

Teaching Practice and Research of Elective Credit cross Universities

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Abstract: Teaching practice of elective credit cross universities is a new teaching management reform, which breaks through the regional and inter-universities restrictions. In recent years, colleges and universities in various areas in China have carried out this reform, bringing about different teaching models. Of course, in the process of the reform implementation, there are also some problems that need to be improved urgently, mainly including curriculum construction, teaching effect and final assessment. In view of the above problems, countermeasures and suggestions are provided to give some references for the relevant researchers.

1. Introduction

Today, with the rapid development of higher education, more and more universities begin to attach importance to strengthening the alliance and cooperation with universities in other regions to achieve a win-win situation in the process of promoting universities cooperation [1]. There is no doubt that more attention has been paid to cross curricula recognition and credit recognition. The advantages of teaching resources in a university are limited, and it is impossible to fully meet the student's learning aspirations and requirements. In this case, cooperation among universities has become an inevitable choice to remedy this shortcoming. Each University will generally have its own advantages in specialties and courses. Applying these advantages in online learning platform can not only solve the problem of insufficient supply of teaching resources in higher education, but also avoid the problem of duplicate construction of the same courses. This is also a cross-implementation. The real significance of the project is that school study, credit mutual recognition, and the construction and sharing of superior teaching resources. Of course, in the process of implementing the cross universities study and credit mutual recognition project, an important issue is how to recognize each other's credits. Credit is a unit used to calculate the number of students learning. Generally, credits should be converted into a certain score according to the time and difficulty of learning a certain course. When students complete the whole course according to the requirements and pass the examination to meet the requirements, they will get corresponding credits. After completing the course of the cooperative college, students who have passed the inventory examination of the cooperative college will of course get the credit of the course, and the credit is mutually recognized among the cooperative colleges. The implementation of cross universities study and credit mutual recognition project has broken the previous closed state of independence among colleges and universities, and provides a convenient and fast way for students to cross universities course selection [2].

2. Basic Models of Teaching Practice of Elective Credit cross Universities

The cross universities study and credit mutual recognition projects have been carried out in mainly two specific implementation models [3]. The first model is that the curriculum builder completes the construction of superior curriculum resources, determines the selected curriculum according to the student's wishes and requirements, and then forms a teaching guidance team with the relevant teachers of the curriculum builder to complete the whole teaching process of the curriculum. Course users need to arrange special tutors to assist the classroom teaching content, including the explanation

of knowledge points combined with the video teaching content completed by the course builder, leading students to discuss some important contents of the course, arranging and correcting student's homework, checking student's video viewing progress and timely answering. Problems such as birth. The final results of this course can generally be divided into two parts. One is the usual results, which are generated by the online teaching management platform according to the length of time the students watch the video course, the online submission of homework and participation in online course discussion. The other is the final results, which are answered by the closed-paper method. According to the examination outline of the course, the builder determines the final closed-book examination questions and evaluates the results of the paper after choosing the answers. The results of these two parts are converted into final results according to a certain proportion, and the scores and credits are determined jointly by the curriculum builders and users. The second mode is relatively simple. The specific method is that the University of curriculum builder puts the advantage curriculum resources development on the network platform after completion. The students of the University use the curriculum directly through the teaching management platform to realize online viewing, online study and online assessment. All the teaching links are completed in the online platform. The academic achievements of the selected course students are issued by the curriculum builder, and the users of the course are affirmed.

3. Problems of Teaching Practice of Elective Credit cross Universities

3.1 Problem of Curriculum Construction.

Many subjects themselves are basic theoretical subjects with strong applicability. They are compulsory subjects for energy and environmental construction specialties over the years, but most exercises are existing in the question bank over the years. Students can copy and paste standard answers after searching, and get full marks after submitting, which cannot fairly reflect the learning effect. Moreover, from the quality of exercises, the matching exercises cannot well reflect the bridge between production practice. College education should always be at the forefront of the academic field. For some disciplines, it is closely related to the current situation and needs timely updating of teaching content. The production of open video lessons is a huge and long work, which requires the cooperation of manpower and funds, and the production cycle is longer. Once the video is used as a teaching video for cross universities study, it is not easy to update it. This may cause the knowledge points of video teaching lag behind the development and renewal of society, and timely renewal of knowledge for efficient students is also crucial to the differences in the selection of teaching materials. In practice, there is a difference between the use of the teaching materials and the teaching materials of the builder. In this way, there are differences in curriculum structure and chapter design, especially in the network platform teaching, which is often based on the constructors. The differences in the selection of teaching materials may bring some difficulties to the students who choose courses [4].

