

Research on the Educational Resource Sharing in Application-oriented University under the Background of Digitization

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Abstract: *With the rapid development of Internet technology and the advent of the digital era, earth-shaking changes have taken place in higher education in our country, and also subtly promoted the development of co-construction of educational resources in colleges and universities. However, the current situation of resource sharing in application-oriented colleges and universities in China is not optimistic, and there are still problems such as weak sharing consciousness, low resource utilization rate, and no public service platform. Application-oriented colleges and universities should strengthen sharing consciousness, innovate resource sharing methods, and establish high-quality unified sharing service platforms from three aspects: national, regional and university-level, so as to make use of educational resource sharing and complementary educational advantages, To realize the healthy long-term development of higher education in China.*

Keywords: *Digital Age; Resource Sharing; Public Service Platform*

1. Introduction

In recent years, with the rapid development of Internet technology, the digital era has quietly emerged. Driven by the digital background, China's higher education has undergone tremendous changes. Online teaching and "online + offline" mixed teaching mode have gradually replaced simple offline teaching, and these new teaching modes put forward higher requirements for educational resources. These high requirements have imperceptibly promoted the development of educational resources co-construction in application-oriented colleges and universities. China's higher education has entered the popular development stage, which is the general law of higher education development, but also the inevitable choice of our country's current social development. The 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the outline of the 2035 Vision goals call for deepening education reform, promoting the opening up of educational resources in high-level universities, improving the registered learning and flexible learning systems, and opening up channels for mutual recognition and conversion of different types of learning results. Based on this, this paper analyzes the current situation of the co-construction of educational resources in applied colleges and universities in the digital era, finds out the existing problems and puts forward reasonable suggestions, and strives to provide new ideas for the sharing of educational resources in applied colleges and universities and boost the conformal development of higher education in our country.^[1]

2. Digitalization promotes the rapid development of university resource co-construction

In the past decades, with the development of China's various aspects, China's higher education resource sharing has mainly experienced the following three stages: passive choice, active exploration and comprehensive development. Specifically, the 1950s to 1970s is the first stage, that is, the passive selection stage of China's higher education resources sharing, in this stage, China's higher education resources are very immature, not to mention the effective integration and sharing, therefore, the sharing of resources in this stage with some passive color, but after the study and thinking of our scholars, China's higher education resource sharing quietly budding; The second stage lasted until the 1990s. During this period, relevant Chinese scholars tried to actively explore how to share university resources and achieved certain results. However, due to lack of experience, educational resource sharing can only be carried out in some narrow areas, so there are still large limitations. In this stage, China's higher education resource sharing has developed comprehensively and achieved rich results. At the same time,

various forms of resource sharing platforms have emerged, such as college students MOOC, super star learning, Blue Ink Cloud class and so on. Especially in recent years, the advent of the digital era has promoted the construction of educational resources at a high speed. Major universities actively respond to relevant national policies, release high-quality courses to the corresponding platforms, and provide learning resources to the learning society.^[2]

The shared development stage of higher education in our country is also a stage of development of learning methods and knowledge absorption. In terms of learning methods, the initial stage of teaching in colleges and universities is traditional teaching. Students only act as receivers, seldom think actively, and can only acquire the knowledge taught by teachers. Subsequently, the teaching method of self-guided learning appeared. By guiding students to think actively, teachers let students learn by self-feedback, information search and self-assessment, so that they can obtain some superficial knowledge and information. Then, a collaborative learning model emerged, in which teachers and students learn together as discussants and collaborators, exchange and itemize information and ideas, and acquire in-depth knowledge. In the information age, students are recommended to carry out active learning, so that students can be practitioners and reach the level of wisdom knowledge through learning by doing, problem-solving learning, background awareness learning, etc., and the basis of active learning is rich teaching resources. Therefore, digitization has promoted the rapid development of co-construction of college resources in our country.

