

Comprehensive Evaluation of College English Teaching Mode based on Online Courses: an Educational Practice from Anhui Polytechnic University

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Abstract

In the new college English teaching mode based on the network environment, multimedia network has been widely used. This new teaching mode can fully mobilize enthusiasm and subjective initiative of learners to learn English. In recent years, online classroom of English teaching has shown obvious advantages and characteristics. In this paper, the author analyzes the factors that will influence college English learning, the result of which shows that autonomous learning is an effective means for College English teaching, which will not only help to improve the students' comprehension ability but also strengthen the training of English language. At the same time, the external monitoring can promote the students to develop good study habits, and has a strong role in promoting students' autonomous learning ability.

Keywords: *College English, teaching mode, online course, autonomous learning*

1. Introduction

After entering the twenty-first Century, with the promotion of the quality project of higher education in our country, we have established a new college English teaching mode based on computer and multimedia network in the whole country. The new model requires the majority of English teachers to fully mobilize the enthusiasm and initiative of learners to learn English, cultivating students' creative ability and comprehensive ability to use English, and fundamentally changing the mode of College English teaching. In the new college English teaching mode based on the network environment, the cultivation of autonomous learning and autonomous learning ability is put into a very important position. Cultivating learner autonomy is one of the important goals of College English Teaching in China.

With the change of College English teaching target and teaching mode, the focus on the theory and practice of College English Teaching in China has shifted from the traditional teaching mode to the study of the individual influence, such as psychological, cognitive, affective and learning styles of English learners. With the implementation and development of the College English teaching reform project in 180 universities across the country in 2004, College English teaching model has greatly changed from the traditional classroom to the combination of computer network and traditional classroom, especially focusing on the autonomous learning strategies. Autonomous learning monitoring and autonomous learning effectiveness have gradually become a problem to be solved in College English teaching reform. After the reform of College English teaching, China's College English teaching practice based on the computer network and classroom teaching model has shown more obvious

advantages and characteristics. However, the implementation of autonomous learning mode is difficult because of the lack of effective autonomous learning control measures for the students and the absence of the real time monitoring or authority of the teachers. College English Autonomous Learning requires learners to maintain a high degree of self-control and self-efficacy and have strong sense of learning motivation and awareness. But in the actual college English teaching practice, the teachers are struggling to deal with some students who are lack of autonomy. Therefore, to solve this problem, it is necessary to establish a multi-subject and multi-dimension autonomous learning system, design an effective network platform, create a positive network autonomous learning atmosphere and strengthen the learning strategy training, especially metacognitive strategy training. This is an effective way to ensure the effectiveness of autonomous learning and improve the efficiency of autonomous learning and the quality of English teaching.

With the popularization and development of computer network technology, people's education concept has been changed radically, which leads to the change of the study area. First, the target of learning should be changed from obtaining a diploma to improving the overall quality. Second, learning strategy should focus on efficiency and flexibility. Third, multimedia learning media should be applied. Fourth, teachers should pay more attention to autonomous learning. Fifth, colleges should focus on the whole process of learning management. Therefore, the teaching mode is a hot issue to be solved in the reform of College English teaching and learning, which is directly related to the success of the teaching reform. The formation of scientific and effective personalized learning methods and the construction of autonomous learning mode are the fundamental guarantee to improve the quality and effectiveness of College English teaching and improve the effectiveness of College English Teaching in China. This paper will be based on the early research results of domestic and foreign educators, foreign language teaching and learning, trying to explore the network environment of College English autonomous learning monitoring system framework, monitoring path and effective monitoring strategy, and using the qualitative and quantitative research methods to study the relationship between the main study and English academic performance. There is a certain theoretical and practical significance for the study of the depth of independent learning.

