

Current Situation of Online Open Curriculum Construction in Higher Vocational Colleges and Development Countermeasures: Take Zhejiang Textile and Fashion College as an Example

Yueyun Shao^{1,a}, Xiaohua Huang^{2,b}

¹Zhejiang Fashion Institute of Technology, Ningbo, China

²Ningbo Institute of Technology, Zhejiang University, Ningbo, China

^aZJFFJWC@126.com, ^bhxhzdnblgxy@163.com

Keywords: Higher vocational Colleges; Online open courses; Policy

Abstract: With the rise of online open curriculum construction in recent years, the traditional teaching methods have changed greatly, and the teaching methods of teachers and the learning methods of students have changed greatly. The construction of online open courses in higher vocational colleges is a new teaching mode under the background of deepening the reform of education and teaching, which is still at the primary stage. Based on the problems existing in the construction of online open courses in higher vocational colleges, this paper puts forward some thinking and development countermeasures from the perspective of managers.

1. The Background and Connotation of Online Open Course Construction

In the era of big data, under the background of "Internet plus education", the traditional teaching materials and teaching modes cannot meet the needs of contemporary higher education. In order to better improve students' learning efficiency, build a diversified curriculum system and improve students' learning effect, online open curriculum construction is an important content of deepening education reform in colleges and universities. The 2015 "Opinions of the Ministry of Education on Strengthening the Construction, Application and Management of Online Open Courses in Institutions of Higher Learning" document clearly proposes the key measure of "building a batch of high-quality online open courses, represented by large-scale online open courses, integrating curriculum application and teaching services, and promoting the wide application of online open courses". With the development of network technology, online education courses have become a reality. For higher vocational colleges, the core of the construction of online open platform is to take students as the foundation and professional ability cultivation as the starting point, and to show the practical operation that is difficult to show in the traditional classroom and some knowledge points that can be learned independently to students through video animation and other forms. In addition, in the process of teaching, teachers adjust the teaching content in time according to the learning effect of students.

Curriculum construction is the basic content of teaching construction, is the fundamental guarantee for the quality of personnel training, is an important content to improve the quality of education and teaching in higher vocational colleges, and is also an important way to enhance the professional connotation construction in higher vocational colleges.

Online open courses have many advantages over traditional education. Online open courses are not constrained by time and space, so students can easily learn. Online open curriculum is a "mixed teaching" mode. Teachers need to make teaching videos based on knowledge points, and students need strong autonomous learning ability. On-line open curriculum teaching requires that classroom teaching should be the main part and the combination of inside and outside the class should be changed.

Based on the perspective of school management, this paper takes the teaching practice of Zhejiang Textile and Fashion College as the research object, and combining with the background of the rise of online open courses in China, analyzes and summarizes the problems and reasons in the

construction and application of online open courses in higher vocational colleges, and puts forward further thinking and countermeasures on how to strengthen the course management.

2. Current Situation and Problems of Online Open Courses

With the development of online open curriculum construction, we need to re-understand and learn the three main elements of teaching: teachers, students and schools. From traditional classroom blackboard writing to PPT, to now APP+ network video+resource library+new form materials of teaching materials, the challenges to teachers' ability to pass on their experiences are also increasing, which of course also provides a broader space.

2.1 The Current Situation of Online Open Curriculum Construction in Our University

According to the construction of online open courses in Zhejiang Textile and Clothing Vocational and Technical College in recent years, the author uses data to present the current situation of online course construction. The construction of the school's online open curriculum began in 2003, when it successfully applied for 2 provincial top-quality curriculum projects. As of 2011, a total of 18 provincial-level top-quality courses have been established, 4 national-level top-quality courses, 20 municipal-level Massive Open Online Course courses, 30 school-level Massive Open Online Course courses, 12 school-level multimedia software courses and 70 high-quality microlecture courses. There are 88 teachers who have registered to build courses on the provincial platform, with a total of 30 courses and 1 national textile design resource database. The resource library is driven by innovative textile design, and focuses on fashion and creative textiles, technical innovation textiles, national technical textiles and other directions. It is helpful to build a collaborative innovation mechanism among schools, schools and enterprises and internationalization, promote the teaching reform of textile design specialty, improve students' innovation and entrepreneurial ability, meet the needs of enterprise designers' training and social autonomous learning, and effectively integrate the current era demands of online open curriculum teaching reform.

2.2 Problems in Online Course Construction

Online open curriculum is a powerful means to optimize teaching quality, improve teaching content and promote educational reform. However, in the process of pushing forward the curriculum construction, it also faces many problems.

