

Sharing and Co-Construction of University Resources in the Region

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Abstract: At present, the sharing and co-construction of educational resources between colleges and universities has become a popular way, which is of great significance for enriching school educational resources and improving the level of school running. However, the Northeast region is currently limited by its own development problems and the lack of sound education system. There are many constraints and obstacles in resource sharing and cooperation among universities, which make the role of resource sharing and co-construction of universities to improve the level of running universities not fully realized. This paper focuses on the current issue of resource sharing and co-construction of universities in Northeast China. By analyzing the current situation of resource sharing and co-construction of universities in the region, this paper finds out the factors restricting the development of regional universities, and then puts forward suggestions for improving the level of regional universities.

1. Introduction

Due to the increasingly prominent contradiction between the society's infinite demand for high-quality teaching resources and the limited supply, how to achieve the school's educational level keeping pace with the times under the premise of limited resource conditions, and to provide students with sufficient and fair educational resources and educational opportunities. It has become a problem facing many universities today. In this case, a regional alliance education resource sharing platform relying on Internet technology and personal handheld terminals has almost become an inevitable choice.

2. Current Status of Resource Sharing and Co-Construction of International Universities

Internationally, universities represented by Western countries in the United Kingdom and the United States have been established for a relatively long time, so there has been a relatively long period of application and exploration in the joint construction and sharing of university resources. At present, prestigious international schools have established a teaching resource sharing platform and mechanism with a wider coverage and a relatively complete curriculum.

The EDx platform, established in 2012, was co-founded by Harvard University and the Massachusetts Institute of Technology, dedicated to providing free public courses for college students and teachers. At present, 110 world-renowned schools have joined the EDx platform to provide free course resources for the EDx platform. At present, the platform has opened more than 200 courses, and an average of more than 300,000 people participate in the EDx platform every day. Coursera Learning Sharing Platform is a networked course platform established by Stanford University in the United States to provide free course resources to college teachers and students. At present, 700 universities around the world have joined the Coursera platform to provide various course resources for the platform.

Judging from the current resource sharing and co-construction of international universities, there are some characteristics. First of all, from a global perspective, the development of resource sharing and co-construction among universities has a relatively long history. With the development of modern Internet technology, since the 1990s, resource sharing and co-construction of universities has entered the peak of development. A relatively mature and large-scale resource sharing platform

has been established. Secondly, the quality is relatively high. From platforms such as EDx and Coursera, we can see that almost all the world's top universities have joined the resource sharing and co-construction sequence, and the public courses and resources provided have also maintained high quality, providing students with relatively high-quality Teaching resources. Furthermore, the degree of participation is high. Like the EDx platform, 110 world-renowned schools have participated in the construction of the platform, providing free teaching resources for the platform. Student participation is relatively high. Hundreds of thousands of college students learn through the platform every day. Registration is simple and convenient, and people regardless of national boundaries can enjoy high-quality course resources through the platform.

3. Status Quo of Resource Sharing and Co-Construction of Domestic Universities

The contribution of Chinese colleges and universities resources colleges and universities started relatively late in the world, but there are certain practices. At present, the common forms of university resource sharing in my country include university alliances, university town construction, and online resource sharing platforms. In terms of university alliances, such as the current China Nine-University Alliance, the “NATO Alliance” led by Peking University, the “Warsaw Pact Alliance” initiated by Tsinghua University, the Wuhan Seven-University Alliance, etc., the main forms of cooperation are through inter-school minors and inter-school Establish a joint training mechanism in the form of mutual recognition of credits. Secondly, in terms of university towns, the development of my country is relatively common at present. Major cities basically have certain construction areas for university towns. Colleges and universities in the area jointly establish surrounding infrastructure, conduct interactive exchanges between various schools, and carry out various cooperation. In recent years, a networked resource sharing platform has also begun to be established. The open courses of Peking University and Tsinghua University provide shared course resources to college students through online video methods. Online shared education platforms represented by MOOCs have also begun to emerge one after another, and some colleges and universities have participated to provide shared resources for college students.

From the perspective of development status, my country's higher education institutions have made good attempts to share and build resources, and have tried to establish a diversified mode of sharing and building resources in institutions of higher learning. The cooperation is becoming more extensive and forms are gradually diverse. However, the problem is also more prominent. Sharing and co-construction are superficial and formal. The construction of university alliances and university towns has gradually deviated from the essence of teaching resource sharing^[1]. Most of them cooperate for cooperation and have not achieved the purpose of educational resource sharing.

