

Research on the Application of Online Open Course Construction and Information Teaching Reform Based on Macroeconomics

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Abstract: With the development of our country's economy and the promotion of science and technology, we are stepping into the information age. Higher education has encountered many challenges while gaining opportunities. The construction of online open courses can meet all the needs of “internet plus” education in the new era. Based on the characteristics of online open curriculum and its influence on macroeconomics teachers' teaching skills and teaching forms, the current direction of macroeconomics teaching reform includes following closely the pace of national educational innovation and development, and actively creating a supporting online open curriculum operation management system. Based on the new online open teaching concept of “open sharing, innovative collaboration”, a teacher-led and student-centered teaching process is realized. Online courses are in line with “internet plus” education. This paper analyzes the shortcomings of information-based reform in colleges and universities and puts forward constructive strategies in order to help colleges and universities make full use of online courses to enrich students' learning content and help colleges and universities promote information-based teaching reform.

1. Introduction

At present, “internet plus” has become an important basis and platform for major national policies, and education informatization is also an important development strategy for national education [1]. As a product of the information age, online open courses have developed rapidly worldwide, breaking the time-space boundary of traditional teaching mode, overturning traditional classroom teaching mode, and really pushing forward the reform of teaching concept and teaching mode. The most important of these is how to integrate macroeconomic teaching reform with online courses under the new situation [2]. As an important way to cultivate talents, higher education should innovate in scientific research, talent cultivation, cultural inheritance, social services and other aspects to improve the level of running schools and realize the education of highly skilled talents. Online open courses play an important role in information-based teaching, especially in the “internet plus” era, and their status and role are increasingly obvious. As an important resource of information-based teaching, online open courses have already played an important role in the “internet plus” era [3]. The construction of the online open course of industrial economics based on the development of information has become the most urgent and primary task for the front-line teaching teachers of industrial economics. Based on the analysis of the characteristics of online open courses and their impact on macroeconomics teaching, this paper attempts to explore a new direction of macroeconomics teaching reform and development from the following aspects.

2. Development Status of Online Open Courses

2.1 Online Courses Have a Certain Impact on Traditional Classroom Teaching

In the era of “internet plus” education, the traditional teaching mode is still adopted in classroom teaching in most colleges and universities in our country, and the number of colleges and universities that combine online course teaching is small. The construction and application of online courses will have a strong impact on traditional classroom teaching. At present, although colleges and universities have begun to pay attention to the construction and application of online open

courses, there are conflicts with traditional teaching management. According to one's own needs, one can decide on one's own participation in the course study. In terms of organization, the online open curriculum has a complete teaching plan, complete process and relatively loose teaching organization. At this stage, although colleges and universities have also shifted their attention to the construction of online open courses, the impact of online open courses and traditional teaching makes it difficult to carry out information-based teaching in a short period of time. There are students who prefer to study online courses and do not attach importance to traditional teaching, which leads to students' loose learning attitude in traditional classroom teaching and is not conducive to teachers' teaching activities. Therefore, online open courses are still difficult to exist as an important application of information teaching in the short term. Only a few public courses have been tried and applied as online learning mode, but the lack of communication and interaction between teachers and students is only a change in form.

2.2 The Current Management System in Colleges and Universities is Not Applicable to Online Courses

There is a huge difference between online courses and traditional teaching assessment methods. Credit system is used as the course learning assessment method in traditional teaching in colleges and universities. Students must start from scratch until they have completed all the learning courses to obtain corresponding credits [4]. On the other hand, online open courses subvert the teaching process by turning over classrooms and micro-videos. As institutions of higher learning, online open courses can be used to realize a hybrid learning mode of online theoretical learning and offline practical operation. The whole teaching process and teaching activities are carried out on the network platform, and the functions of the online teaching platform and various modules therein need to be used to support the links of learning, teaching and management. Under the current education management system, how to deal with the learning data generated by students' online course learning has become an urgent problem to be solved. Colleges and universities need the support of enterprise funds and channels to cooperate in developing online courses. Educational enterprise development courses tend to be formalized and lack practical teaching experience. Online open curriculum is an online curriculum teaching form supported by the state in an all-round way. It is also quite different from top-quality resource sharing courses and top-quality courses in terms of organization, service objects, learning process, etc. Online open curriculum is student-centered, has systematic teaching activities, can stimulate students' enthusiasm, and is more open.

3. On-Line Open Course Construction Strategy

Do a complete design according to the course production process shown in fig. 1. The online open courses can be displayed in more flexible and diverse forms on the network and closer to the online video display forms. The name of the course should have strong network attraction on the premise that it can reflect the content of the course.

