

# Application of Blue Ink Cloud Class in College English Cooperative Learning

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**Keywords:** Blue ink cloud class, College English, Cooperative learning

**Abstract:** Using Blue ink cloud class is convenient for taking college English online and offline blended college English teaching model. This paper constructs a new cooperative learning strategy for college English group based on Blue ink cloud class teaching platform, which improves the effectiveness of College English teaching efficiently. The study provides a new perspective for the reform of College English Teaching under the “the Internet +” background.

## 1. Introduction

The Internet era has brought new opportunities and challenges to China's educational reform and development. Educational informatization promotes the reform of educational methods and the quality of education. From the multimedia teaching to the “Internet +” era, the development of modern information technology has greatly improved the effectiveness of classroom teaching.

Under the “Internet +” background, cooperative learning has made up for some shortcomings of computer-assisted instruction. It plays an important role in teacher-student activities, teaching evaluation and cooperation among students. It shows the advantages of combining network technology with cooperative learning in College English classroom teaching.

## 2. Concept and Research Status of Cooperative Learning

Cooperative learning refers to the process of cooperation between two or more individuals or groups in order to accomplish certain tasks together [1]. Under the guidance of teachers, students and students form interdependent group relationship, cooperate with each other under the common goal, exert team creativity, and cultivate students' sense of cooperation. In the process of collaboration, students and teachers should communicate with each other, so as to achieve mutual benefit in teaching, maximize the learning potential of team members, and realize the internal flow of knowledge and skills from the highest to the lowest. The learning strategy reflects group performance and promotes the continuous development of individuals and groups [2].

The studies abroad researches on cooperative learning have been conducted earlier. In the 1st century AD, the Roman philosopher Seneca advocated cooperative learning. In the 1960s, scholars emerged on cooperative learning, including Cook, Madison and Dodge. Domestic research on cooperative learning began in the late 1980s, and made great progress in the mid-1990s. In the early 21st century. It entered a relatively mature period. Over the past 20 years, Chinese scholars and experts have carried out a series of research and experiments on cooperative learning or teaching. The scope of the research is not inferior to foreign countries in terms of breadth and depth [3]. The domestic literature has discussed the practical significance of cooperative learning in college English teaching from different dimensions. However, there is a lack of applied research on College English Cooperative learning under the “Internet + “background. The development of network technology provides the necessary technical support for the application of the cooperative learning model, so that its effectiveness is fully utilized. Blue Ink Cloud Class stands out in many online teaching platforms, and its use in college English cooperative learning has provided a new research perspective for college English teaching reform.

### 3. Introduction of Blue Ink Cloud Class

As a free learning platform, Blue Ink Cloud Class is suitable for mobile platform as well as PC. Mobile devices and computers are available. Teachers can create and manage classes, upload resources interact with any mobile device such as mobile phones, tablets, and PCs. Cloud Classes can achieve online and offline interaction and feedback. Blue Ink Cloud class provides a good technical platform for Blended College English teaching [4]. Teachers complete effective management of virtual classroom, resource sharing and multi-dimensional evaluation through Cloud Classes. Students use Cloud Classes to complete various teaching activities, realize the interaction between teachers and students, students, and realize the sharing of resources and cooperative learning.

### 4. Application of Blue Ink Cloud Class in College English Cooperative Learning

On the basis of previous studies, the author designs a cooperative learning teaching scheme for college English based on Blue Ink Cloud class. The teaching plan embodies the role of Blue Ink Cloud class in cooperative learning process. The specific application as shown below:

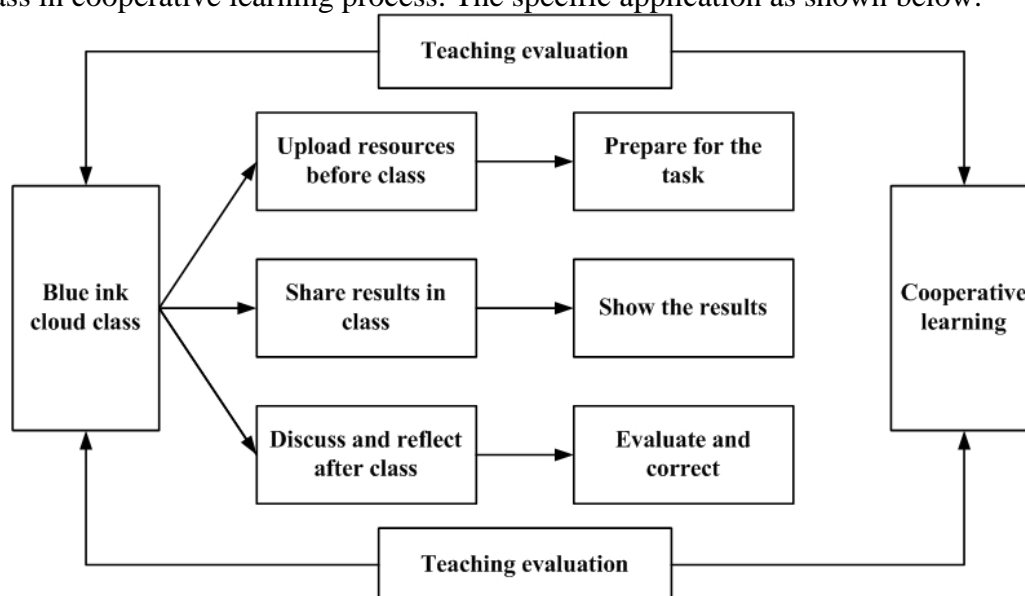


Figure 1 The Scheme of Cooperative Learning Teaching

#### 4.1 Course Preparation Stage

The teacher creates a cloud class on the computer or mobile phone. Before the class, the teachers divide the class students into several groups according to their different academic achievements. Each group has 6-7 students, and one is chosen as the group leader. In order to ensure the positive flow of knowledge, the members of the group are combined according to the high, medium and low language skills. The composition of the members of the group should also take into account factors personality characteristics and other factors, so that members of the group have individual differences.

