

Research on the Problems of Online Open Courses in Higher Vocational Colleges & Improvement Measures

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ABSTRACT. *Various online open courses are being constructed in higher vocational colleges. This paper first summarizes the status quo of the construction of online open courses in higher vocational colleges. Then, it analyzes problems in the construction of online open courses: lack of clear purposes, teachers' shallow understanding of online open courses, lack of diversity, supportive mechanism and evaluation mechanism for online open courses. Then it puts forward several corresponding improvement measures: make clear the goals, enhance teachers' understanding, constantly improve and update the teaching content, provide systemic and financial support for the construction and establish a scientific evaluation mechanism.*

KEYWORDS: *online open course; higher vocational college; problem; measure*

1. Introduction

Specialty is the basic element in higher education, and curriculum is the core element. The Ministry of Education in China plans to approve 3,000 national level online open courses and construct 7,000 excellent online courses by 2020. At the same time, it plans to promote the construction of 10,000 online and offline provincial-level quality courses nationwide. Therefore, the construction of online open courses in higher vocational colleges (HVCs) has sprung up. According to the statistics of the Ministry of Education, more than 1,000 colleges and universities have built hundreds of thousands of online open courses. Many colleges regard the construction of online courses as one of the KPIs of teachers' annual assessment. Through the construction of online open courses, some HVCs promote teaching reform and share high-quality teaching resources. However, some colleges invest a lot of energy and fund to build online open resources, but fail to make full use of them, resulting in waste of money and resources^[1]. Actually, there exist many problems in the construction of online open courses in HVCs.

2. The status quo of online open courses in HVCs

Under the background of the extensive application of new information on teaching resources, such as MOOCs and micro classes, the construction of online

open courses has been highly valued by teachers in HVCs. In a sense, as a means of modern educational and teaching innovation, it not only breaks the limitations of traditional education and teaching in time and space, but also plays an important role in mobilizing students' learning enthusiasm, initiative and creativity.

Excellent "online open course" is an educational and teaching mode which is suitable for the learning and living styles of current HVC students through up-to-date information technology. Teaching materials are displayed on the Internet under the current information-based education and teaching environment.

Compared with the traditional teaching mode, online open courses are featured by diversification of teaching forms. Teachers and students are not confined by time and space and are able to interact and share resources any time and anywhere. Online open courses make it possible to ensure participation, feedback, discussion and integrity of curriculum education and teaching activities, and ultimately promote the development of HVC students in overall aspects[2].

Through the construction of online courses, teachers' abilities to apply technology to teaching have been greatly improved, and students have access to various online learning platforms. Teaching interaction has increased to a certain extent. However, there is no sound evaluation and supervision mechanism for students' online learning, and no direct relationship between online learning and credit acquisition has been established. Thus, students are not highly motivated to participate in online learning, which results in ineffective use of online resources. The learning objectives of online open course construction is not clear and some teachers are not fully aware why they construct the courses.

3. Problems in the construction of online open courses in HVCs

3.1 Lack of clear purposes for online open courses

Usually there are two types of online open courses. The first one is to establish a pure online platform to replace classroom teaching. All the learning activities, quizzes, discussion and tests take place online. These online open courses need a complete set of curriculum resources so that students can learn by themselves. The second one is to serve as a supplement for classroom learning, which mainly focuses on explanatory videos, case studies and exercises after class. At the beginning, many teachers are not aware what purposes the online courses serve[3]. They just prepare various online teaching resources according to certain requirements of their colleges. The learning materials are miscellaneous and various. It is predictable that lack of purpose will lead to a waste of resources.

3.2 Teachers' understanding of online open courses needs deepening

The rise of flipped classroom and MOOCs both contribute to the transformation of teaching from teacher-centered to student-centered, and teachers are slowly changing from knowledge lecturers to classroom organizers, guides and service providers. In order to achieve this transformation, we need to provide students with sufficient online learning materials, and provide services for students' active learning and classroom organization. The transformation from offline to online can also better adapt to the learning characteristics of students in the "Internet Plus" era. However, it is difficult for many teachers to adapt to the changes. For some teachers, the application of information technology is limited to the use of PPT in classroom teaching[4]. Some fail to realize the changing role of teachers and the huge function of information technology in education. Some just want to meet the requirements of schools and education authorities, and have no real understanding of online open courses.

3.3 Lack of diversity in forms for online open courses

Statistics show that lack of diversity in online open courses is a major factor affecting the effectiveness of the course. At present, influenced by the traditional examination-oriented education and teaching concept, some educators have failed to pay due attention to this course form. They have always adopted the method of "recording explanatory videos for teaching" in education, resulting in the boring classroom teaching. In addition, due to the lack of funds and policy supports, most of the interactive tools have become "puppets", and interactive functions do not really work, which limits the construction and development of high-quality online courses.