2. Literature Review

2.1 Autonomous Learning

Ergun (2010) formally introduced the concept of "autonomous learning" into the field of foreign language teaching, the study of autonomous learning has aroused widespread concern in foreign language education experts at home and abroad, and through active exploration, many related academic terms have come into stage, such as autonomous learning, learner autonomy and open learning, etc. According to Ergun, autonomous learning is the ability to be responsible for their own learning [1]. This is a potential in a specific environment rather than the actual behavior of individuals in this environment. The key to this definition is to regard autonomy as an attribute of the learner, rather than the learning situation. Pradit (2012) thinks learner autonomy refers to the learners responsible for all the decisions and the implementation of these decisions in the learning process, which means learners can decide all the aspects of learning, such as self determined learning content, self mastery learning progress, and

learning plans adjustment [2]. He believes that autonomous learning means that learners can clearly identify the teaching objectives, knowing what they should learn, how to determine their own learning goals, how to reconstruct the teaching objectives, and how to meet the changing needs of personalization. They can choose and use appropriate language learning strategies to make appropriate adjustments and monitor the effect of language learning. Autonomous learning is not only a kind of learning attitude, but also a kind of independent learning ability. He believes that attitude means a responsibility to make their own learning decisions, while the ability is to learn the process of decision making and reflection. Ihfasuziella (2012) defines learner autonomy as the ability to use the knowledge, that is, the learners do not depend on the teachers [3]. Marjan (2011) believes that learner autonomy can be defined as three basic abilities: 1) objective and critical reflection ability; 2) the ability to make decisions; 3) the ability to take independent action [4]. He believes that autonomous learning is mainly the desire and ability to make independent choices. Specifically, the desire means that learners should be responsible for their learning motivation and confidence, and ability is the knowledge to make choices for their own learning, and to perform their own choice of skills. The desire to act independently depends on the extent of their motivation and confidence; the ability of learners to learn independently depends on the extent of their knowledge and skills.

Oana (2011), from the perspective of social psychology and social linguistics, explores the connotation of independent study [5]. His definition of autonomous learning is the learning process of "self decision and self regulation, which is related to the process, that is, the relationship between learners and others. If the relationship between learners and others is interactive, its autonomy will be developed. Silvia (2009) believes that independent learning is not only dependent on the individuals, but also on the groups. In order to get a good ability to learn independently, learners must cooperate with others [6]. Therefore, in order to improve learners' autonomous learning ability, it is necessary to develop learner's ability of interaction, negotiation and cooperation. Ceyhan (2011) believes that there may be differences between high and low performance autonomous learners [7]. The differences may have a close relationship with the students' achievement goals. With some learning target in mind, learners are willing to learn and overcome learning difficulties and challenges even in the relatively disturbing environment. Thus, we can draw a conclusion that learning goals are also an important factor affecting autonomous learning, especially for online courses.

As far as I'm concerned, autonomous learning not only involves learners but also the teachers. Learners' self-control and self-regulation are essential to learning, but without teachers' monitoring and guiding, such learning can not go a long way, for sometimes they can lose their way and become confused. So autonomous online learning cannot go without teachers.

2.2 Network Learning based on Multimedia

With the popularization and development of computer technology, the multimedia network platform provides a new technology platform for autonomous learning. A new model of foreign language autonomous learning based on computer network platform was born. Students can fully enjoy the freedom of learning space [8]. They can make their own learning choices, decide their own learning time and place and control their own learning progress and learning rhythm to meet their different needs. Moreover, by using the network monitoring platform, they can detect their own learning results [9].

Zhou Yong thinks a student learning self monitoring is to ensure the success of learning, improve the learning effect, and achieve the goal of learning. Learning activities in the whole process will be their own learning activities under the guide of object consciousness, active and careful planning, monitoring, inspection, evaluation, feedback, and self-control [10]. Dickinson (1987) believes that this kind of independent network learning is reflected in the curriculum design and classroom activities, in the common consultation between teachers and students, and in the care of students on the basis of the arrangement of teaching activities [11]. Intrinsic learner autonomy is the effective input of learners in the learning process. Those learners in a sense are clear about their learning objectives, and learning responsibility. They are aware of how to make decisions, and how to evaluate the learning process. Some scholars are highly convinced that such a process of learning can cultivate learners' self awareness.

