Research and Exploration of College English Teaching Based on Cloud Platform

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Abstract: As an emerging computing model, cloud computing can greatly reduce the investment and operating costs of colleges and universities and promote the construction of information-based teaching platforms. The teaching cloud platform makes classroom teaching and management more intelligent. It can cultivate students' independent learning ability and cooperation ability, so that students can develop in a comprehensive way. English class connotation teaching can help students to learn how to behave, improve their English culture awareness and develop positive emotional attitudes while learning English. The internal English teaching platform and the construction of network resources are the indispensable support for college English teaching. The construction of the university English cloud platform based on network resources and case teaching can realize the construction of teaching materials, the separate construction of resource modules, the cooperation of teachers and the construction of teachers and students, the full play of the role of foreign teachers and the resources of inter-school joint construction.

1. Introduction

With the development of computer science, multimedia technology and network technology have been well received by teachers and students in teaching. At the same time, it has been widely applied and promoted in teaching, which has promoted profound changes in case teaching methods. Therefore, the case teaching behavior based on the network platform has become an important part of the case teaching research. In the early days, the application of online case teaching by foreign scholars was mainly based on the development of online case teaching tools. For example, researchers at the EduTech Association of the University of Georgia, Dr. Feng-Kwei Wang of the University of Missouri, and the Texas State University School of Medicine, all from the development and application of remote interactive tools to practice case teaching [1]. The application of the network case teaching method mainly includes the Australian scholar Sims. He believes that the interaction in the network teaching environment is the necessary and basic way for students to construct knowledge and development ability. American scholar Damarin believes that interaction refers to a series of specific activities that students perform in online learning, including reading, thinking, answering, searching, operating, using, constructing and creating [2]. Since 2004, China has implemented the network platform teaching mode. The initial research content is mainly focused on the technology development function. Later, relevant scholars began to pay attention to the research on networked case teaching. Zhu Yangqiong studied the reform of network case teaching from the perspective of goal orientation [4]; Zheng Bifang studied the construction of network interaction environment in case teaching [5].

2. Cloud platform and case teaching

2.1 Cloud Platform

The cloud platform, also known as the cloud computing platform, is a business model that obtains services from shared, configurable computing resources in a convenient, on-demand form over a

network [3]. The application of cloud computing platform in the field of education has produced a form of education and teaching based on cloud platform, which is an indispensable part of education and informationization. The cloud platform can greatly enrich teaching resources and optimize teaching management and evaluation. It can provide a broader space and more choices for student learning and teacher teaching. The following picture shows a basic model of the university teaching cloud platform.
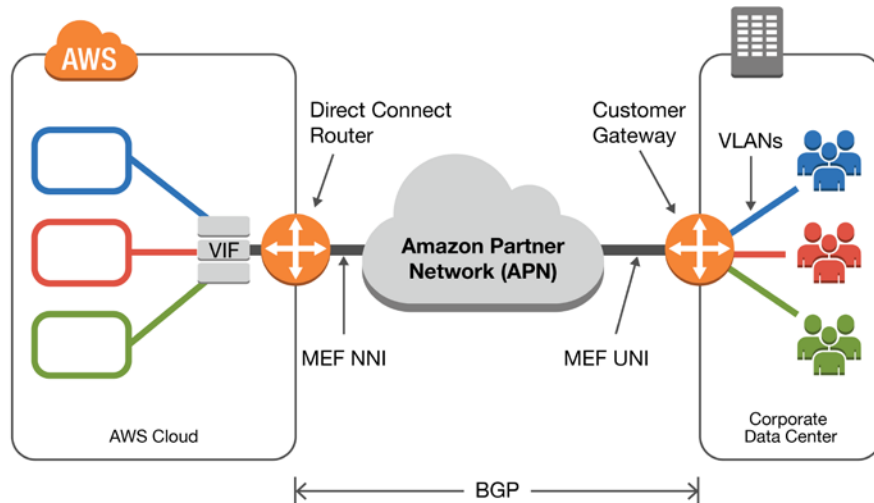

Figure 1. Structure of a university-based teaching platform based on cloud computing

2.2 Case Teaching Method

The case study method originated in the 1970s and was initiated by Harvard Business School in the United States and adopted a very unique case study. The cases used in teaching are real situations or events from business management. In this way, it helps to develop and develop students to actively participate in class discussions, and the method has a good response after implementation. This kind of case teaching method was only developed in the 1980s when it was emphasized by teachers. Especially in 1986, the Carnegie Group recommended the case teaching method. This method has a good application value in the teacher training course. Later in the teaching it has been regarded as a fairly effective teaching model [3].