3.4 Lack of supportive mechanism

Construction of online open courses needs supportive technology, fund and energy. In terms of technology, the production of online open courses requires teachers to skillfully use photography equipment, video production software and online open course platforms. However, many HVCs often lack support in many aspects when teachers create online open courses. Photography equipment is obsolete, and limited investment is poured into the online course construction. Teachers lack systemic training on how to use relevant equipment and software. Thus, the production and editing of online courses are not professional. What's more, the teaching tasks of higher vocational colleges are often heavy, and teachers are not able to spare sufficient time to create online open courses.

Many HVCs only regard the construction of online open courses as temporary work, and fail to put in continuous input. When the project funds are in place, most of them are used for the improvement of other infrastructure, which makes it difficult for the renewal of online curriculum resources.

3.5 Lack of evaluation mechanism for online open courses

At present, the evaluation mechanism of online open courses is quite chaotic. The evaluation mechanism often lack uniformity and different evaluation criteria may be used at different levels. The evaluation criteria are not sound and are sometimes arbitrary. Some take the number of online open courses as the evaluation index. Some take the click number of online open courses as the evaluation index. Some take the scores of online open courses as the evaluation standard. Some take the title and reputation of teachers as important evaluation criteria, etc. Online open courses have not formed a mature and scientific evaluation system. The confusion of evaluation standards makes some teachers' curriculum construction vary with the standards, such as gathering the number of clicks, refreshing the score, etc. However, the quality of online open courses is often ignored.

4. Improvement measures of online open courses in HVCs

4.1 Make clear the construction goals of online open courses

In order to establish a good online open course, we must first set clear goals of the online open courses and clarify purposes of them so as to construct the online open courses with high practical value. Under the background of online education as a supplement to online education, the main purpose of online open courses should mainly provide classroom teaching resources, explanation for key and difficult points, knowledge expansion, case explanation and other expanding teaching resources. It is not necessary to make teaching videos of all courses. The online courses for the community need to provide complete teaching videos and other teaching resources, as well as course testing[5].

4.2 Enhance teachers' understanding of online open courses

Teachers are the main force in the establishment of online open courses. Through various training and education, teachers can change their traditional teaching concepts, understand the role of information technology in teaching, and realize the significance of changing traditional teaching methods. They will gradually adapt to the needs of students, use modern teaching tools and adopt online and offline teaching methods. They should take an active part in the construction of online open courses.

4.3 Constantly improve and update the teaching content of online open courses

The attraction of online open course teaching content has an important impact on the overall teaching quality and teaching efficiency of the course. Enhancing the attraction of the teaching content can fundamentally and effectively solve the problems existing in the traditional examination-oriented education and teaching,

and improve the education and teaching efficiency. Continuously optimizing and adjusting the teaching content of excellent online open courses is also one of the important work contents of educators at this stage. Specifically speaking, under the background of quality education, educators should enrich education and teaching resources according to their own teaching experience, and combine with students' learning characteristics, cognitive rules and learning ability. On the one hand, educators need to choose the teaching content that students are interested in and make it into short, interesting and powerful teaching micro videos and micro animation, which can bring visual impact to students and achieve the expected education and teaching objectives

4.4 Provide systemic and financial support for the construction of online open courses

The construction of online open courses is inseparable from funds, equipment and energy. In order to help teachers carry out the construction of online open courses, we should first provide sufficient funds to ensure that the online open courses have advanced equipment and sound training system. In order to make teachers have sufficient energy and financial support for the establishment of online open courses, institutionalized methods should be adopted to provide support for teachers. For example, we can use the construction of open courses to offset the workload, and the reimbursement process for the construction of open courses.

4.5 Establish a scientific online open course evaluation mechanism

At present, the evaluation standards of online open courses are too diverse, and there is no unified and mature evaluation system of online open courses. In the future, we need to learn the evaluation mechanism of foreign online open courses and the existing advanced evaluation mechanisms of online open courses, and establish a scientific online open course evaluation system with certain universality so as not to allow the evaluation of online open courses to be manipulated randomly. Through the establishment of scientific evaluation mechanism, the quality of online open courses can be substantially improved.

5. Conclusion

In a word, in the process of constructing high-quality online open courses in HVCs, educators should not only actively change the concept of education and teaching, improve the importance of online teaching, and constantly optimize and adjust the teaching content of online open courses, but also be good at mining online open course resources and innovating teaching methods of excellent online open courses.

Acknowledgments

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