2.2.1 Teachers have a lot of Workload and Difficulty in Building Classes.

On the one hand, teachers need to reorganize their teaching mode, re-plan their curriculum content, re-design their teaching methods of O2O curriculum, actively learn and explore various information media and conduct in-depth inquiry and communication in making online open courses, which makes teachers spend a lot of time and energy in continuously improving their innovative teaching methods. On the other hand, there are many online open curriculum platforms, and teachers need to connect multiple platforms at the same time. As far as our school is concerned, teachers are required to build their own online courses on different platforms for the corresponding application items. For example, the provincial online open platform, Ningbo Library Massive Open Online Course platform, Xuetang X, etc. The workload of teachers has greatly increased. The video construction needs a lot of preliminary work to ensure the smooth progress of the video shooting, and these workloads cannot be measured and measured by indicators, which adds difficulty to the teachers and management departments of the curriculum construction.

2.2.2 Large Investment in Online Open Course Construction.

Video shooting requires a large amount of financial support. Taking the three courses that our school has identified as provincial online open courses as an example, a total of 132 micro videos were recorded. If there is no financial support from schools, it is a big problem for teachers to invest their own funds. Therefore, funding support is the basis for teachers to carry out online open courses, and schools need to invest a lot of funds to support the teaching methods in this new era.

On the other hand, the first open courses recognized as provincial level are not once and for all, and need to be updated constantly. It requires energy and funds, so the amount of funds invested will become a key issue in the construction of online open courses, and the lack of funds also brings difficulties to teachers for further iterative updating.

2.2.3 Students' Learning Effect Needs Improvement.

The new teaching mode of online open courses brings new challenges to students' self-conscious and self-disciplined learning methods and abilities, and also puts forward unprecedented tests to students' honesty in the learning process. Online learning is a completely unsupervised environment, and students' learning results depend entirely on their learning habits and personal qualities. In the process of online learning, there are various practical problems, such as poor learning effect, difficult evaluation of learning process, lack of certification of learning results, limited interaction in discussion areas, high dropout rate and other practical problems, which need further improvement.

2.2.4 Difficulties in Promoting Quality Courses.

Taking our school as an example, 30 courses were built on the provincial platform for 81 times, with a total number of 10,790 students. Among them, foreign schools participated 52 times, with 1312 participants, accounting for 12% of the total number of students. 46.6% of online courses are attended by foreign schools, which shows that the current number of people who participate in online learning is not ideal and there is much room for promotion.

3. Targeted Guiding Policies

In view of the changes in teaching methods, the school's teaching management department needs to move from time to time to further develop a new management evaluation system and incentives according to actual teaching needs. Taking Zhejiang Textile and Clothing Vocational and Technical College as an example, according to the above-mentioned problems, the teaching management department has issued detailed management measures in a timely manner. In view of the problems arising from pure online learning, the school has launched the construction of mixed teaching courses in O2O. According to the application data, 80% of the applied courses are provincial-level online open courses that have been built. Combined with mixed teaching in O2O, the control of teaching process, teaching effect and quality is strengthened. At the same time, each course requires the organization of at least one open class for the college, the organization of college teachers to observe and learn, and face-to-face communication. After teaching a Period, teachers are also required to do a good job in summing up the experience of mixed teaching courses, and submit the records of open courses, course summaries, and college course evaluation and assessment as the evaluation indicators of mixed teaching results. During the course, school leaders, academic affairs office, supervision office and other relevant personnel will conduct spot checks on the course to inform and feedback relevant teaching information to relevant teachers in a timely manner. At the end of the semester, for those who meet the teaching standards of mixed courses and have a good effect, a larger proportion of the original workload base will be increased according to the "Measures for the Calculation and Management of Teachers' Teaching Workload in Zhejiang Textile and Fashion College " (Zhejiang Textile and Fashion College policy [2018] No.89, Zhejiang Textile and Fashion College). The enthusiasm of teachers in creating courses was improved to ensure the smooth development of curriculum construction.

According to the " Zhejiang Textile and Fashion College Innovation Demonstration Course Construction Plan" In order to guide the whole school teacher Introspection on the class teaching, seize the main channel of classroom teaching and improve the teaching quality, the school began to plan to cultivate and select 100 school-level innovation demonstration courses in 2015. So far, 37 school-level innovation demonstration courses and 46 college-level innovation demonstration courses have been selected. At the same time, in order to give full play to the demonstration and leading role of the innovative demonstration class, it is required to record 40 minutes of classroom

teaching video and fill in a brief introduction of the results of the innovative demonstration class, so as to make a long-term plan for the incubation of online open classes.

