

Construction and Development of Open Online Courses under the Background of the COVID-19

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Abstract

At present, massive open online courses have swept over higher education with its purposes of reducing education costs, promoting educational equity, improving teaching quality, and serving lifelong learning. The construction and development of open online courses in China is featured by Chinese characteristics of "universities dominated, supported by government and society participates". After the outbreak of the epidemic, China's Ministry of Education put forward "offer online classes instead of in-person courses". Domestic universities were earnestly roused to action by the call, relying on open online courses to actively explore and organize online teaching. This article analyzes the current situation of open online courses, finding out the existing problems in its construction and development, and providing some solutions based on the feedback of online teaching exploration and practice. The paper aims to provide reference for the in-depth construction and development of open online courses in Chinese universities.

Keywords

COVID-19; Open online courses; Construction and development.

1. CURRENT SITUATION OF OPEN ONLINE COURSES

1.1. Make Online Teaching Activities Equipped with Educational Resources

In April 2015, the Opinions on Strengthening the Application and Management of Open Online Courses in Institutions of Higher Learning Published by the Ministry of Education was released, which is of great significance for making online courses are built with Chinese characteristics of "universities-oriented, supported by government and support, and society participates" [1]. A series of subsequent policies were released, leading a new direction for the development of open online courses. At present, massive open online courses have swept over higher education for its purposes of reducing education costs, promoting educational equity, improving teaching quality, and serving lifelong learning. China's open online courses have witnessed construction of excellent courses and started further construction and application [2]. After the outbreak of the epidemic, these are educational resource for online teaching activities.

1.2. The Quality of Open Online Courses Has Been Greatly Impacted

After the outbreak of the epidemic, the Chinese central government attached great importance to it, and organized the people of the whole country to unite and fight together. On

February 4, 2020, the Ministry of Education put forward "offer online classes instead of in-person courses." Domestic universities were earnestly roused to action by the call, relying on open online courses to actively explore and organize online teaching. With the development of the epidemic, many online open courses for college students, including overseas students, have been fully launched, such as MOOCs for classic courses of traditional Chinese medicine. Online teaching activities in colleges and universities across the country have also experienced periods of adaptation, adjustment and stability. Online teaching is transitioning from stability to innovation in the post-epidemic era. The epidemic has separated students, teachers and schools from each other. Although it breaks through the limitations of time and space, expands the ways of acquiring resources and knowledge, the guarantee, monitoring and improvement of quality of teaching have become bottlenecks and problems [3].

1.3. Comparison of the Construction of Open Online Courses at Home and Abroad

Online education develops rapidly in the United States, India, Japan and other countries. The United State pays more attention and the government is also very supportive and revised a series of policies to promote the development of online education. The research on the online education in the United States always focuses on MOOC. In India, students receiving online education and passing the test can obtain a qualification certificate issued by a university. Online education in Japan is based on academic education, which is very different from that of other countries. It is more closely integrated with credits, and even has higher standards than school education. However, in China it is found that the provinces' responses and the appropriateness are insufficient, and the regional characteristics should be further highlighted, and the operability of measures should be further strengthened. Besides, as the measures are powerful, the cooperation should be further improved.

2. PROBLEMS EXISTING IN THE CONSTRUCTION AND DEVELOPMENT OF OPEN ONLINE COURSES

2.1. Inherent Problems

The first is about the hardware equipment. The construction of open online courses requires hardware as support, such as a video recording studio equipped with lighting, video, acoustic screen and other equipment, and a platform providing teachers with online digital materials. The construction of hardware resources needs to meet the requirements of the development of massive online courses, and in addition, a series of training on the use of resources should be considered [4].

The second is team building. Compared with hardware equipment, software resource construction takes more manpower and time. Behind an open online course, there is a team with higher quality and finer division of labor. The design and development of high quality courses cannot be done independently. As a professional product, a course must mobilize all relevant manpower and resources to meet the requirements of hardware and software resource construction, and optimize resource allocation. All these are challenges faced by open online course management.

