

Internet plus Teaching Reform of Online Open Courses in Higher Vocational Colleges

Sun Wenxia

School of Economics and Trade

Shanghai Urban Construction Vocational College

Shanghai, 201314 China

Keywords: Internet Technology, Education Mode, Personalized Training, Online and Offline Mixed Teaching

Abstract: From the emergence of Internet technology to the development, our life has undergone earth shaking changes. Today, this change is still ongoing. All industries have started a storm of reform in the tide of Internet plus. The integration and application of Internet technology makes various industries burst out unprecedented vitality and vitality. In the education industry, the traditional education mode has been deeply rooted for a long time. The rapid development of society needs a large number of professionals. However, in the traditional classroom education mode, the number of talents trained is far less than that of social development. In order to break through the rigid teaching form of traditional education and improve its shortcomings of individuation training. This article introduces the Internet plus to innovate the teaching management mode of online open courses in higher vocational colleges. Under the integration and innovation of Internet plus, we should conduct online and offline mixed teaching mode, digitalized teaching resources, integrate high-quality teaching resources and jointly carry out teaching activities. To achieve the full use of resources, reduce investment costs, improve the efficiency of high-quality personnel training new teaching management mode.

1. Introduction

In the field of higher education system, higher vocational education system is always an indispensable and important branch system [1]. For higher vocational education, it is an important duty to provide high-quality professionals for the society [2]. According to the "opinions on deepening the teaching reform of vocational education and comprehensively improving the quality of personnel training" issued by the Ministry of education, it can be known that "some vocational colleges generally have problems such as unclear training objectives, inaccurate positioning, lagging educational ideas, weak cultural foundation of students and lack of double qualified teachers, which seriously hindered the development process of modern vocational education. It can be seen that higher vocational education is facing many serious crises. Therefore, whether we can make innovations through Internet plus higher vocational education has become an important subject to solve the problem of higher vocational education [3].

The traditional teaching mode of factory teaching is still affected by the traditional teaching mode of factory [4]. Under the teaching concept of "teaching as the main task", students are taught knowledge and skills through indoctrination [5]. In such a mode, students are in the passive receiving position of learning, which makes students lose the space for conscious learning [6], and at the same time, it seriously damages the subjective consciousness of students' independent learning and inquiry, and even causes students' Weariness of learning to a certain extent [7]. At the same time, it is limited by teachers' quality and space. With the emergence of online open curriculum education platform such as MOOC, the restrictive factors of traditional education are being gradually broken. The use of the characteristics of Internet plus can achieve the breakthrough and innovation of educational mode.

With the rapid development of science and technology, Internet plus is driving the integration

and innovation of [8] in many industries. For a long time, the traditional teaching mode continues to this day, and there is no fundamental innovation. Under the traditional teaching management mode, the implementation of factory batch production teaching mode is difficult to achieve targeted and efficient training according to students' aptitude [9], which consumes unnecessary resources but fails to produce efficient results. The characteristics of "Internet plus" lie in making full use of resources and integrating advantages to maximize benefits. Therefore, the Internet plus integration and innovation of teaching management mode in higher vocational colleges is a major way to eliminate the drawbacks of traditional teaching and create an effective and high-quality new teaching management mode [10].

2. "Internet Plus" and Teaching Management Mode

2.1 "Internet Plus"

Internet plus is a new development of the industry through the integration of Internet technology under the mutual promotion of the information age and the innovative form of the knowledge society, and the upgrading of the form and innovation and the development and change of the new economic structure by Internet technology.

Its simple expression is "Internet plus traditional industries". The rapid development of information technology has promoted the wide application of Internet platforms. Based on the needs of information exchange and processing, many distinctive Internet platforms have been spawned. The advantage of "Internet plus" lies in breaking the solid barriers between different fields under traditional concepts and making it possible to complement each other in different fields. Based on the powerful information transmission and data processing capabilities of the Internet, the efficient integration and utilization of high-quality resources is realized. So as to promote the transformation and upgrading of traditional industries. Help all industries adapt to the development environment of the new era, promote each other with the development of society, and realize the progress of human society together.

The Internet plus is the further practice of Internet thinking, which promotes the continuous evolution of the economic form, thereby promoting the vitality of the social economic entities and providing a broad network platform for reform, innovation and development.

2.2 Teaching Management Mode

Teaching management is a process of making full use of the principles and methods of management science and teaching theory, giving full play to the management functions of planning, organization, coordination, control, etc., to make all elements of the teaching process run in an orderly manner and improve the efficiency. The education administrative department and the school jointly undertake the teaching management work. Teaching management involves teaching plan management, teaching organization management and teaching quality management.

Teaching management mode, also known as the teaching management structure, is a teaching management program with typical characteristics and stability formed under the guidance of certain teaching ideas. In the long-term teaching practice, people constantly sum up experience, so as to constantly improve and perfect the teaching management mode.

