Reflections on the Development of MOOC in China

Gang Liu

Changchun University of Science and Technology, Center of Educational Technology,

Changchun, China

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Abstract: In recent years, "Mu Lesson" (MOOC) as a new way of course, with its large-scale, limited and less advantage, setting off a new wave of education reform in the world, Chinese education is also affected by this. However, the old teachers new things "to accept slow", a young teacher worried "star teachers" effect, coupled with cultural hegemony worries hinder the MOOC further development. to this end, the use of diversified development path to resolve MOOC crisis of survival: first, we must change the concept behind the old teachers, encouraging young teacher "promising" consciousness; Second, managers should change their management style, diversified financing, strengthen inter-school cooperation; and finally, to change the cultural hegemony of cultural heritage, so that the MOOC culture carriers become diversified development, to promote the prosperity of human culture.
Keywords: MOOC, Chinese Universities, resist, resolve, Reflection

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1. INTRODUCTION

MOOC is a form of large-scale online open courses by DaveCormier and researcher at the University of Prince Edward Island, Canada Bryan Alexander proposed in 2008. [1] As a new course ,MOOC First of all higher education in developed countries such as America has had a profound impact. However, in the development process, MOOC series of problems has restricted its further development. [2] As an education power, China is also gradually introduce the new curriculum model. However, influenced by the traditional educational factors, the higher education curriculum model application in China is still facing many in the mood to resist, so the author on this issue proposed to resolve the road.

2. FIRST, THE CHINESE HIGHER EDUCATION AND MOOC ORIGINS

China as a developing country, the beginning of "Mu lesson" on the sidelines, but when Chinese Universities realize MOOC has become a common trend of university development, but also began to actively join the "Mu" Course tide. May 2013, Peking University, Tsinghua University and other 15 universities involved Edx. In July, Shanghai Jiaotong University and Fudan University Coursera and signed. Seen in this light, our colleges and universities to

actively respond to this new mode of education and world-class school trying to build a global network of online courses together.

At the same time, Chinese universities also create their own MOOC platform. Peking University, Tsinghua University, Fudan University and other universities to establish a 9 "Ivy League." At the same time, Dalian University of Technology, Tongji University, Chongqing University and other universities have also established MOOC platform. Online course platform ewant Education Network, National Excellent Courses open sharing system, EWUCC course Sharing Alliance East and West University, Shanghai University curriculum centers China independently developed the MOOC platform also has on-line. [3]

However, due to institutional differences colleges and foreign universities in our country, and the traditional mode of education to maintain their total inertial resistance when abroad MOOC began to develop problems with their development in our country it has become more difficult. But in view of our country, "Mu lesson," the use at the initial stage of exploration, the moment it seems that the trend is not cooling as foreign is so obvious. However, the voice of doubt has horizon.

3. SECOND, THE "MU" COURSE BOYCOTT

3.1 University Teachers boycott

University teachers as "MOOC," the main force, the first audible discontent. First, the old teacher with a strong traditional teaching ideas, the acceptance of computer-mediated teaching method itself, there are difficulties. At the same time, whether it is planning, production and maintenance of online courses, or to communicate and interact with teaching and learning, they must spend more time and effort. The young teacher, they are more worried about their lack of experience and limited capability, students are "star teachers" away, his online course "class" will become an empty shell. Our teachers generally believe that MOOC should be for self-learning ability, the ability to better self-control groups of students, and our students have been accepted by the examination-oriented education, adapted to the more stringent constraints teaching environment, they face " Mu lesson "such a limited time, a free teaching methods are not limited space, can not properly organize their study plan, they may therefore delay their studies. US "Time magazine" once on the MOOC trend published "university already dead? University eternal!" Article, which shows teachers an important role in university education, but also pointed out the MOOC is to learn Pa patent . As a result, teachers' lesson Mu "also seems sufficient reason to boycott.