3.2 Problem of Teaching Effective.

As the system of cross universities study relies on the third-party platform of the network, while fully enjoying the convenience brought by the network, the binding force of online teaching on student's learning is not strong. This also makes the use efficiency of network teaching platform in concrete practice greatly reduced. Inter-universities study and credit mutual recognition also require a relatively high level of third-party platform construction. Otherwise, learning progress and absenteeism management will not be well monitored. At present, some platforms often expose some problems when they are used. Some students are not in the computer with the video, and the watching records show the mailbox rather than the names of the students, which requires the design of the platform to be more humane, to facilitate teaching management and to be able to update the technology at any time.

3.3 Problem of Final Assessment.

According to the requirements of credit management platform for cross-university study, in order to avoid the leakage of final examination questions, different universities are required to conduct final examination of this subject on the same day. However, in practice, it is difficult to achieve synchronization in the specific operation because of the inconsistency of the specific situation and vacation time of each university, which requires the builder and the user to coordinate and communicate with each other in order to better complete the final examination task. According to the requirements of cross universities study, in order to avoid the leakage of test questions, both sides should arrange for the final written test at the same time and use the same set of test questions, and the builder should uniformly issue the questions. But in practice, because of the differences in the management of educational administration in different universities, the two sides often do not synchronize in the schedule of the examination. For example, the printing of the final examination papers of the educational administration department used by the two sides was carried out earlier, while the examination papers of the builders at the same time have not been finished, and the arrangement of the examination time is also in the specific operation. It is difficult to be consistent and requires good communication and coordination between the two sides.

4. Countermeasures of Teaching Practice of Elective Credit cross Universities

4.1 Strengthen Curriculum Construction.

In the course of carrying out interschool credits year by year, it is suggested that both sides choose the same textbook as far as possible, and compile syllabus and implementation plan according to the selected textbooks, so as to facilitate student's learning. Using teachers to rewrite, delete and update online related content according to their own school's teaching plan and actual situation, gradually forming a curriculum system adapted to student's autonomous learning. In terms of assessment methods, the two sides take students as the center, establish standardized and complete standards of credit mutual recognition, and try to make the assessment content flexible and simple, on the basis of ensuring fair and just assessment, so as to truly reflect the degree of student's mastery of knowledge. The platform producer should solve a series of problems in the process of cross universities credit study in time, upgrade and maintain the platform system constantly according to the feedback of teachers and students, so as to ensure that the platform can run well according to the wishes of teachers and students while reflecting teacher's teaching ideas, so as to improve students' abilities. Learning efficiency and enthusiasm. As for the selection of textbooks and the assessment of courses, both sides should actively communicate with each other. The textbooks should be selected consistently and communicated in advance so as to avoid inconsistencies. The compilation of the teaching syllabus and the teaching plan of the builder should also follow the textbooks selected by himself as far as possible to facilitate the use of student's learning. The final assessment should be student-centered. On the basis of guaranteeing the fairness and fairness of the examination, it is imperative to simplify the process so that the examination can truly reflect the true mastery level of the course by both sides, especially by the students of the other side. In addition, it is imperative to formulate a set of standardized and complete marks for mutual recognition of credits. This is mainly to solve the differences in credit recognition between schools, to unify the credit conversion standards, and to formulate a set of reasonable conversion standards, which will help both sides to operate more standardized in credit identification. Finally, we should pay attention to the protection and incentive mechanism of teachers. The protection is mainly embodied in the respect of teacher's intellectual property rights. Although resource sharing is the premise of carrying out cross universities study, we should protect and encourage teachers' intellectual achievements such as teaching videos by password protection and other technical means. It is mainly reflected in the positive exploration of cross universities teachers in the arrangement of class hours, Title evaluation, priority training and other links to give a certain degree of inclination.