Thirdly, teaching methods need to be innovated. The online learning effect has always been considered inferior to face-to-face teaching. The current open online courses are dominated by expository method, with the purpose of imparting knowledge, ignoring the individual learning experience. Hence innovation in teaching methods should be concerned.

Moreover, the curriculum lags behind. Curriculum is given vitality ever since it has been developed. It should grow up with changes of time and constantly update according to the needs of teachers and students for knowledge itself is also constantly updated. The content of courses now is obvious lagging behind.

2.2. External Problems

The development of open online courses is suffering from the dilemma of the transformation of the subject- from “teacher-centered” to “student-centered”, indicating teachers should think teaching activities from “teaching” to “learning”. At present, college teachers pay too much attention to the teachability of curriculum but ignoring the learnability and negatively impacts learning initiative. Can students be self-disciplined in online teaching activities or in face-to-face classrooms without supervision? These all directly affect the quality of teaching.

3. REFLECTION AND SUGGESTIONS ON THE CONSTRUCTION AND DEVELOPMENT OF OPEN ONLINE COURSES

First, establish the concept of making online learning learnable. The metaphor of learning comes from the traditional "objectivist" theory of knowledge, which believes that knowledge is the fixed information of the objective world, and learning is the acquisition of information and the adjustment of explicit behavioral skills. The metaphor of being involved in learning believes that knowledge is not acquired but practiced, all cognitive activities come from experience, and “involvement” is decisive. Acquisition is the result of participating in others’ lives in the past and present, making dialogue and communicating with others and thinking continuously. Therefore, learning is a process by which individuals become members of a community. Individuals who are separated from social relations cannot produce any experience and receive any education. Learning, namely knowledge creation is a new metaphor. The rapid changes of the current networked knowledge pose new challenges to human beings. The concepts and practice of learning are beginning to change. The learning activities applicable to a knowledge society should not only refer to the transformation or construction of existing knowledge by individuals, nor only emphasize the various processes of individual socialization and the value of growing into a community member. Moreover, it should not merely be the integration of the two. In this context, the core of the metaphor of knowledge creation is that every child and every citizen is potentially not only a consumer of knowledge, but also a creator and builder of knowledge. Learning is an activity of consuming and inheriting knowledge, as well as producing and creating knowledge. The existing online courses should establish the concept of knowledge creation.

Second, create a high-quality open online course system. First of all, set up teaching goals of integration and creation, realizing primary sharing, notification sharing, feedback sharing, and interactive sharing, requiring students to use old knowledge and experience to process poorly structured external information to achieve knowledge creation. At the same time cooperation, negotiation should be learned to complete the integration of products. Secondly, create curriculum resources with dynamic generativity. Encourage students to show their creation and wisdom and know how to produce greater educational value than their own value. Besides, diversified and multi-level teaching methods, including conceptual methods and material teaching and learning methods that combine conceptual and material ones together are necessary, making students shift from knowledge acquisition and involvement to knowledge creation and introduce healthy competition. Finally, the quality of thinking must be improved. For example, make reflection and develop innovation ability. To use diversified multi-level teaching methods to penetrate the concept of knowledge creation into every aspect of learning, and focus on the development of students' thinking ability, instead of focusing on the acquisition of knowledge and skills only [5].

Third, set up a professional team for online course construction and service. The development of high-quality open online courses cannot be done individually. It must rely on the joint efforts of relevant departments. The network and education technology center should assist teachers in curriculum construction, and the human resources office provides training

services and support for performance assessment, and the academic affairs office assists in the promotion and application. Only by the effective allocation of resources in terms of personnel, affairs, and materials, can the efficient output be achieved. In terms of staffing, various age groups and professional skills should be covered ideally. The hardware and software facilities should be used efficiently. And attention must be paid to standardization and flexibility when operating. Except for these, a set of replicable team development and management methods is needed to improve service.

Fourthly, to formulate assessment plan, conduct monitoring on teaching activities, and effectively evaluate the quality of teaching. To achieve good teaching quality, it is necessary to supervise students and help them to learn something as to achieve a win-win situation [6].

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