3.2 University administrators boycott

Platform is established, technical support, operation and maintenance and so require a huge cash flow, high funding is to protect the MOOC sustainable development. According to

incomplete statistics, the amount of investment as MOOC troika Couesera, Edx, Udacity received more than ten million US dollars, other online education platforms such as Khan Academy, also received a $ 1.5 million Gates Foundation and Google donated $ 2 million. Foreign MOOC diversification of financing channels, for example, the United States MOOC funding sources including venture capital, social donations, foundation sponsorship. In China, state funding, tuition, school-run enterprises are the main income source of higher education funding. Faced with the demand for education resources, a serious shortage of funding for education, the primary transaction university administrators is to ensure the normal operation of the school, so they focus on MOOC is not enough. There are some managers believe that the number of students involved in MOOC learning less, lack of professional teachers, managing the entire "Mu Lessons" also because of its network and popularization becomes extremely difficult.

3.3 Educational Researcher boycott

Education researchers is MOOC development leader, but they MOOC hesitates attitude. College researchers mostly consider broader issues. First, the implementation of "Mu" Course monopoly may bring educational resources. Use MOOC platform to showcase quality teaching schools attract students from around the world, leading students are pushed to one or several colleges and universities, and the relatively poor condition of the College on nobody cares. Even a small number of first-class, world-class phenomena dominate school discipline development. [4] In addition, some researchers believe that MOOC will bring some of the social consequences, the MOOC as a carrier of culture, enlightenment of people with a subtle role. Now MOOC is mainly US-led, technology, ideas, teaching contents and teaching materials are all from Western countries, curriculum, teaching methods are filled with Western culture. We know that knowledge is impossible to remain neutral, and therefore 'MOOC "would become a tool of Western hegemony expansion of higher education, an issue of deep concern to educational researchers.

4. THIRD, PLURALISTIC DEVELOPMENT PATH TO RESOLVE THE MOOC CRISIS OF SURVIVAL

4.1 Reverse the pessimism instructor

Instructor pessimism directly hindered MOOC development. Instructor is MOOC performers, communicators and beneficiaries, from the ideas, skills, of course, MOOC of the national policy level and up to reverse the instructor pessimism. First, let the teachers ideological innovation. In concept, to let teachers recognize the old information society trends, understand the teacher's role is destined to revolutionize, teaching tool but should not be static; in action, to inspire teachers to accept the new "star teachers" This competition model, seize the students'

point of interest in this competition will be allowed to develop into a professional capacity to improve their infinite power. Secondly, to make teachers realize breakthrough in skills. To organize training for teachers to learn new knowledge, new skills and update existing teaching philosophy. Let the teachers know how to determine the teaching objectives in the course platform network teaching mode, teaching content integration and choice of teaching techniques, learn how to block the task, how to develop questions, assignments, tests, exams and other activities. For teachers consciously discover MOOC is not just a challenge, but an opportunity. Again, let the teacher know, MOOC platform managers just want to improve classroom teaching and not replace it. Teachers can consider online, hybrid teaching model line phasor combination to achieve the organic integration between the two to achieve optimal teaching effect. Like Professor Sang Xinmin advocated "Tai Chi school" concept, to adhere to generate both interactive and resolutely oppose subversion or replace each other. Finally, national policies should give appropriate Instructor "welfare", involved in recording, using the teachers' MOOC "and counseling, not only to calculate their existing workload, but also on the basis of their calculation of the extra workload, Teaching group Teaching faculties to provide additional MOOC assistant fee, course construction costs and special teaching awards. This design after the MOOC is in the original teacher teaching mission extension does not affect the original teaching order.