4.2 Reform Teaching Method.

The credit reform mode will promote the development of the traditional teaching mode. On the one hand, student's learning progress is not limited by the school's regular teaching week or teaching time. On this basis, students can also repeat the heavy and difficult points of the course to improve the learning effect, and can leave messages or ask questions online for specific knowledge points. On the other hand, platform management teachers can answer and reply to student's questions in the appointed time, establish beneficial interaction between teachers and students, and improve teaching efficiency. The establishment of feedback mechanism is one of the important safeguards for implementing the effect of Cross School credit. In order to achieve good results in the implementation of cross-university credit specialty, it is necessary to establish a relatively perfect curriculum feedback mechanism, including curriculum teaching feedback and student's learning feedback. Feedback from curriculum teaching can be seen as an extension after the beginning of curriculum teaching. This course is based on online learning, supplemented by offline learning discussions and experimental training. Therefore, in the process of teaching, the users can organize the discussion of relevant practical problems according to the characteristics of the University and the direction of the subject, and feedback to the curriculum builder, so as to promote the builder to enrich and improve the teaching content continuously, so as to provide better teaching resources; the feedback of student's learning situation can be regarded as a stage. Extension. This part mainly includes the feedback of the problems existing in student's self-regulated learning, the submission of student's homework and the answer of student's platform learning. Through the course online platform, teachers can collect student's online learning records, supervise student's learning progress and remind students of their learning tasks at various stages, which can be used as the basis for assessing attendance performance. Based on the design of the cross universities credit implementation scheme proposed in this project, the integration of curriculum teaching, after-class autonomous learning, learning testing and practice and other links will be more conducive for teachers to find problems in the process of student's autonomous learning, and give students appropriate guidance and help in time. After students complete their study according to plan, the platform manages teachers to open the homework answering window, students submit their homework through the platform, and teachers evaluate the homework, so that teachers can get the completion of student's homework in time, and evaluate the effect of student's self-learning after class. Students can also pass the platform in time as they can get feedback from homework to get better learning results.

4.3 Perfect Assessment System.

Scientific management of daily performance can reflect student's learning effect more truthfully. The total score of the students is composed of two parts: the usual score and the final score. The usual score includes the number of times students log on to the platform, the duration of learning, the number of questions, the degree of online homework completion, the interactive record of discussion and class attendance. The weight proportion of each part is set separately, and finally the class is calculated. In watching videos, the setting of authentication codes should be strengthened. Only when the students answer correctly, the video can continue to play. On the one hand, it can control the phenomenon of video empty. On the other hand, the verification code is set at the key points of the course content, which can help students to understand and master the key contents. Combining with the emphasis of postgraduate entrance examination in all schools over the years, we can renovate the question bank, add links when necessary, add subjective questions appropriately, reduce objective questions, and meet the actual needs of self-study and postgraduate entrance examination, instead of learning purely for the sake of scores. The outcome of the discussion module is not limited to the number of discussions, but also depends on the quality of discussion. The teaching team should work in a division of labor and cooperate with each other, grasp the enthusiasm of the discussion area at any time, answer doubts in time, and curb the malicious scoring behavior, encourage students to participate actively by giving praise or even adding points to students who perform well. We should strengthen the assessment of the learning process and increase the assessment items. In this way,

students can be assessed more comprehensively and accurately from multiple perspectives. At the same time, students can be guided in the direction of autonomous learning through assessment projects, which aspects of learning tasks should be completed by students, so that their ideas of autonomous learning can be clearer. In addition, the increase of assessment items will also bring pressure to students, in order to improve student's learning input and self-management ability.

5. Conclusion

It has become an inevitable trend for the development of higher education to implement cross universities study and credit recognition projects among universities in China. Online cross universities credit study breaks through regional and inter-universities restrictions, realizes inter-universities professional complementarity, and activates the mutual use and sharing of high-quality educational resources. In the process of cross universities credits, there will inevitably be new situations and new problems. We constantly sum up experience and innovate in the concrete implementation process. With unremitting efforts in many aspects, we can provide education resources with high-quality for students, and comprehensively improve the level of curriculum construction and teaching quality.

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