Teaching management mode, not only from the actual teaching activities, but also to guide the actual teaching activities, has a significant impact on teaching activities.

3. Experimental Design of Online Open Course Teaching Effect

In a major, the experimental class and the ordinary class are divided, and the online course teaching management mode and the traditional offline classroom teaching management mode are implemented respectively for a certain discipline or multiple subjects. Taking the teachers and students of experimental major as the survey object, the satisfaction degree, acceptance degree, quality evaluation of online resources and the difficulty of operation and implementation of online course teaching mode were collected. By comparing the results of the experimental class and the

ordinary class, the actual teaching effect of the online open course teaching management mode is obtained. Table 1 below shows the elements of this experiment design.

Table 1. Elements in the experiment

Questionnaire investigation	Satisfaction	Acceptance	Quality evaluation	Operation difficulty
Analysis of the results of the course	Excellence rate	Good rate	Pass rate	Failure rate

4. Reform of "Internet plus Higher Vocational Education"

4.1 Analysis of Experimental Results

Through the questionnaire survey, the evaluation data of teachers and students for online course teaching are shown in Figure 1.

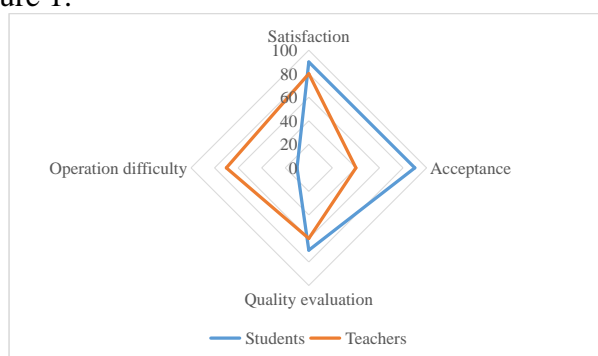


Figure 1. Evaluation of online courses by teachers and students.

As can be seen from Figure 1, most students are willing to accept this new online course teaching management mode, so the online open education is feasible. However, teachers' acceptance of online courses from traditional classroom teaching is far lower than that of students. Further investigation found that the reason is that most teachers do not have enough technical strength to realize the construction of online open courses, and lack of innovative forms of theoretical knowledge, which requires professional technical services to complete the course construction. The satisfaction of students is higher than that of teachers. It is still that teachers are not easy to change the existing traditional education thinking, so teachers should be trained in the new teaching mode to help them adapt to the new teaching management mode. The development of online open courses brings a lot of technical challenges to teachers. For teachers, it is difficult to operate, so it is necessary to seek professional technical service support. For the quality of online courses, the evaluation of teachers and students tends to be medium. This shows that the construction of online courses is not once and for all, but also needs to be constantly maintained, updated and improved, as well as the establishment of a sound curriculum evaluation system to promote the improvement of the quality of the course.

The following Figure 2 is a comparison chart of the results of the experimental class and the ordinary class. From the comparative analysis of Figure 2, we can know that the excellent rate of the experimental class adopting the online course teaching management mode is 8% higher than that of the ordinary class adopting the traditional teaching management mode. This shows that the online course has indeed realized a targeted personalized training program, and students can make learning arrangements according to their own situation. The good rate of the experimental class is 10% higher than that of the ordinary class, which shows that the students can arrange the learning schedule well and adapt to the new teaching management mode. In terms of passing rate and failing rate, the experimental class's performance data are far superior to that of the ordinary class, showing the advanced and innovative teaching management mode of online open courses. The above data show that the online open course teaching management mode is worthy of in-depth study and extensive promotion.

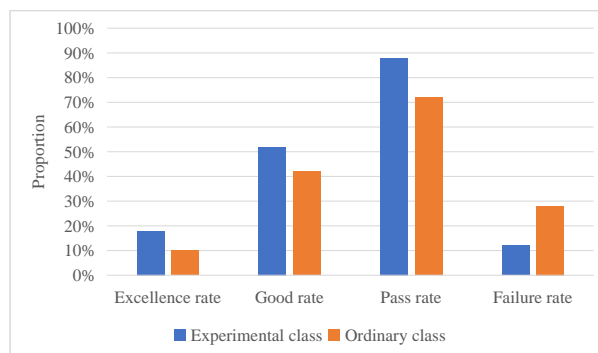


Figure 2. Comparison of students' final grades

4.2 Online and Offline Hybrid Teaching Mode

The implementation of online teaching mode has realized the full utilization of educational resources and individualized training scheme. But at the same time, there is a lack of sufficient supervision for students' learning situation. Therefore, the timely offline interaction and discussion is an important supplement and auxiliary part of online course teaching. In the off-line classroom, it can not only complete the regular detection of students' learning situation, but also complete the face-to-face communication and question answering in the process of students' learning.