Scholars have created many ways to better carry out case teaching. First of all, in traditional case teaching, the literature [4] adds the "brainstorming method" teaching method on the basis of teacher-student interaction; the literature [5] proposes the teacher case preparation stage, the student self-preparation stage, the group discussion preparation stage, and the group concentration. The five-stage case teaching method in the discussion stage and the summary stage, and the platform + community mode practice teaching method was constructed. In addition, in the case of network case teaching, the literature [6] combined with the professional teaching reform of colleges and universities to explore the methods and strategies of case-based teaching based on the network.

3. Shared case teaching platform based on web2.0 platform architecture

If colleges and universities want to make better use of the network platform to improve the quality of case teaching, they must unite with universities, enterprises, industry associations and other organizations to establish a case-based teaching joint promotion organization by setting up a cloud-based service sharing platform based on web2.0. Guided by "unified norms, division of labor, school-enterprise cooperation, and resource sharing", we will build an innovative ecosystem of open, win-win, and collaborative teaching cases. There are three key points in the construction of the web service case sharing platform of web2.0: Firstly, it points out how to build the interactive sharing case database of the cloud service platform; second, it indicates how to carry out interactive sharing platform case teaching; third, it implemented an O2O case study interaction that combines online and offline.

3.1 Cloud Service Platform Interactive Sharing Case Library Construction

The structure of the library and cloud service platform constructed by universities and enterprises and industry associations is shown in Figure 2. It requires the full cooperation and strong support of enterprises, universities, students, certification bodies and publishing houses. The construction of the cloud service platform will enable students to conduct case studies and interactive communication based on web2.0 in the cloud.
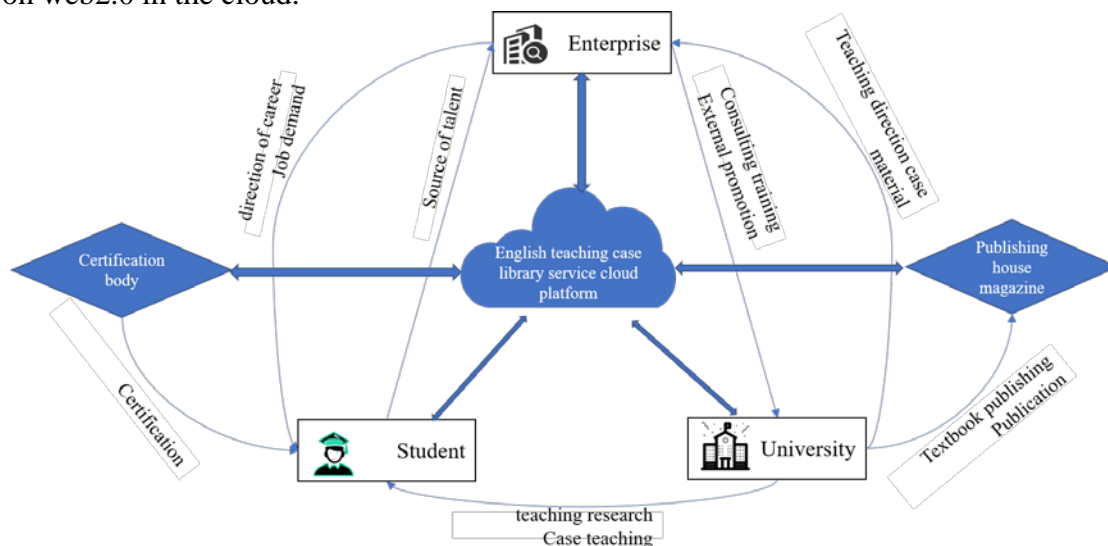

Figure 2. Case library cloud service platform construction

(1) Enterprise. The enterprise is the direct case source of the case library, and most of the cases in the case library are researching the operation mode of the enterprise. Enterprises are also the beneficiaries of cloud service platforms. Enterprises use the case platform to plan their own jobs and talents; enterprises can better understand the situation of the same industry, provide a good basis for their own decision-making, and avoid crossing the river by feeling the stones. In the end, enterprises will also receive strong support from universities, such as corporate consulting and promotion strategies.