3. Current status of educational resource sharing in application-oriented colleges and universities

3.1 The awareness of sharing educational resources is weak, and the school-school alliance is lacking

Although the sharing of higher education resources in China has entered the third stage of comprehensive development, and the co-construction of educational resources within colleges and universities has achieved rich results, but under the influence of traditional concepts, there is a phenomenon of "independent governance" in colleges and universities. Many colleges and universities are not willing to exchange resources with other colleges and universities in order to maintain their own characteristics and advantages. There is less cooperation. Even if there are universities to carry out cooperation, it is easy to appear, superficial, and the cooperation is not in-depth. The essential reason is that there is a potential competition between universities. In the process of university-school cooperation, universities are not willing to share their own high-quality educational resources, but only want to obtain each other's high-quality resources. As a result, universities can only share a small part of resources and lose the effectiveness of educational resource sharing. To change the status quo, it is necessary to start from the consciousness of educational resource sharing of college administrators, open their minds, and boldly carry out resource replacement through "introducing" and "going out", so as to realize the all-round development of resource sharing in applied colleges and universities in China.^[3]

3.2 The utilization rate of educational resources sharing is low, and problems cannot be effectively solved

Although education resources have been developed to a certain extent, the single sharing field leads to low utilization rate, and it is difficult to solve the problem. The characteristics of an effective "problem" should include the following six aspects: first, authenticity, the problem should be derived from real life, meaningful context or current practice; Second, to activate prior knowledge, resource sharing should have memory hints, knowledge should be diverse sources and project interaction; The third point is to consider the complexity of educational resources. This includes critical thinking, in-depth discussions, summarizing learning perspectives, matching short-term memory, and improving problem-solving abilities; Fourthly, encourage discussion within the group, utilize inspiring thinking, and brainstorm within the group; Fifthly, after conducting comprehensive discussions, learners will come up with questions; Sixth, encourage oneself to think and learn independently. Learners consider whether the questions raised are reasonable based on their own learning and the information they receive For the valid "problem" just raised, the current single resource-sharing domain cannot be effectively solved.

3.3 A complete public network platform has not been built

Under the current era background, it is an inevitable trend of the development of colleges and universities to realize information communication and educational resource sharing among applied colleges and universities, which can narrow the gap of colleges and universities and realize the high-quality development of education in our country. But up to now, no matter at the national level or at the regional level, applied universities have not built a public network platform of websites, which is very unfavorable to the sharing of educational resources in universities. For school management, it is not possible to work together in time to give full play to the function of school serving the regional economy. For teachers, the inability to communicate and interact with their teaching experience and teaching methods in a timely manner is not conducive to the development of teaching reform; For students, the lack of a public network platform means the lack of opportunities for high-quality education resources in other universities during the semester.^[4]

4. Suggestions for co-construction and optimization of application-oriented college education resources in the digital era

In the digital age, application-oriented and efficient co-construction of educational resources has important advantages and significance. First of all, it can integrate school educational resources and help educational equity. Today's society has entered the sharing era, sharing bicycles, charging banks, cars and other businesses are in full swing. The sharing of educational resources not only conforms to the development trend of The Times, but also fully meets the actual needs of schools in the teaching process. The sharing of educational resources is particularly important to solve the problem of uneven educational development in different regions. The choice of educational resource sharing platform can ensure that children in different areas of development enjoy the same level of teaching resources. Secondly, we can have a unified resource management system to improve the management level. The unified resource management system is very important for the school, some of the school resources are scattered, disorderly, not systematic, students and teachers in the use of the process is quite inconvenient. The choice of educational resource sharing platform can solve this problem. Thirdly, the resource sharing platform with comprehensive functions and strong practicability has high practicability. Since the function of the common resource platform is not comprehensive, it is likely to lead to various problems in the use of teachers and students. Therefore, the choice of educational resource sharing platform, its comprehensive functionality can well solve this problem. Educational resource sharing platform can not only integrate educational resources, reflect the strength of school education, improve the level of education, but also ensure the unity of teaching quality, comprehensive functions, strong practicability, can be well applied in the field of teaching.

4.1 Change the concept of competition and strengthen the awareness of sharing

There has always been competition and win-win relationship between universities, especially applied universities. In order to realize the real sharing of higher education resources in China, it is necessary to strengthen the sharing consciousness of universities, change the concepts of competition, and effectively replace and share resources. On the one hand, although each university has its own characteristic advantages, in the digital era, the life cycle of characteristic advantages is very short, and it is easy to be replaced, thus becoming a disadvantage. If colleges and universities blindly "remain self-contained", they will lose their own characteristics. Only in a real sense can we realize the sharing of educational resources and the complementation of educational advantages. On the other hand, each school has its own shortcomings in educational resources. As the working principles inside colleges and universities are often passed from school leaders to secondary colleges, and then to teaching and research departments and other grass-roots units, the way of thinking inside colleges and universities is very similar, which leads to some shortcomings in educational resources that are not easy to find. Only in this way can we promote the professional construction and connotation development of our school, so as to realize the long-term development of higher education in our country.