Fornell (1981) pointed out that the intrinsic motivation and autonomous learning behavior are significantly higher and lasting than the external motivation. If the learner's self-efficacy is stronger, he will be more likely to self-monitor and self-regulate [12]. Empirical study also proved that the more intense the learner's intrinsic motivation, the more obvious the tendency of their autonomous learning. From the above research, we can draw a conclusion that in the network learning based on Multimedia, the learning motivation is the premise of the cultivation of autonomous learning. Teachers should attach great importance to the cultivation of intrinsic learning motivation and improve the students' self-efficacy, to help learners to learn positively. In short, this is IT era, we should make full use of the online platforms and online courses to meet the challenge of the new college English teaching mode.

3. College English Learning Platform

3.1 Internet English Learning Resources

Learning resources refer to all the resources that can be used for study, including information, personnel, materials, equipment and technology. Learning resource is not only an important part of the autonomous learning, but also an important material guarantee for the learning process. The rapid development of Internet provides students with a lot of cultural knowledge, teaching materials and autonomous learning resources. The Internet is a vast repository of resources. In the current information technology conditions, the widespread use of computer network has opened up new ways and new horizons for students of foreign language learning, and provided them with a wealth of learning resources. Learners can get massive learning information from the Internet, but also can use the network platform for real-time communication, such as e-mail, microblogging, QQ, micro channel, BBS. The network platform is an important carrier of knowledge, which constitutes a broad network language learning environment. Internet learning resources have broad and narrow points. Generalized Internet learning resources refer to all the information carrier of foreign language websites. However, not all the Internet foreign resources are feasible to students, because of the mixed and inappropriate materials. Therefore, foreign language learning resources are usually the narrow learning resources, which refer to the specialized and controllable foreign language learning websites, where the learning resources can enhance the students' reading, listening, speaking and writing ability. In a narrow sense, foreign language learning resources are a resource platform for English learners to learn a foreign language.

The campus network has become a very important resource platform for college students to learn English independently. The campus network is a local area network with super interactive function. In the process of foreign language teaching, the campus network provides a platform for the multimedia teaching, a multimedia classroom, a teacher preparation system, an electronic reading room and a teaching resource examination resource library [13]. The local network foreign language learning resources can attain two main goals:

1) ***Building English learning repository:*** Students can make full use of campus network resources, a supplementation to traditional teaching resources, to learn foreign languages. The establishment of courseware material library and software resources database can fully meet the needs of information resources sharing, and effectively avoid the simple repetition of teachers' work. Also, it can provide rich resources for the independent learners based on the network environment. With the deepening of the reform of College English teaching, many schools have established English Autonomous Learning Centers, where students can make full use of learning resources for autonomous learning, which can not only broaden their horizons, but also improve the English learning skills. Campus network teaching resources contain a lot of text data, audio resources, as well as a lot of video resources.

2) ***Realizing the management functions of the network platform:*** There are abundant teaching resources in the foreign language resource database, and the security and reliability of the content must be guaranteed in the course of operation[14]. This powerful feature includes resource upload, download, storage, update, resource audit, classification, query and statistical analysis of resource usage, etc. Foreign language learning resource base can realize the management function of the network platform based on the foreign language learning platform. Generally speaking, a foreign language learning resource base group construction involves comprehensive use of computer technology and network technology, the establishment of the registration and login system, news system, FAQ, English chatting room, video communication, online surveys, online test, lesson plans, and uploading column.

3.2 Autonomous Learning Platform

Network foreign language learning platform is an important material base for College English Autonomous Learning based on network environment. Therefore, it is important to build a network learning platform, creating a network language learning environment, developing a personalized network independent learning style, and making students fully enjoy the network resources across time and space.