(2) Colleges and universities. Colleges and universities provide indispensable knowledge and research results for professionals. Universities are direct writers of case libraries and direct users of cases. It provides teaching services for students and teachers through the cloud case, as well as the preparation of teaching materials and the publication of papers. At the same time, colleges use cases to consult and promote enterprises, which make colleges and universities more in-depth understanding of enterprises and more convenient use of their own teaching resources.

(3) Students. Students are learners, they not only need to learn the molding expertise, but also need to actually contact the enterprise. The emergence of the case library will benefit the majority of students. Students can learn about different business operations, and can participate in the preparation of the case to increase the bargaining for future work. Students who understand the operation of the company will be an important source of talent for the company.

(4) Authentication structure. Authentication structure is a channel that reflects human capabilities and is also an important part of the persuasiveness of the case library cloud service platform. It makes the parties reasonable in commenting on the platform.

(5) Publishers/Journals. It is a direct beneficiary of cloud services. It uses the case to write the corresponding books, and also contributes to the publicity platform.

The above five different aspects cooperate and interact with each other to form a platform ecosystem. The cloud service platform will continue to move forward to better serve more people in the industry.

3.2 Networked interactive sharing platform case teaching

The interactive shared case teaching shown in Figure 3 realizes the interactive communication from the three-level review method, deepens the understanding of the case, and finally allows the students to thoroughly understand the case and understand the operation mode in the context of the case.
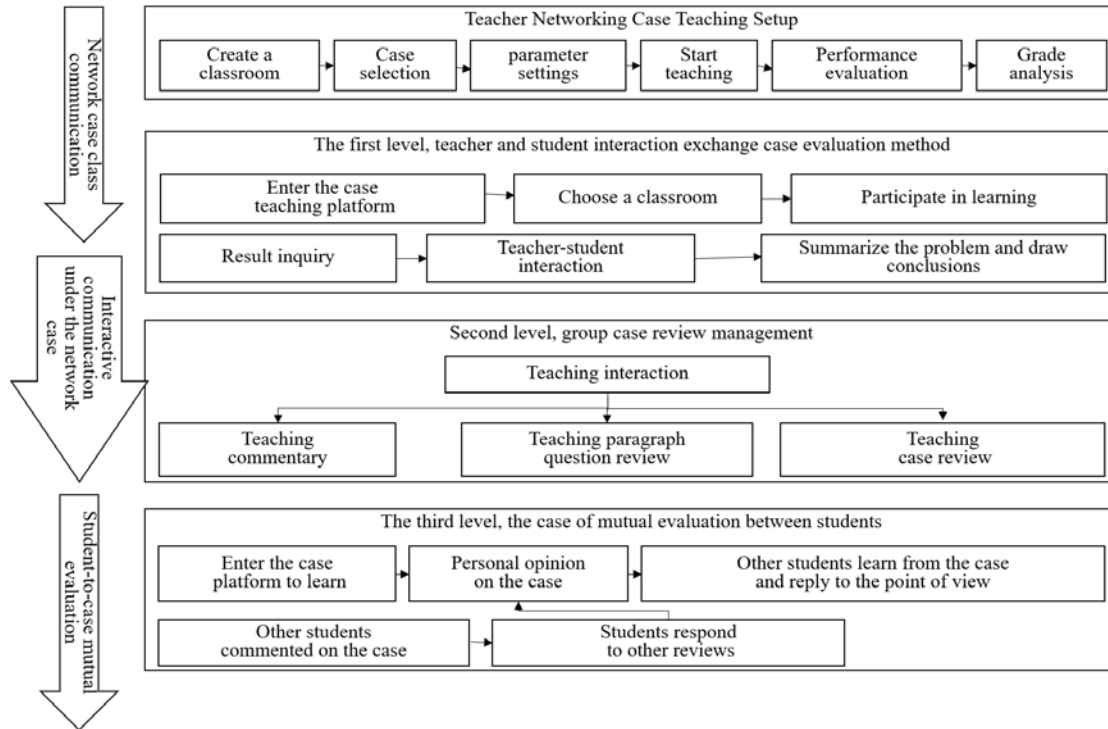

Figure 3. Interactive sharing platform case teaching

The first level is the teacher-student interaction and communication case evaluation method. The teacher independently creates a virtual case teaching classroom, and sets the parameters for the number of virtual classrooms, the source, the case, and the corresponding permission settings. In order to improve teaching, teachers use online case workshops, archives, and teachers' own cases to select appropriate cases. At the same time, the teacher adds the case to the teaching according to the teaching related parameter settings. Finally, the teacher gives the analysis process of the performance evaluation according to the evaluation method of the grades given to the case for the students' reference. Students can use the case platform or mobile client to participate in the case teaching of their own interest. They analyze the results of their own learning and get the error of their own understanding of the case. Finally, students can understand the case in all aspects through online interaction with teachers.