Organize and participate in the training of various online open courses. With the large-scale construction of online open courses, schools attach great importance to the current trend of online course construction, actively organize teachers to go out and invite experts to come in and other forms to carry out online open course training, so that online open courses become the mainstream teaching method and present a better teaching design.

4. Strengthening Top-Level Design to Promote the Healthy Development of Online Courses

It is of course important to find temporary solutions to problems, but what is more important is to formulate all-round solutions based on the future development direction to promote the healthy development of online courses.

4.1 To Further Improve the Mechanism and System Construction.

The construction of online open courses requires great efforts and physical strength from teachers, including the reconstruction of the curriculum system and the script design in the early stage of video recording. In the process of construction, the learning and mastering of various functions of the platform, after the completion of the course construction, the resources in the course application process are continuously updated iteratively, as well as various interactive exchanges with students in the platform, which cost teachers more time than traditional teaching. Therefore, aiming at the current research on curriculum construction, the school formulates corresponding measures and mechanisms to adapt to the development of the times, so as to encourage teachers to smoothly carry out the construction of online open curriculum, actively respond to the mainstream form of teaching methods-online open, and establish a long-term mechanism to encourage teachers to actively participate in the construction of online open curriculum.

4.2 To Affirm the Construction Achievements of Teachers' Online Open Courses.

In the mainstream media of the school, high-quality online open courses are continuously recommended, so that more teachers in school and teachers and students in other schools can understand and choose high-quality online open courses, and high-quality courses at different time stages are continuously introduced to encourage the enthusiasm of teachers who build courses. If conditions permit, an online classroom belonging to our school can be established to allow more teachers to participate and learn. The results of high-quality online open courses will be made into course exhibition atlas, and the results of courses will be introduced by self-media so that more people in the society can understand our online courses and choose our online courses.

4.3 To Organize Professional Training and Teaching Experience Sharing Meeting.

In order to reduce the input cost, some teachers upload more network resources such as PPT, question bank, electronic teaching materials, video recording, simple shooting and other methods, which not only can't better design the teaching content, but also the video effect is not good, the picture lacks aesthetic feeling, which affects the visual feelings of learners. Therefore, the school can carry out some high-level video production training, or professional training in teaching link design. When schools carry out special training on information technology, the training content can cover platform foundation courses, application and experience sharing, curriculum design and strategy sharing, etc. Through special subject study, teachers are encouraged to learn by using various software of online course construction to understand or master the ability of video production, recording, editing, etc. On the one hand, it saves expenses on video production, on the other hand, it increases teachers' new technical ability. Teachers also improve themselves in continuous learning and better serve education.

Regular experience-sharing sessions and face-to-face thematic seminars on curriculum construction and application will be held, and small-scale communication activities will be

organized. Organize and carry out sharing and exchange activities classified by specialty or topic, and share the process and problems encountered by teachers of high-quality courses to teachers who plan to build and are building classes, so as to make sufficient preparations for the next class building.

4.4 Funds and Awards.

Iterative updating of online open courses requires financial support. Schools should issue more reasonable financial guarantee and incentive mechanism in response to the actual situation of online course construction, which is conducive to the improvement of the later stage of the course and also to the sustainable development of the platform's course construction.

5. Conclusion

The rise of online open courses has brought impact to the traditional teaching mode, at the same time, it also provides a broad space for the development of educational forms. With practical teaching methods and the power of information technology, we can build a ubiquitous learning environment for anyone, anytime, anywhere, anything and any terminal. This is a beautiful scene that online education shows us. In the 21st century, the era proposition of higher education has entered the general pattern of the new era of Internet plus education. We must actively adapt to changes, actively seek changes, improve the quality of teaching and promote educational fairness. As an educator, we should keep pace with the times and innovate continuously to contribute to the construction and development of the diversified education model.

References

- [1] Xu Jin. Application and Thinking of Changing Classroom in Higher Vocational Colleges [J]. China Education Informatization, 2014 (12): 27-30.
- [2] Li kedong. qualitative research on the construction and application of online courses in colleges and universities [J]. open education research, 2011,17(1):15-21
- [3] Mu Su. Opportunities and Challenges: From Open Educational Resources to Open Teaching Process: Reflections on Open Online Courses from the Perspective of Distance Education [J]. China Audio-Visual Education, 2015 (8): 52-58.