With the development of Internet technology, many domestic and foreign enterprises and companies have begun to see the development of independent learning platform as a great business opportunity. At the same time, many domestic and foreign universities have invested heavily in the establishment of foreign language autonomous learning centers to meet the talent training needs, trying to create a good physical condition for autonomous learning. The construction of network autonomous learning platform in China is rising and developing rapidly with the promotion of the reform of foreign language teaching and learning which started in 2002 with the Ministry of education.

Under such circumstances, Anhui Polytechnic University has established the following platforms.

1) ***New Horizon College English teaching system:*** It is a college English network teaching platform developed by foreign language teaching and Research Press, in order to adapt to the needs of the Ministry of education reform, and the whole teaching system includes online classroom, autonomous learning system, testing system, learning record, teaching management and resource center.

2) ***New interactive College English learning platform:*** New Interactive English learning platform is the result of cooperation of Tsinghua University press, the Ministry of Education College English teaching reform project, the Michigan State University in USA and more than 30 units in other countries. More than 100 experts and scholars have developed a new teaching concept, based on computer networks, multimedia teaching and Computer Assisted Instruction management platform consisting of large-scale three-dimensional teaching materials. As an important material foundation of this three-dimensional teaching material, the new interactive College English learning platform is composed of four systems: computer learning system, testing system, network aided teaching management platform, learning resource database.

3) ***New experience of College English learning platform:*** The system can be combined with the higher education press "experience" series of teaching materials for teaching, and can provide a series of teaching materials for students to carry out autonomous learning. Through the platform, the students can improve the comprehensive ability of English training, and strengthen the ability of English listening and speaking. According to the level of difficulty and the contents of each unit, the unit can be customized according to the learning situation of a single student. And it can be assessed through the teaching management module of the system to evaluate the students' learning effects and achievements.

4) ***New concept college English learning platform:*** The new concept college English learning platform, by utilizing the multimedia technology and rich and colorful language materials, can make students learn English and understand the English cultures in a relaxed, pleasant and natural way. The teaching management platform design is reasonable, which can automatically record each student's network autonomous learning situation, automatic monitoring and management of their learning process, ensuring the quality of their independent learning. The new, complete and efficient network platform, by adopting the application server development technology, can make the students experience the infinite autonomy of learning fun in the independent inquiry learning process.

4. Empirical Analysis

4.1 College English Teaching Reform

In the practice of the reform of College English teaching, we found that some students do not adapt to their own active learning methods, so it is difficult to make full use of the abundant network resources for effective learning. At the same time, some teachers are not clear about the role that they play in web-

based autonomous learning, so they can't provide effective guidance for students. At present, the monitoring of autonomous learning of College English in China has the following problems: the concept of teaching affects the role of teachers in autonomous learning. The new teaching mode put forward a new challenge to the teacher's teaching idea. There are two kinds of situations: one is that some teachers are not accustomed to the new teaching mode. They always miss the traditional classroom teaching—spoon-feed teaching and feel isolated in this new century. The other is that some are willing to accept new things but go to another extreme. In order to give the students full autonomy, these teachers ignore their role as autonomous learning activities organizers, guides and facilitators. As a result, many students are not clear about learning objectives, the teaching activities are often out of the topic, and the teaching and learning efficiency is low, resulting in a great waste of teaching resources and time, and seriously affecting the effectiveness of teaching. Given the above situations, it is necessary to analyze and evaluate the new College English Teaching Mode based on online course, finding out the factors affecting autonomous teaching and learning and helping the teachers and students better understand their roles.