4.2 Relieve the operating pressure of university administrators

The direct source of university administrators operating pressure is "Mu" Course funding issue should be expanded MOOC sources of funds for the Government, universities and enterprises to participate in MOOC . [5] Fully mobilize the enthusiasm of each subject, together total chips. First, we must play the main role of the government, set construction MOOC special funds. Government to introduce performance budgeting management mechanism, linked to the education budget MOOC Some indicators of efficiency and utilization of educational resources; introduction of competition mechanism to domestic MOOC platform development, number of learners, completion rates as the basis for determining the proportion of funding support; based on the creation of "Mu course" school level, professional settings, given differences in funding. In addition, the central and local government to clear its own responsibilities, the central government is responsible for "Mu lesson" identified development funds, the local government is responsible for the planning and funding of specific extend the use of funds, regulatory issues. [6] secondly, to allow funds to colleges and universities through various forms of legitimate collected into MOOC building and to ensure legitimate use under the premise of using the funds to expand the university degrees of freedom. Colleges and universities should develop an annual report on the economic operation of the system, enhancing the transparency of fund raising, and the use of staff salaries and other specific circumstances, accept the supervision of all teachers, students and government agencies and social workers. Again, in the MOOC construction, the western developed countries or consortia of University College

subsidiary bodies as the basis, the establishment of non-profit platform, some commercial companies involved in the construction and development, [7] MOOC in China should also add a certain degree of commercial operation.

University administrators to ease the pressure, but also need to change management concepts, the establishment of an open student management system. Chinese college students are mostly traditional education "fruit", the face of MOOC Such an open learning system, to adjust their mentality is fundamental. Managers should guide students to get rid of the rigid frame of the teaching model to encourage students to freely set the learning program, and strict self-management. School administrators should take advantage of MOOC supporting role. MOOC bright spot is that it follows the humanization, constructivism and other learning principles, students according to their own situation to control the progress of learning. [8] On the other hand, school administrators should be aware of the credit system is the development trend of higher education [9], all colleges and universities should strengthen the interaction and the construction of university MOOC alliance to explore and Management System certification credits, education certificate.

4.3 To break the monopoly of resources, change cultural hegemony of cultural heritage

First, establish the characteristics of the brand, to break the monopoly of resources. Due to special historical reasons, China's high-quality educational resources to focus on some colleges and universities. Therefore, the lack of resources in the medical universities should focus on creating its own characteristics, only to have its own unique resources will have cooperation or exchange of chips, can only be part of the university attracted quality resources, change the status quo, "bench" of the moment . Of course, the university also has a wealth of resources should abandon the idea of exclusive resources, to play the advantages of discipline, effort to build courses, inter-regional collaboration and sharing of resources, universities will help enhance the competitiveness of the school. On policy, the state should also be targeted to the introduction of relevant policies, guidance, support and encouragement MOOC resources to build, share the work and reform the way funding, financial support for the one-way change special performance subsidies, can provide school quality resources to give the priority list.

Secondly, change the alert mode, local cultural heritage MOOC as the Exotic was inevitably mixed with Western culture, we have to deal with cultural colonialism vigilance, but vigilance is not the way to resist, because boycott will only result in making more curious citizens anti effects. The real solution is to build with Chinese characteristics, MOOC platform to develop their own MOOC to reduce dependence on Westernized version of MOOC. The first way to help Chinese students to use their own familiar Oriental thinking to learn new knowledge and acquire new skills, to establish a correct concept of three, tradition of Chinese culture; secondly, contribute to our culture to go abroad, let the world know Chinese culture, understand our rapid development. Let the Chinese culture to go abroad, to the world, the first to do is not to subvert the local culture, nor is blindly accept foreign culture, but to preserve their own national

identity, to make their own national culture and world culture, blending, or can not become a world culture missing part. MOOC as a product of the third technological revolution, the development of world education has an important role in promoting. Although there are still many obstacles in the beginning of its development, however, requires sharing of knowledge in the world of educational outcomes of all mankind has become a trend, and MOOC that bear this historical mission. Chinese education as a big country, should comply with the development trend in the world of education, full use of "MOOC," which is to resolve the question of the social sound, thus promoting the modernization of education in China.

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