

Research and practice on the teaching model of cross-school courses based on the Internet

Xiao Li

Liaoning Communication University, Shenyang, 110000, Liaoning, China

58811970@qq.com

Keywords: Internet; Cross school study; Teaching; Study credits

Abstract: At present, the development of online teaching is mainly based on the existing excellent online course resources or the courses built by the teachers of the building side, while the teaching of offline courses is mainly based on the independent explanation of the teachers of the users. The excellent resource sharing course focuses on building university courses, including public basic courses, subject basic courses and professional courses, which serve the teachers and students in colleges and universities and are also open to the majority of social learners. The teaching mode of cross-school study is based on modern digital resources, such as university massive open online course, open video courses, excellent resource courses and so on. The core idea of internet plus's teaching is to use the advantages of Internet technology to break the time and space limitations of traditional education, and to provide students with more flexible and personalized learning experience through online education, distance education and virtual learning environment. In the practice of cross school learning, teachers only simply apply online education platforms to complete the teaching of basic theoretical knowledge, without fully drawing on the platform and technological advantages of online teaching to achieve deep level ability cultivation, and the overall teaching effect has not been significantly improved. On the front line of cross school study teaching practice, we deeply explore existing problems from four aspects: teaching environment creation, teaching design innovation, teaching subject transformation, and teaching evaluation reconstruction, and propose response strategies for the implementation of cross school study teaching.

1. Introduction

The Internet has swept through all aspects of people's lives with lightning speed, and the Internet form has been favored by all walks of life. In the field of education, an information revolution led by the Internet is quietly taking place [1]. The current development of online teaching is mainly based on existing high-quality online course resources or courses independently constructed by teachers who create courses, while the teaching of offline courses is mainly based on independent explanations by teachers on the user side. This model lacks interaction and cooperation between teachers who build courses and users, which can easily lead to poor adaptability of online courses and loose connections between online and offline teaching [2]. The high-quality resource sharing courses focus on creating college courses, specifically including public basic courses, basic subject courses, and professional courses that focus on serving college teachers and students, and are also open to learners in the general society [3]. At present, different colleges and universities have established a cooperative sharing model, so that college students can study related teaching resources of other colleges and universities across the shared learning platform, thus obtaining corresponding credits [4]. The teaching mode of cross-school study is based on modern digital resources, such as massive open online course, open video courses, excellent resource courses, etc. Through the agreement between the education department and the resource sharing platform, credits are converted and teaching resources are shared, and the new online and offline mixed teaching mode is promoted [5].

The core idea of internet plus's teaching is to use the advantages of Internet technology to break the time and space limitations of traditional education, and to provide students with more flexible

and personalized learning experience through online education, distance education and virtual learning environment. For teachers, teachers can be liberated without repeating the same content [6]. Instead, we put more energy into in-depth guidance and answering questions for students, research and reform of teaching, and improvement of self-ability, which will inevitably lead to the improvement of teaching level and teaching effect [7]. Cross-school study mode is based on the third-party teaching management platform. On the basis of the previous excellent resource sharing construction, students choose the resource sharing courses of other universities according to the agreement between universities, and get rid of geographical restrictions to study [8]. In the practice of cross-school study, teachers simply use the online education platform to complete the teaching of primary theoretical knowledge, without fully learning from the platform advantages and technical advantages of online teaching to achieve deep-seated ability training, and the overall teaching effect has not been significantly improved [9]. The cross-school credit teaching model is an important breakthrough and exploration in current college education. It can not only reduce the scientific research and teaching pressure of college teachers. At the same time, it is also conducive to further expanding subject teaching resources and innovating teaching methods and concepts, but there are also some problems in the relevant practice process [10]. The front line of cross-school study teaching practice conducts in-depth exploration of existing problems from the four aspects of teaching environment creation, teaching design innovation, teaching subject transformation, and reconstruction of teaching evaluation, and proposes response strategies for the implementation of cross-school study teaching.

2. The inevitability of the development of cross school study teaching

2.1. The inevitable trend of student-centered teaching

The traditional teaching model mostly uses teachers as the main body to complete course teaching, and students are mostly in a passive state, which cannot fully mobilize students' enthusiasm for learning. The teaching method is adopted in which students make full use of online course resources to learn basic theoretical knowledge after class and conduct research and discussions in class. From the perspective of students' own characteristics or course characteristics, factors such as students' grade, gender, reasons for choosing courses, degree of understanding of the project, course nature, course participation and other factors are selected for relevant analysis. Of course, educators have not given up on the pedagogy centered on "teachers teach students to learn." Instead, online learning opportunities are used to enhance and expand existing courses and explore new teaching models, and learners are more receptive to this feature. The new teaching mode brings new ways of cooperation. What departments need to participate in the development of inter-school credit courses and what specific work each department should undertake? All of them need close communication and cooperation among various departments in colleges and universities in order to implement specific teaching measures. Cross-school courses make students' learning more convenient and flexible, and students can break the limitations of time and space by taking courses. Teachers should also encourage students to actively express their views on what they have learned in class, so as to optimize the teaching effect.