4.2. Research Assumptions and Methods

The factors that affect the process of College English autonomous learning can be classified into two categories, namely, the internal factors that come from the students themselves and the external factors that come from the teachers and the relevant departments involved in the students' autonomous learning. This study attempts to analyze the relationship between the factors and the effect of the students' English learning through questionnaire and SPSS software, and find the factors that affect the effectiveness of College English autonomous learning. The research hypothesis is as follows:

H1: Students' English learning level is related to the level of cognitive monitoring.

H2: Emotional regulation strategies (learning motivation, self-efficacy, self-confidence, learning attitude, anxiety and other affective factors of control and adjustment) will help learners improve their English learning.

H3: Teachers' monitoring, peers' monitoring, and other external monitoring are related to English learning.

This research mainly uses the questionnaire survey to understand the situation of College English Autonomous Learning under the self monitoring mode. The questionnaire uses Likert scale to investigate student's autonomous learning and teachers' monitoring. Questionnaire content is divided into four parts: part A is for personal profile, part B for English autonomous learning affective factors, part C for English autonomous learning investigation and part D for English teachers and teaching evaluation. The questionnaires were sent to 480 students in Anhui polytechnic university, 402 copies received and 356 questionnaires valid. Based on the effective questionnaire data, this study uses SPSS software to make Pearson correlation coefficient, and analyzes the correlation between various factors in the process of autonomous learning and English learning.

4.3. Data Description

In this survey, 356 questionnaires were recovered, of which 107 were male and 249 were female, and the sex structure was shown in the following table:

Table 1. Statistical Analysis of Gender Structure

	frequency	percentage	Effective percentage	accumulative perception
male	107	30.1	30.1	30.1
female	249	69.9	69.9	100.0
total	356	100.0	100.0	

From the statistical results of the effective questionnaire, 275 people passed the college English test band four, 81 people did not pass the CET-4, and the specific proportion is as shown in table 3. The average score of the CET-4 test is 464.28. Among them, the top 25% scores ranked in the CET-4 test with the average score as 504; this group of objects is defined as high-score group in this study. And the bottom 25% scores ranked in the CET-4 test with the average score as 429, this group of objects is defined as low-score group in this study.

Table 2. Pass Rate of College English Test Band Four

	frequency	percentage	Effective percentage	accumulative perception
passed	275	77.2	77.2	77.2
failed	81	22.8	22.8	100.0
total	356	100.0	100.0	

This study uses SPSS to analyze the high score group and low score group, and makes a difference analysis of College English Autonomous Learning under the self monitoring mode, including two groups of students in the emotional strategy self-efficacy, learning attribution differences, differences in learning strategies, as well as the differences in the ways of teacher monitoring. The statistical results are shown in table 3.

Table 3. Group Statistics for High and Low Groups

	grouping	N	mean value	standard deviations	S.E.Mean
Self-efficacy	High group	91	17.89	3.755	.394
	Low group	91	15.34	4.222	.443
Learning attribution	High group	91	11.35	1.615	.169
	Low group	91	10.57	2.072	.217
Teacher monitoring	High group	91	72.31	12.964	1.359
	Low group	91	73.47	15.463	1.621

4.4. Correlation Analysis

According to table 4, the self efficacy of the high score group is linear with English score in CET-4, and the correlation coefficient is 0.334, which shows that the correlation degree is low, and the significant level is 0.001, which indicates that the correlation coefficient has statistical significance. To sum up, the high score of self-efficacy and CET-4 scores are positively correlated. In low score group, self-efficacy and English scores have a linear relationship. The correlation coefficient is 0.041, indicating that they have the lowest positive correlation, and the significant level is 0.702, indicating that it doesn't have statistical significance, so the self-efficacy is not related to English scores.