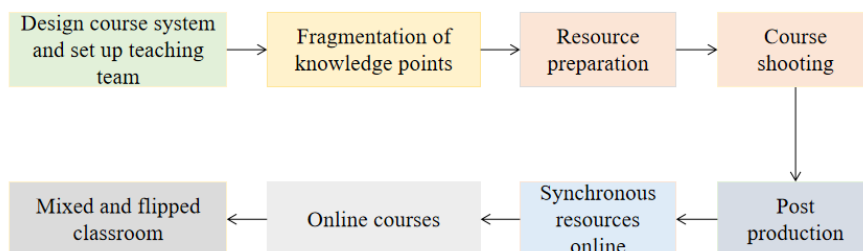


Fig.1 Online Open Course Production Process

3.1 Introducing Resources and Paying Attention to the Independent Development of Online Courses

At the beginning of the construction of online courses in colleges and universities, under the

condition of limited human resources for their own online course development, a large number of excellent online education resources should be selected and introduced first, and teachers should carry out research on the more mature online course teaching mode. Through the introduction of resources and the research of teaching application, an online open curriculum construction path conforming to the characteristics of colleges and universities is established. Connecting the innovation of isolated learning resources, optimizing the allocation of resources and promoting the opening and sharing of learning resources will not only reduce the management cost, but also improve the efficiency of management services [5]. It realizes the transnational, cross-school and cross-cultural dissemination of high-quality educational resources. It is a new platform for sharing educational resources and a new carrier for ideological and ideological interaction. Different universities should actively communicate and cooperate with each other to jointly launch online courses. Collaborative development of online courses is helpful for colleges and universities to find their own shortcomings in online course development in cooperative practice, deepen the theory of online course development, realize complementary advantages, and achieve the effect of powerful combination. The use of teaching resources can effectively carry out teaching activities, such as guidance, tutoring, answering questions, etc. It can also realize students' personalized learning and teachers' asynchronous teaching [6]. In the choice of online open curriculum platform, a more widely used and mature platform is selected. First, it can provide more high-quality resources; second, it has perfect functions and can provide more information-based teaching methods.

3.2 Pay Equal Attention to Construction and Application to Promote the Application of Information Teaching

Online open courses emphasize sharing, openness and cooperation, which are different from excellent courses and excellent resource sharing courses. Online open courses focus on students' autonomous learning. According to the education and teaching links and teaching process in colleges and universities, we should optimize and expand the construction function and teaching links of online courses, pay attention to the introduction of modern education concepts and diversified teaching methods, and construct an integrated teaching mode of online and offline theory and practice. On the relationship between the systems, the openness of the system is emphasized, that is, the teaching system is closely combined with the scientific research system on the one hand, and the teaching system is combined with other external systems on the other. Based on the needs of online open courses, schools should also strengthen the introduction of network information application equipment, strengthen the construction of online education metropolitan area network, interactive multimedia classrooms, classroom electronic whiteboards and other aspects, and gradually introduce educational information technology and intelligent products developed by enterprises into the classroom. In the process of online open curriculum construction, we should strengthen the research of teaching concepts, change the traditional classroom teaching mode by using mixed teaching and turning the classroom, and promote the application of online and offline mixed learning. In order to build a curriculum feedback system, we will continue to promote curriculum content update, teaching mode optimization and teaching management innovation.

3.3 Team Building and System Building of Online Open Courses

Online open curriculum construction needs a highly specialized curriculum construction team to carry out overall online open curriculum construction planning and guidance. This requires that innovative ideas and achievements in scientific research activities be integrated into teaching resources to further innovate teaching theoretical knowledge [7]. In addition, the teaching process is a process of repeated thinking, in which new problems may arise and new research directions can be put forward for scientific research. Macroeconomic teachers use network education resources and software applications to “activate” originally abstract ideological and moral views into vivid video and audio in the links of lesson preparation, teaching, interaction, answering questions, testing, etc. On the one hand, it can encourage teachers to promote the construction of online courses in a project-driven manner; on the other hand, after the completion of the courses, online resources will be used to carry out teaching reform practices such as flip classrooms and hybrid

teaching, which will be further transformed into various teaching results. The team mainly formulates the online open curriculum construction plan of colleges and universities, selects the online open curriculum construction platform, guides each curriculum team to carry on the curriculum construction, and also needs to actively study the theory and practice of online open curriculum construction and application.

4. On-Line Open Course Construction to Promote Informationization Reform

As a new form of online courses in the “internet plus” era, online open courses exist in many forms, such as MOOC, SPOC, etc. By setting up discussion areas, conducting exchange activities such as thematic discussions and weekly conversations, and at the same time regularly pushing knowledge related to the course and carrying out activities such as teacher-student interaction, students' enthusiasm and initiative in learning can be well stimulated. Teachers are the key factors to complete knowledge transfer and value construction in the process of macro-economics online open curriculum development, operation and teaching effectiveness. While improving teachers' professional quality, it is important to strengthen the cultivation of teachers' network quality. The use of classroom practice to maximize skills learning, project-based open courses to improve students' interest and enthusiasm in learning [8].