#### 4.2 In the Pre-Class Stage

Teachers post preview notice, set up brainstorming, discuss and answer questions and other activities on the platform of cloud class. At the same time, teachers also upload relevant curriculum resources and inform students to complete relevant coursework according to the teacher's notice. Cooperative groups need to work together to accomplish tasks assigned by teachers, such as new word usage, vocabulary expansion and the mastery of the text in this unit. The team leader is responsible for the basic knowledge of the unit. Teachers assign basic knowledge tests in cloud classes. The test results are recorded in the group scores. The group also needs to complete the task

of class presentation, such as complete a questionnaire about how college students use the Internet to learn. Before class, the group should complete the questionnaire and select a member to report. Teachers and students can solve difficult problems online through the discussion forum of cloud class. The process realizes online and offline blended learning. In this process, teachers are responsible for overall arrangement, answering questions and answering questions, and monitoring the completion of tasks.

### 4.3 In-Class Stage

In the classroom activities, each group sends the questionnaire content to the discussion section of the Blue Cloud Class so that other group members can see it. Each group is presented orally by a student, other group members made suggestions. Suggestions from other group members were sent to the discussion area. In this process, teachers pay attention to students' suggestions, help students explain, analyze problems, reflect, and promote the sharing of tacit knowledge and the effective construction of new knowledge between groups. After the task is completed, the teacher will comment on the class and complete the immediate modification and feedback. The teams can also conduct competitions and submit reports at the required time. Teachers and students can jointly select the best survey report. In this process, cloud class provides a platform for the mutual evaluation between students and students. Teachers' immediate feedback on the tasks of each group of students and the sharing of feedback results are realized. Students use cloud classes to share their results in class as follows:



Figure 2 Students Share Their Results in Blue Ink Cloud Class

### 4.4 After-Class Stage

Students will submit the revised questionnaire results to the homework section of the Cloud Class again. Teachers give marks to each group. Students gain experience through mutual evaluation or praise. Students enjoy their students' achievements and are recognized by their classmates. The experience value obtained will also be recorded in the usual results. The experience value is visible to all students. It stimulates the sense of competition among students. Promoting each group to continuously improve the level and effect of the team's task k completion has played an important role in improving students' enthusiasm for learning enthusiasm. Teachers can also use the screening function of the cloud class to play excellent works in the classroom. The teacher instantly understands the student's task accomplishment according to their experience value. Teachers can promptly remind students to improve their inadequacies, avoiding the past only after

the end of the final exam to see the students' learning situation for a semester. In the process of discussion, students constantly reflect on and promote the internalization of new knowledge.

#### (5) Teaching Evaluation and Assessment

The advantages of Blue Ink Cloud class in teaching evaluation are prominently reflected in the ability to record student experience values and to derive summary data. This function provides teachers with a multi-dimensional representation of the student. Using big data to calculate students' behavioral performance, it overcomes the shortcomings of large class, multi-class teaching data collection and statistics, and large workload. Teachers can timely understand the performance of students, and make corresponding adjustments to the teaching effect. The formative assessment system of College English based on Blue Ink Cloud Class is formed by the joint evaluation of teachers and students. The formative evaluation under the cooperative mode highlights the assessment of the group's collective performance. The members of each group are mainly composed of the following items in the assessment: attendance, answering questions, writing, speaking, dictation, imitation and answering questions actively. Group cooperative learning takes group as the unit to record the normal performance and urge every student to perform positively in the group. The activity tasks are redistributed within the group. Individual efforts will affect the ranking of the group scores. The collective honor encourages the group members to work hard. Students participate in activities, such as watching videos, speaking and other items have detailed records. According to the records, the teacher can accurately understand and evaluate the students' learning attitude and cooperation level. The evaluation given by the teacher to the students is more objective and fair.

## 5. Summary

Practice has proved that foreign language information resources under the guidance of teachers plays a great role in pre-class, after-class and in-class teaching. The practical teaching based on Blue Ink Cloud Class is one aspect of the foreign language optimization strategy. The network of corrections and MOCC can also play an active role as a useful supplement to teaching practice. Practical experience has proved that colleges and universities should not only invest in a lot of hardware measures, but also guide foreign language teachers to design the use of information resources reasonably, which can guide students to use the resources scientifically so that foreign language information resources can become beneficial assistants for foreign language autonomous learning.

In a word, the application of Blue Ink Cloud Class in College English cooperative learning enriches the teaching contents before, during and after class. Pre-class preparation is objective, in-class demonstration is practical, and after-class task is reflective. The interaction between teachers and students and formative teaching evaluation are throughout the whole teaching process. The teaching design of each unit highlights a center, listening, speaking, reading, writing, and skill training is comprehensive and complete. Blue Ink Cloud Class is conducive to the effective completion of teaching tasks in large classes by mobilizing the students' participation in the activities, cultivating the group collaboration ability, and improving the teaching effect of foreign language learning.

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