Table 4. Self-efficacy and English Achievement

		English scores	Self efficacy
English scores (high group)	Pearson correlation	1	.334**
	Significant (bilateral)		.001
	N	91	91
English scores (low group)	Pearson correlation	1	.041
	Significant (bilateral)		.702
	N	91	91

The table 5 shows that learning attribution has a linear relationship with English scores in high-score group. The correlation coefficient is 0.205, which shows that the correlation degree is a low positive correlation, and the significant level is 0.051, which reaches the statistical significance. To sum up, learning attribution and English scores are positively correlated in high score group. At the same time, learning attribution also has a linear relationship with English score in low-score group. The correlation coefficient is 0.074, indicating that the degree of correlation is low. The significant level is 0.487, indicating that it doesn't have a statistical significance. In summary, learning attribution is not related to English scores in low-score group.

Table 5. Learning Attribution and English Achievement

		English scores	Learning attribution
English scores (high group)	Pearson correlation	1	.205*
	Significant (bilateral)		.051
	N	91	91
English scores (low group)	Pearson correlation	1	.074
	Significant (bilateral)		.487
	N	91	91

The result in the table 6 shows that teacher monitoring has a linear relationship with English scores in high-score group. The correlation coefficient is 0.042, indicating that the correlation degree is relatively low. And the significant level is 0.694, which indicates that there is no statistical significance between teacher monitoring and English scores. In summary, teacher monitoring is not related with English scores in high-score group. At the same time, teacher monitoring has a linear relationship with English score in low-score group. The correlation coefficient is -0.128, which shows that correlation degree is negative. The significant level is 0.228, indicating that it doesn't have statistical significance. Therefore, teachers monitoring is not related to the English score performance in low score group.

Table 6. Teacher Monitoring and English Achieve

		English scores	Teacher monitoring
English scores (high group)	Pearson correlation Significant (bilateral) N	1 91	.042 694 91
English scores (low group)	Pearson correlation Significant (bilateral) N	1 91	-.128 .228 91

The purpose of this study is to explore the influence of teacher's monitoring and students' self monitoring on students' autonomous learning habit, ability and strategy. Experimental results show that self-efficacy, learning attribution and teachers' monitoring are useful for high score groups to achieve high scores, but not obvious for low score groups. Self-control and self-monitoring are effective for both groups. The combination of students' self monitoring and external monitoring of teachers can have a strong effect on the cultivation of students' good learning habits and the promotion of students' autonomous learning ability. The investigation shows that the teachers' positive intervention of students' autonomous learning and students' active self monitoring are positively correlated with the students' learning level. At the same time, teachers should strengthen the supervision and control of the process of autonomous learning and the supervision and control of the students' autonomous learning process.

5. Conclusions

In the new teaching mode, autonomous learning plays a very important role. The success of teaching model reform is an important sign of the formation of learners' individualized learning methods and the development of learners' autonomous learning ability. Therefore, it is one of the goals of College English Teaching in our country to cultivate learner autonomy. The improvement of learners' autonomous learning ability is helpful to realize the goal of College English teaching and the cultivation of lifelong learning ability. The cultivation of learner autonomy is the emphasis on the students' independent learning and the full respect for the students' personality and autonomy. In the process of College English Autonomous Learning based on the network environment, the students are the main body of the study, but the teachers play a leading role. Autonomous learning is not equal to the students'

self-study, and the teachers should actively guide, organize and help students to study by themselves. Therefore, under the network environment of College English Autonomous Learning, the foreign language teachers should act as organizers, instructors, and autonomous learning facilitators, monitoring and managing the process of learning, and helping students set learning goals, make learning plans, search for suitable learning materials, and use effective learning methods. On the other hand, students themselves should reinforce the self-control, self-monitoring and self-efficacy. Meanwhile, they also should cultivate correct attitude towards study and have a clear and determined learning goal. Only in this way can we guarantee the success of the new college English teaching mode based on online courses.

In the new model, learners should learn to take more responsibility for their own learning. Besides, this new mode has also put forward higher requirements for teachers: they should provide students with more independent learning and research conditions and environment, inspire the students' motivation and objective determination, evaluate students' learning outcomes, and fully understand the students' knowledge level, personality characteristics, learning skills and interests.

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