4.1 Change the Traditional Teaching Mode and Adapt to Information-Based Teaching

In order to ensure the smooth development of online open courses, it is necessary to urge learners to learn through the interaction among students, teachers and learning resources. Under the traditional teaching mode, teachers' leading role is more emphasized, and students seldom have the opportunity to actively participate in teaching. Statistics and evaluation of learning effect and learning efficiency cannot be accurately carried out, especially teachers and students cannot conduct online interaction and ideological interaction in an all-round and timely manner. Therefore, the integration of macroeconomics and online open courses cannot be separated from teachers, who are the key factors for the operation of courses. The construction of online open courses requires information-based teaching design to change the traditional teacher-led teaching and form a double-subject teaching mode with teachers as the leading and students as the main body. Teachers ask questions for students to think about, students ask questions for teachers to answer, and through the interaction between teachers and students to promote the growth of students' knowledge and expansion of thinking; The enthusiasm of students' moral cognition is improved from the root. This multi-terminal teaching process puts forward higher requirements for teachers' ability of macro control and micro insight in theoretical system, knowledge points and framework structure. By innovating the classroom organization form, overturning the traditional teaching and learning mode and breaking the traditional teaching mode of “full house filling”, students have gained a brand-new classroom experience, which plays a positive role in cultivating students' critical and creative thinking and inspiring students' innovative and entrepreneurial inspiration [9].

4.2 Create a Flexible Teaching Management Mechanism to Improve the Level of Information-Based Teaching

The construction and application of online courses will definitely break the traditional teaching operation and management mode. Due to the mixed learning mode, how to allocate students' learning time, set up course hours, assess and evaluate methods, and assess teachers' workload need to be adjusted and changed. To integrate all kinds of educational information technology, computer technology and digital media technology talents in the school, to form a professional curriculum construction guidance team, and to strengthen the training of team personnel in methods, concepts and related technologies. “Teaching” is the core of school education activities. Teachers are the main body of “teaching”. Teachers' teaching ability, teaching concept and attitude towards new things will affect the teaching process. The construction of online open courses and the application of information-based teaching mode, as teaching managers, how to face the problems arising from information-based teaching, we need to actively think about how to break the traditional credit

management system and form a new credit assessment system. Establish a perfect online open curriculum construction system, evaluate the budget for curriculum construction funds, plan the use of curriculum construction and teaching application and other key links, effectively tap the resources and value of online open curriculum, and realize the efficient application and resource allocation of online open curriculum. As mixed teaching is being carried out, it is necessary to readjust the allocation of study time, curriculum setting and assessment methods. Therefore, the construction of new teaching materials is not only conducive to the improvement of teaching quality, but also can help students improve their learning efficiency.

4.3 Promoting Teaching through Construction and Improving Teachers' Information Teaching Ability

The technical means needed in the construction of online open courses include video recording, video production and post-processing, subtitle production, resource uploading, etc. These technical means do not need all the teachers of the course construction team to master, but it is very important to master the necessary information technology skills as an online course construction team. From teaching by teachers to learning by students, as a teaching manager, the team should set up work tasks and set up a new credit evaluation system to break the traditional credit management system and form a new pattern of team teaching. The sharing of teaching and scientific research resources is an inevitable trend of information technology reform in major universities. It is also an important indicator for providing high-quality educational services to teachers and students. Teachers are trained to form the concepts of “online” enrichment and “offline” self-supplement of macroeconomics educational resources. The original abstract knowledge points are “living”, “dynamic” and “concrete” to enhance the attractiveness of macroeconomics. The training objectives of the program are clear, and the assessment methods of the course are scientific and reasonable. It is necessary to make clear the proportional relationship between the theoretical study, chapter test results, final test results, forum activity and other assessment contents included in the assessment, so as to facilitate students to understand the learning standards of the course and the requirements for obtaining certificates. Through the curriculum construction to promote the professional ability, teaching design ability, information technology application ability, at the same time also need to through training to jointly promote and enhance teachers' information teaching ability.

5. Conclusion

The era of “internet plus” education has put forward new requirements for higher education mode. Online course construction should not be limited to changes in lecture methods and teaching contents. To achieve a single breakthrough in information-based teaching, teachers' information-based teaching ability must be substantially improved. The implementation of online open courses, on the one hand, promotes the in-depth integration of information technology and education and teaching, promotes the application and sharing of high-quality educational resources, on the other hand, improves students' autonomous learning ability, stimulates students' learning enthusiasm and autonomy, thus improving the quality of undergraduate teaching. The educational value orientation of this teaching mode does not lay particular stress on teachers' “teaching” or students' “learning”, but constructs the dual value of “guidance+learning”. The construction of online open courses and the application of information-based teaching have injected new vitality into higher education. They not only meet the educational needs of the “internet plus” era, but also further accelerate the reform of traditional teaching mode, thus further improving the level of information-based teaching in institutions of higher learning.

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