2.2. The inevitable product of using technology as a teaching tool

The development of the internet and new media technology has brought about significant changes in the way students receive educational information. In the process of implementing and promoting the cross school credit teaching model, many universities have utilized their own high-quality teaching resources. As national quality courses are uploaded to shared teaching platforms, many courses on these platforms are relatively more specialized and better able to meet the increasingly diverse learning needs of current college students. Due to the virtual space characteristics of the Internet platform, it is difficult to realize the practical link of online teaching. Teachers should fully utilize the resources of online videos, courseware, exercises, interactive platforms, etc., on the teaching platform to achieve online learning, online assignments, online

discussions, and online quizzes. They should actively promote problem-based, exploratory, and case-based teaching, giving full play to the subject status and role of students' learning, thereby improving their participation. The online part belongs to students' independent learning, just like the "spontaneous reaction" in chemical reactions. The three-party team needs to provide online learning resources for students to learn, discuss, and test online, and the learning time is flexible. The production of online course videos is a time-consuming and labor-intensive task that requires the participation of multiple parties and the support of abundant funds. And with the development of practice, the course needs to be updated to ensure that the teaching content is forward-looking, which in turn generates later maintenance costs for the course. At the same time, cross-school studies can achieve credit conversion and open education through the high-quality teaching resources of famous teachers from famous schools, joint training of students, mutual recruitment of teachers, collaborative innovation, etc.

3. Innovation strategy of cross-school reading teaching mode

3.1. Create on-the-spot situational interaction

Educators should truly create a sense of presence in cross-school courses through "self-learning on the front line of class," "knowledge condensation and practice in class," and "knowledge expansion and application after class". Compared with the traditional offline education model, teachers can use online education to better teach students according to their aptitude and provide students with personalized lessons. Teachers' evaluation models for students' learning are more diverse and flexible, which enhances students' ability to think independently. Implementation of cross-school courses. As shown in Tables 1, 2, and 3.

Table 1 Distribution Map of Course Nature

	Frequency	Percentage
Public elective courses	20	11
Basic restricted courses	34	18
Basic compulsory courses	49	26
Professional compulsory courses	87	45
Total	190	100

Table 2 Course Participation

	Frequency	Percentage
Very little participation	5	3
Not very active	51	27
Somewhat active	83	44
Be very active	51	26
Total	190	100

Table 3 Use of learning resources

	Frequency	Percentage
Teaching videos	157	41
Teaching audio	55	14
Courseware	90	24
Case study materials	80	21

In the original offline learning process, most teaching activities were carried out based on face-to-face teaching by teachers. College students lacked independent learning and preview before learning, and they were also relatively lacking in learning initiative. Therefore, during the implementation of this model, different teaching methods must be determined for courses of different natures. In highly professional courses, the dominant position of teachers should be appropriately enhanced, students' exploration of case practice should be increased, and assessment standards should be improved, thereby downplaying the impact of the nature of the course on the

effectiveness of course implementation. In addition, they are unfamiliar with the information-based teaching model and the inertia of the traditional class model still exists, and many teachers are not willing to take action for reform. The course builder adjusts the course resources according to the feedback from all parties to realize the continuous updating of the course resources. Users reshape the curriculum design according to the practical teaching effect, and realize the dynamic adjustment of the curriculum design. On the basis of refining and summarizing the knowledge points, we will answer questions on difficult and difficult issues, discuss frontier issues and research on practical application fields, so as to increase students' situational application ability of knowledge.

3.2. Give full play to students' main role

Teachers should focus on guiding students to establish a good sense of self-directed learning. By cleverly designing classroom tests and homework, students are guided to strengthen their reflection on online and offline learning. However, in the implementation process, online teaching is basically in an unmonitored state, and students' learning process can only be completed through self-management. At the same time, online communication between teachers and students is basically stagnant due to the lack of active questions raised by students and limited energy of teachers. Cross school courses can share excellent teaching resources from various universities, enabling interested students to learn more diverse knowledge. It is recommended that both universities involved in cross campus studies directly participate in the production process of the teaching platform, and provide corresponding technical personnel to enable the platform to better serve teachers and students during operation. On this basis, teachers guide college students to communicate and share their preview results in class, provide key guidance on relevant issues, and explain in detail some key and difficult knowledge. Teachers should guide students to participate in teaching decisions. Teachers can allow students to moderately participate in the design of teaching content, based on student learning and mastery. Educators should reasonably arrange teaching progress, select teaching content, and collect feedback from students in a timely manner to adjust teaching work and mobilize students' initiative and enthusiasm for learning.

4. Conclusions

Cross-school courses not only promote the improvement of teaching quality and the innovation of teaching mode, but also face some problems and challenges. The first problem brought by large-scale learning is the diversity of learners. How to carry out large-scale teaching while taking into account the differences of learners and supporting personalized learning has always been a key issue to be solved. The development of cross-school study teaching mode will continue to integrate the advantages of more emerging education modes. Colleges and universities should actively practice and explore, and formulate cross-school study teaching mode that meets their own needs according to the actual situation. University administrators should further investigate and analyze the relevant problems of the current cross school credit teaching model, actively explore diversified solutions, strengthen communication and cooperation between different universities, and further improve and optimize the cross school credit teaching model. This form can increase communication between students and between students and teachers. At the same time, students are also urged to increase their learning investment and conduct in-depth research on learning content to ensure the accuracy of grading and achieve ideal grades.

Acknowledgements

This study is the research result of the 2022 Liaoning Province's Ordinary Higher Education Undergraduate Teaching Reform Research Project-"Research and Practice of Teaching Mode Based on Internet Cross-school Course Taking" (Grant: 383).

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