Process Principles and System Construction of General Education Network Courses

Zhao Ziyi, Yi Lin

The College of Arts and Sciences Yunnan Normal University, Kunming, Yunnan, China

Keywords: General Education; Online Course; Teaching Quality

Abstract: General education is an important part of higher education in China. It is of positive significance to enrich students' non-professional knowledge reserves and improve their comprehensive quality. This paper mainly focuses on the selection principle, selection process and system construction of the general education network course in the Internet era. Only by strictly following the basic principles and improving relevant institutional mechanisms can we effectively improve the number of online courses and improve general education. quality.

1. Introduction

Modern society with increasing economic development level puts higher demands on the quality of general education in colleges and universities. Online courses have become a new type of education model, which meets the needs of college students' wisdom, ability and personality development. Therefore, colleges and universities should pay more attention to the development of the general education network course, and improve the level of general education and the quality of personnel training by improving the curriculum selection process, optimizing the communication module, and improving the management system.

2. General Education in the Internet Age

Modern and diversified society puts forward new requirements for the values, comprehensive literacy, and general knowledge of talents in different industries. If you want to ensure that students adapt to the workplace as soon as possible, colleges and universities must pay more attention to general education and give full play to the role of Internet technology. Online courses improve the overall quality of general education. The difference between general education and professional education is that it emphasizes "education". There is no clear division of majors, and it has strong diversity, freedom, and humanity. The general education in the Internet era is beyond utilitarianism. Practicality plays an important role in cultivating students' independent thinking ability and self-selecting ability[1].Based on this, if the university can build a comprehensive general education network course selection process and management system, it can achieve the purpose of tapping the potential of different professional students and cultivate good spiritual temperament, which has a positive impact on improving the overall education quality and talent training level.

3. The Selection Principle and Selection Process of the General Education Network Course

3.1. Selection principle

The basic principle is the basic principle of the network course of general education in colleges and universities. It requires that the selection of network resources conforms to the relevant norms and regulations, the determination of course objectives is in line with the actual development needs of students, and the research methods and ideological systems selected are within the scope of their fields. To build a network curriculum framework based on the basic principles, we can ensure that students fully understand the basic knowledge of general education. Designing the teaching dimension based on this principle should ensure the clarity of the learning objectives, ensure that students can choose the learning content and control the learning process independently; for the

interface dimension setting, it is necessary to comprehensively analyze the style characteristics and hobbies of modern students. Language and page design can attract students' attention measures; in addition, universities should deepen their research in navigation methods and functional modules, on the one hand to ensure the stable and reliable operation of the program, and on the other hand, to provide clear operations to students. Explain the guidance.

The learning content, resource scope and teaching depth of the Liberal Education Network course should meet the requirements of modern general education and the current development requirements of diverse social talents. In order to achieve this goal, universities should ensure that the network course structure constructed is strong. Integration. First of all, the online course content must include the content of the textbooks and network resources. This is an important basis for helping students expand their thinking and acquire more general knowledge. Secondly, in terms of task completion methods, universities can use communication and collaboration as a basis to build The online real-time communication platform provides support for students to complete their learning tasks through solidarity and cooperation. Finally, the integration of the interface design of the general education online course reflects the integration of different effective retrieval methods to ensure that students can adopt Any one of the search methods such as keywords, main content, and catalogue accurately locates the search content.

The universality principle means that the general education network course must be suitable for students of different majors. The following is a detailed analysis of the principles from the aspects of instructional design, learning content and interface design. First, to ensure that the teaching strategies of the Liberal Education Network course are in line with the students' learning motivations, and provide guidance for students of different majors to enrich their knowledge of general education with modern advanced information presentation methods to ensure that their needs are fully met; second, the content of learning must be Strong rigor, time and novelty, and the latest developments in various industry sectors, this is the key to ensuring that students are always at the forefront of the profession; third, for interface design, to ensure that students can quickly and accurately locate the last time To log in, you need to add electronic bookmarks and automatic backup, and strengthen information security protection to avoid malicious leakage of student privacy information[2].

3.2. Selection process

By analyzing Figure 1, we can see that the general education online course selection process consists of five steps. Among them, "expert scoring" and "student survey" are the most important. The former presents obvious quantitative description and quantitative characteristics, requiring college teachers or Experts comprehensively analyze the content of the courses to be selected, the scope of network resources, the actual needs of students, etc., and give scores with high accuracy and reasonableness. This is an effective means to avoid students choosing the wrong online course, and is to improve the general education network. An important foundation for the overall quality of the course. Teachers (experts) need to design a factor table based on the principles of basicity, integration, and universality before scoring, and then score the score points in the form by anonymous method, and then count the results of the scores. The most anticipated course for students is determined by the teacher group (expert group) to determine the scope and number of final courses.