The mixed teaching mode not only gives full play to the leading role of teachers, but also meets the needs of students' self-construction, and realizes the efficient utilization of resources and personalized training.

4.3 Integration of High Quality Teaching Resources

As mentioned earlier, the advantage of "Internet plus" is to break down the barriers of industry and achieve efficient utilization of resources in cross-border integration. Therefore, we should give full play to the function of "Internet plus" and realize the integration of high-quality teaching resources.

Every university has its own weak specialty and strong specialty. Even in many professional fields, the most advanced professional education level is not completely represented by famous universities. Today's society is a society with highly differentiated functions. It is a wide range of needs for professional people to do professional things to improve social production efficiency. Education is the same, many colleges and universities have the same professional training, but the quality of teaching and the level of teachers in different colleges are not the same. Therefore, if we can widely carry out the online open course teaching management mode in various colleges and universities, and realize the mutual supplement of high-quality teaching resources among colleges and universities, it will undoubtedly provide better online learning resources for students and achieve better vocational quality education.

4.4 Joint Teaching Activities

The implementation of online open course teaching management mode is affected by many conditions, such as science and technology, teachers, teaching resources and so on. Sometimes it cannot be implemented by a single college. Then, by establishing cooperative relationship with other colleges and universities and jointly carrying out teaching activities, we can achieve complementary advantages and resource integration, and at the same time, reduce the pressure on the realization of online open courses.

Taking MOOC online course teaching platform of Chinese universities as an example, many of the national top-quality courses are jointly produced by related majors of multiple colleges and universities. Compared with online courses produced by some colleges and universities alone, the jointly launched courses reflect stronger technical strength and innovative forms.

Joint teaching activities are not only a method of integrating resources to achieve efficient utilization, but also a process of brainstorming. It not only saves the cost investment, but also realizes the construction of high-quality online open courses.

5. Conclusion

The need of social development puts forward new requirements for the training efficiency of professional talents. The traditional classroom management mode is no longer applicable to the professional training programs of higher vocational colleges. In order to achieve the integration and efficient utilization of educational resources, exploring the new teaching management mode of online open courses of "Internet plus higher vocational education" has become an important way to solve the social talent demand and achieve efficient training of talents. This paper analyzes the significant characteristics and advantages of Internet plus. Aiming at the shortage of the traditional teaching management mode and the Internet plus education mode in some colleges and universities, It is proposed to give full play to the function of Internet plus to conduct online and offline mixed teaching, capitalization of teaching resources, integration of high-quality teaching resources and joint teaching activities. To achieve the integration and efficient use of resources, high efficiency of personalized personnel training purposes.

Acknowledgement

Subject: This article is the research results of the 2020 Shanghai Urban Construction Vocational College school-level teaching and research project ""Management" online open curriculum construction" (number cjjz202030).

References

- [1] Rowan-Kenyon H T, Martínez Alemán, Ana M, Gin K, et al. Social Media in Higher Education [J]. ASHE Higher Education Report, 2016, 42(5):7-128.
- [2] Golsteyn B H H, Stenberg A. Earnings over the Life Course: General versus Vocational Education [J]. Journal of Human Capital, 2017, 11(2):167-212.
- [3] Wang Z, Chen C, Guo B, et al. Internet Plus in China [J]. It Professional, 2016, 18(3):5-8.
- [4] Fadol Y, Aldamen H, Saadullah S. A comparative analysis of flipped, online and traditional teaching: A case of female Middle Eastern management students [J]. The International Journal of Management Education, 2018, 16(2):266-280.
- [5] Christiansen B. Cultural Indoctrination in Global Hypercompetition: A Conceptual Framework for International Management [J]. International Journal of Productivity Management and Assessment Technologies, 2016, 4(1):39-51.
- [6] Fulhammer T , Ambru R , Burbridge C , et al. Autonomous Learning of Object Models on a Mobile Robot[J]. IEEE Robotics & Automation Letters, 2016, 2(1):26-33.
- [7] Barrett J , Eason C M , Lazar R , et al. Personality Traits and Burnout Among Athletic Trainers Employed in the Collegiate Setting[J]. J Athl Train, 2016, 51(6):454-459.
- [8] Hon A H Y, Lui S S. Employee creativity and innovation in organizations: Review, integration, and future directions for hospitality research [J]. International Journal of Contemporary Hospitality Management, 2016, 28(5):862-885.
- [9] Li Y, Wang H, Li J. The Enlightenment of Locke's Educational Concepts on Chinese Adolescents' Physique Education [J]. Advances in Physical Education, 2018, 08(2):183-192.
- [10] Wallace C A, Pontin D, Dokova K, et al. Developing and translating a new model for teaching empowerment into routine chronic care management: an international patient-centered project [J]. Journal of Patient Experience, 2018, 5(1):34-42.