4.2 Innovate resource sharing methods to improve resource sharing efficiency

4.2.1 Timeliness of educational resources

With the advent of digitalization comes massive information. In this era of information explosion, even some characteristic advantage resources of colleges and universities are likely to be replaced.

Therefore, online educational resources are extremely easy to fall behind, and the effectiveness of shared resources is indispensable. Only by updating educational resources in time can we improve the efficiency of resource sharing, so as to provide ideas and methods for the effective solution of the problem.

4.2.2 Diversity of information technology

In the past, education only included schools, students and parents. After entering the digital era, the functions of colleges and universities have also changed. In addition to cultivating students within their own schools, they also have to shoulder the responsibility of serving the society, which is one of the reasons for the rapid development of educational resource sharing. At present, higher education has gradually transformed into four levels of schools, students, parents and society, and these four levels want to obtain completely different resources. Therefore, in the information transmission, we should pay attention to the diversity of information technology, there should be fixed information channels, but also mobile transmission channels, to ensure that different groups of people, different levels of teaching resources want to get.

4.3 Establish a high-quality unified sharing service platform

4.3.1 Improve the national network resource platform

At present, the existing Internet teaching technology in China ensures that urban and rural schools enjoy the same teaching quality to a large extent, basically covers the construction of the national education resource system of urban and rural integration, and also meets the differentiated needs of different schools in different regions. Therefore, it is urgent to build a sound national network resource platform to integrate educational resources in different regions and provinces, including three main aspects: how to establish cloud infrastructure with unified standards, how to eliminate information silos, how to achieve openness and flexibility of educational resources, and how to carry out demonstration projects of educational resources. In the process of integration, in addition to maintaining the characteristics and characteristics of educational resources in different regions, we should focus on the enrichment and specialization of educational content, which can greatly affect the effect of learners receiving shared resources on the network. After the completion of integration, publicity work should be strengthened to open quality education resources to the whole society.

4.3.2 Establishment of regional public service platform

Since educational resources in different regions have certain regional characteristics, in addition to relying on the national network resource platform, it is proposed to establish regional public service platforms, in detail, that is, to establish regional public service platforms between provinces and cities, between urban and rural areas and between schools, which will help realize the balanced development of basic education resource sharing. Through the co-construction and sharing of local resources, we will promote the progress and development of basic education throughout the country. Through the establishment of information exchange and the integration of resources between schools in the region, the scattered educational resources are unified and integrated, and the high-quality educational resources are selected and summarized into the resource database, so as to build a unified public service platform. At the same time, in addition to meeting the needs of classroom teaching, resource utilization and educational management, the platform itself should also be used to improve teachers' ability and develop high-quality educational resources in a balanced way.

4.3.3 Building a school-level resource sharing platform

To build a school-level resource sharing platform, school administrators need to strengthen the awareness of high-quality resource sharing, pay attention to and participate in the construction of school-level platform. Governments at all levels should give active guidance through the policy level, enhance the role of the government as a bridge, and increase the intensity of educational funding subsidies and policy tilt. At the same time, it is also conducive to relevant departments to strive for powerful social resources, such as hosting high-level academic conferences or forums at or above the provincial level, which can fully demonstrate the school's development achievements, promote external exchanges, and enhance the school's social reputation.

5. Conclusion

Under the background of digitalization, the educational resource sharing of applied colleges and

universities is an inevitable trend of social development, which is not only conducive to the development of applied colleges and universities, but also conducive to the sharing of educational resources and the complementarity of educational advantages, so as to realize the healthy and long-term development of higher education in our country. However, at present, the sharing of higher education resources in our country also exists the problems such as weak consciousness of the sharing, low utilization rate of the sharing, and lack of the perfect public network platform. Therefore, application-oriented colleges and universities should also change their thinking, strengthen sharing consciousness, innovate resource sharing methods, and cooperate to establish a high-quality unified sharing service platform from three aspects: national, regional and university-level, so as to contribute to the cause of higher education in our country.

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