4. Analysis of Online and Offline Shared Co-Construction Resources of Colleges and Universities in the Region

4.1 Relatively Rich University Resources

There are currently 4 985 universities in Northeast China, including Jilin University and Harbin Engineering University, 11 211 universities including Northeastern University and Liaoning University, and 140 undergraduate universities. Except for regions such as Beijing, Shanghai, and Wuhan, they are relatively comparative in educational resources. Generous place. Therefore, the educational resources that can be shared and jointly constructed in the region are also relatively rich. The Northeast region can rely on the resources of prestigious schools to establish an educational resource sharing platform and strengthen the co-construction of university resources

4.2 Strong Engineering Background and Strength

The prestigious universities in the Northeast are mainly engineering colleges and universities, and many of the top engineering universities in my country are located in the northeast. For example, Harbin Institute of Technology, Harbin Engineering, Dalian University of Technology, etc., even a comprehensive university like Jilin University is good at engineering, and the Northeast is

my country's relatively long heavy industry base. At present, many important aviation and mechanical heavy industries are still located in the Northeast. This has provided a better opportunity for the training of engineering talents in the Northeast. Engineering colleges and universities can unite to establish a common engineering experiment base and jointly cultivate engineering talents. It is also possible to establish a common talent training and mutual recognition mechanism, to bring together engineering talents for unified education and training, and form a strong and reasonable joint construction^[2].

4.3 Preliminary Sharing Mechanism

At present, colleges and universities in the Northeast region have carried out preliminary attempts to share education and co-construction. Some colleges and universities have carried out the construction of cross-school professional elective courses, and the mutual recognition of course credits has attracted nearly 1,000 college students to participate. Recently, 20 universities in Heilongjiang Province jointly took the lead to establish a shared university innovation and entrepreneurship incubation platform and are committed to jointly training innovative and entrepreneurial talents.

5. The Shackles of the Development of Universities in the Region

Although the Northeast region has begun to experiment with resource sharing and co-construction among universities, the level of cooperation between universities is still low, and the construction of cooperation platforms is not very sufficient. There is still a big gap between co-construction with universities in Beijing and Shanghai. It is mainly restricted by the following factors.

5.1 The Education Management System in the Region is Not Perfect

The education management system in the Northeast is relatively conservative and traditional. Different provinces and regions have different management perspectives and a strong bureaucratic atmosphere. There are many system and mechanism obstacles in the process of resource sharing and joint construction among universities. There is little exchange and cooperation between schools, and integration is more difficult.

5.2 Unbalanced Support

Due to the large differences between schools in the Northeast, there are also obvious differences in policy support. For example, Jilin University and Harbin Institute of Technology have received greater attention, policy subsidies and support, and run their own schools. High level and therefore lack of initiative in the process of co-constructing and sharing educational resources, while other undergraduate colleges have received less support and their own teaching level is poor, so they are more willing to participate in co-construction.

5.3 Poor Economic Environment in the Region

Due to the current economic transformation and development of our country, the long-term status of the old industrial zone, the economic development of the Northeast is in a relatively backward state, and the potential for regional development and the strength of economic development are significantly insufficient, and local governments and universities are supporting universities in resources the ability to share and build is relatively limited.

5.4 Brain Drains in Regional Universities

Due to the economic downturn in the Northeast, the attractiveness of regional talents has dropped sharply. The superior talents of higher education institutions not only can attract high-quality talents from outside, but also a large number of high-quality talents trained locally have also flowed out. University education talents have appeared. In a relatively scarce situation, resource sharing and co-construction must be resourced by a higher-level faculty. The massive loss

of talents makes it more difficult for universities to share and co-construct resources.

6. Ways for Colleges and Universities in the Region to Improve Their Ability

The above analyzes the obstacles in the sharing and co-construction of educational resources in Northeast China. Aiming at these obstacles, the following ways to improve the sharing and co-construction of schools are proposed.

6.1 Reform the Education Management System and Promote the Equalization of Education

To effectively strengthen the cooperation between universities in Northeast China, it is necessary to reform the education management system, streamline the administrative management system of various universities, eliminate various administrative system barriers that affect and strengthen university cooperation, change educational concepts, and absorb more advanced school running concepts. Eliminate barriers to cooperation between universities and effectively improve the level of educational cooperation. At the same time, regional education and support policies should be more inclined to ordinary undergraduate institutions, enhance the strength of ordinary undergraduate institutions, reduce the teaching level gap between institutions, and effectively promote the implementation of university teaching cooperation. It is necessary to establish a long-term cooperation mechanism between prestigious universities and ordinary universities, and organically combine various universities to form a strong teaching force.

6.2 Give Full Play to the Role of the Internet Platform

Internet online education and teaching platforms like MOOC have lower cost than other college resource sharing and co-construction models, and the resource sharing co-construction effect is better. Universities in the Northeast region should rely on their strong engineering academic background to establish a relatively high-level online Internet education sharing platform^[3]. It can be led by four 985 colleges and universities including Jilin University. Each college chooses the best course content to share based on its own discipline strength, and the platform is jointly maintained to form a larger, higher-level education and teaching sharing platform.

7. Conclusion

This article focuses on the Northeast region. Through analyzing its status quo and shortcomings, this paper puts forward a general idea of the construction of the teaching resource sharing mechanism of regional university alliances, hoping to provide reference for the sharing of teaching resources of regional university alliances.

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