professional skills and movement operation with guidance. They are available to perform online revision and consolidate important knowledge points targeted and purposely. For learning theoretical knowledge, after learning, student s may exchange with other classmates after class. If they come across some problems during learning process, they could solve them together with classmates. Considering limited ability, for problems that they cannot solve, they could go to the teacher for a solution. They should find a solution mainly by exchanging with classmates as much as possible. In course of professional sports skills and movements operation, students could make groups to discuss their experience in one sports skill. In case they don't know why should act skilled movement in this way, they could discuss with classmates, gradually learn the purpose and efficiency; they could also watch other's action in skilled movement that they could master during network learning process, so as to make up for their shortcomings. However, in some skilled movements, if one supposes he does a good job and owns personal opinions, he can try to share them with classmates. For some skilled movements that they adept in, when they find others' action are incorrect, they could take initiative to help them. Master skills is one thing, while teach others is another one, also a learning way and an opportunity to make common progress with classmates.

The self-initiative learning mode with evidence of "MOOC" should also have its own learning process. Before class, students need to read sports specialized teaching course theoretical knowledge and professional skills and movements operation course's teaching contents and course teaching arrangement. Later, according to sports specialized course, they choose required courses, acquire all kinds of learning resources and materials regarding their sports major that provide by professional teachers and how to operate course as well as relevant videos directly on the internet. Students need to be familiar with and master learning materials and tools that use in learning, they must carry out online learning according to their schedule, and share their experience in professional theoretical knowledge and professional skills and movement operation with classmates on line. They must master learning with questions, learn to pose question and extract available effective information from these information. Teachers would surely release lectures of some professional sports experts regarding theoretical knowledge and professional skills and movements, students therefore could listen to these lectures on the internet, learning major's development background, current status and future trend. The students can learn experts' operation experience of learning professional skills and movements, and also perform online sharing, discussing with experts and classmates. After class, students can entirely create their learning videos through their experience in online learning,

and share them with other classmates. They could make full use of current network tools, such as micro blog, post bar, etc. They could share with other classmates answers to questions in learning process, effective learning methods in some sports professional skills and movements, while also improves their expression and teaching ability.

Sports teacher designed overturn class mode according to "MOOC"

There are great changes in the function and position of sports teachers comparing to previous traditional class teaching. Here, they mostly play the role of coordination, rather than dominant power in previous traditional sense. Before students taking a class, the teacher should make a survey, learning students' conditions of mastering theoretical knowledge of sports specialized course and operation level of professional skills and movements make adjustment on course arrangement purposely and targeted. He should design personalized and novelty in some learning objectives, learning tasks and after-class homework. After all, professional learning course should set up certain learning duration. In learning process, teacher should provide some resources related to various sports specialized courses. In this way, it can more effectively assist students to make a series of learning preparation. During class, teacher should define key and difficult points, lay emphasis on learning them, and make analysis and summary. Furthermore, the teacher could carry out profound share and discussion with classmates on the internet, and try to encourage students to positively solve problems they come across. The teachers should arrange some professional teachers to interact with students on the internet, and may organize some case teaching, question teaching methods to share and interact with students online, and enhance emotions among students. After class, the teacher should make some survey on students, mainly knowing their satisfaction with schedule of sports specialized course theory and professional skills and movements' operation course as well as students' dynamic state of independent learning, and then the teacher redo timely adjustment in accordance with students' true reflection and true teaching course schedule. Once any changes in course, the teacher is required to inform student timely online for making students to easier to receive news right away so as to help students to adjust their time after such changes. The teacher should also let students to positively group into learning support groups to enable them to better exchange and learn, share experience and make up for shortcomings and enhance friendships among students. After course ending, the teacher should perform an overall and profound sort out and summary on the whole course of course implementation and students' performance before, during and after class. He can write reports and share with others.

CONCLUSION

"MOOC" hasn't applied for a very long time in China; however, it has been adopted by other courses and strong professional and technical courses. Thus, in sports course teaching, adopting the form of "MOOC" could break through traditional teaching mode as teacher-dominant, purely imparting students' knowledge, students' only passive accept and gradually digest and take in during class. For instead, students take dominant status in class learning. The emerging teaching mode, no matter for sports course theoretical knowledge teaching or professional skills and movements demonstration, has provide very convenient learning ways for both teacher and students. In the mode, students may adjust their learning progress according to their schedule and learning conditions, and also ask experts and teachers questions as well as exchange with classmates on the internet.

Attentions should paid to the learning mode that the teacher should try to release authority and complete learning resources and videos regarding sports major course' s theoretical knowledge and professional skills and movements. In case adjustment made on some courses, the teacher should timely inform classmates, and also react them positively, solve their problems so as to help students to learn better. However, students must improve their positivity. Even without teachers' supervision, they should try to make proper arrangement on learning time, progress so as to learn better.

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