"Student Survey" is another key link in the selection process of the Liberal Education Network course. Since the core goal of online teaching is "to improve the overall quality of students by providing quality online education content to students", the student needs are general education. An important foundation for the design and development of online courses. Although the "expert score" provides a certain degree of guarantee for the scientific nature of the course selection, it cannot effectively solve the problems of actual needs and conflicts of interest and hobbies. Therefore, under the premise of fully playing the role of the general education network course, colleges and universities We must do a good job of "student survey" and publicize each of the pre-selected courses that have been initially determined. Students are required to carefully compare their

personal needs, interests and hobbies, and analyze the best choice results in order to improve the general education online course teaching. Quality provides strong support.

4. System Construction of General Education Network Course

4.1. Optimize the network communication module

The traditional general education network course system has problems in the communication between teachers and students. The main reason is that teachers and students can't communicate online. Students can only use the network platform to watch learning videos and complete staged tests independently. Looking for professional teachers online, some students are lazy or inferior, and will not actively seek teachers to solve problems, which leads to the failure of the general education network course to achieve the desired results. In this regard, colleges and universities should strengthen the construction of the general education network curriculum system, and achieve the online communication goal of teachers and students by increasing and optimizing the functions of the network communication module. For example, a university has established multiple network on-demand platform accounts and distributed them to general knowledge. Education teacher, the teacher not only uses the account to promptly give accurate answers to the questions raised by the students, but also uploads syllabus, offline videos, study schedules, reference book catalogues and other related learning materials from time to time. In addition, most of the teachers will leave message boards. The function has been fully implemented, effectively solving the problem of asymmetric scheduling, and effectively enhancing the pertinence of online course teaching.

4.2. Improve the credit mechanism of online courses

In some areas, the faculty of colleges and universities is insufficient. For example, in the northwestern region with relatively low network coverage, there is a problem of lag in the network of general education. Students have no autonomy in the choice of online courses, and they are fully developed. There are serious restrictive effects. If you want to improve this problem, colleges and universities in such areas should clarify the functional role of mooc. Based on this innovation and improve the credit system of general education online courses, the combination of "credit recognition" and "course study" will be given. Students choose the right of general education online courses, expand the types of online courses, and increase the public elective courses related to humanities and social sciences, so as to enhance students' autonomous learning motivation[3].The credit system of the general education network course divides the credits available for online learning and classroom teaching. For professional public basic courses, online learning generally accounts for 30% of the total credits, and classroom teaching accounts for 70%. For the public elective courses for the whole school, Online learning and classroom instruction each account for 50% of the total credits; for some pure online courses that do not require classroom teaching, the online learning credit is 100%.

4.3. Improve the general education management system

There is a big difference between the management methods of general education network courses and classroom teaching. If the management methods of the latter are aimed at the former, it will inevitably achieve the expected results. Therefore, universities should establish a sound management system for the general education network courses and enhance the curriculum management. Targeted and effective. For example, in the context of the educational environment in which e-learning is becoming mainstream, a school introduces the Superstar Panya network course, which is based on the innovation of traditional general education online course management norms and standards, such as redefining the scope of the course, teaching requirements, management. The method provides strong support for the smooth development of the online course and the effective improvement of the teaching quality. In addition, the school also combines the Superstar Panya network course management system with the second-level quality monitoring system. The first level refers to the monitoring of the online learning status of the students by the classroom teachers.

For the students who are not in the state, the methods of WeChat, qq, etc. are adopted. The second level refers to the supervision of the online and offline teaching of the teachers by the college. This is an effective way to avoid the negligence of the teachers and is a key measure to ensure the overall teaching quality of the general education network course.

5. Concluding Remarks

In summary, the goal of modern general education is to provide general knowledge and education support for talents in different industries. It has strong diversity and humanistic characteristics. If colleges and universities want to enhance the functionality of the general education network course, they must follow Basic principles, integration, universality and other selection principles, through the optimization of network communication modules, improve the credit mechanism of online courses, and improve the general education management system, to lay the foundation for improving the quality of online courses.

Acknowledgement

References

[1] Xiang Dan. Exploration of the reform of general elective courses in higher vocational colleges based on "Internet + education". Chinese Journal of Multimedia and Network Teaching (mid-term), 2019 (01): 36-37.

[2] Wang Yuxin, Zhou Hongxia, Yu Hua. The development path of "comprehensive change in general education" in the perspective of the admiration. University Education, 2018 (05): 34-36.

[3] Huang Dequn. Research on the elective course of general education network course in colleges and universities under the environment of MOOCs. China Education Information, 2016(06): 14-18.