The second level is the group case review management method. Student A enters the review management interface and interacts with other group members on the case of teaching setup. Through comments, paragraph analysis, and comments on the whole case, they point out the problems of the case participation test and the places worth learning to improve. The credibility of the case. In this way, he provides real-life protection for students who follow.

The third level is the mutual evaluation of cases between students. Student A learns from interested case cases or archives through case platforms or mobile terminals. Through the study case, Student A responds to the views expressed by other students who have studied the case and also expresses their views on the case. Other students can also respond to Student A's views and express their opinions by seeing student A's case views and their own learning. Such a resounding reply to the case review can reveal the views expressed by the case and the existing problems.

The basis of the third-level case review is the cloud service platform case library. Teachers or related experts can store their usual cases directly in the cloud to realize case knowledge sharing.

4. Advantages of the case teaching method

4.1 Helps improve classroom teaching efficiency

The preparation, organization, grouping and discussion of case teaching are a time-consuming and laborious process. The network platform can put some of the links out of the classroom and it can be remotely monitored so that students and teachers can concentrate on solving problems in the classroom. The most critical issue. This not only improves the efficiency of the classroom, but also urges students to make better use of extracurricular time. The method can promote students to achieve online and offline coordinated learning, thereby enhancing the initiative of self-learning and improving the learning efficiency of students.

4.2 Conducive to the integration of case resources and case resource sharing

At present, the case teaching of our teachers is in a state of "individual politics", which not only consumes a lot of energy from teachers, but also does not realize the sharing of case resources. The construction of the network platform can greatly reduce the communication cost between teachers and teachers, and between teachers and students. The sharing of university teaching case base can reduce the workload of teachers and improve the utilization of case resources.

4.3 Conducive to improving the depth and breadth of student participation in case teaching

Case teaching requires students to have a wide range of background knowledge, which requires a deeper exchange between teachers and students and between students. Case teaching makes the spark of thoughts in the process of teacher-student communication and stimulates the birth of creative thinking. The traditional case teaching process leads to a large workload of students, which is limited by the time of classroom communication, which increases the time cost of communication between teachers and students. In addition, a large amount of access to information for a long time will cause students and teachers to become bored, which will lead to counterproductive effects. Network communication can break through the limitations of time and space, which is conducive to expanding the depth and breadth of teacher-student exchanges.

4.4 Conducive to the inheritance of information and the accumulation of advantages.

In the traditional case teaching, students treat different cases of teaching. The same case teaching is relatively independent in different teaching activities. It is difficult for students and teachers to learn from each other's advantages. However, in the case teaching in the field of cloud platform, students and teachers can accumulate knowledge cases of online communities such as web logs, blogs, BBS, online chat rooms, etc. through the cloud platform, and record the classic problems and essence contents of case teaching and case discussion. Sort out to achieve case knowledge sharing and accumulation of advantages.

4.5 Conducive to enrich teaching materials and stimulate students' interest

There are a lot of video, audio, animation and other resources on the network is a good teaching material, teachers will add it to the case teaching, which will make the case teaching pictures and texts, making the class discussion interesting and interesting. The classroom case teaching mode with the addition of the network element enables a positive interaction between the teacher and the students, thus avoiding the boring classroom. This way, students' interest and willingness to learn are greatly enhanced.

5. Conclusion

Network case teaching can complement the content of classroom teaching. Through the combination of classroom and network, teachers can explore cases from different angles, let students understand the case from different aspects, and make the case explanation more intrusive and more detailed. In addition, through the network case teaching, setting up the cloud platform teaching mode

can greatly improve the students' learning autonomy and stimulate students' interest in learning. In this paper, the author suggests that all colleges and universities actively carry out resource sharing and cooperate to build a cloud of case teaching in colleges and universities. By building a common platform for network-based teaching, the school can promote colleges and universities to solve puzzles and share excellent cases in mutual exchanges and learning. This way can achieve the goal of common development of colleges and universities, and deliver a group of practical talents for the society.

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