

Impact of MOOC on Higher Education Teaching Management

Xin Sui

College of Humanities and Sciences Northeast Normal University Changchun, 130117, P.R.China

suixin1997@126.com

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Abstract. MOOC has sprung up all over the world, and there is also a wave of MOOC in China. Universities have built their own MOOC courses one after another. The promotion of MOOC has a great impact on higher education. This paper discusses the development of MOOC in higher education, the impact of MOOC on higher education, and analyses the main reasons for the problems in teaching management in the process of MOOC teaching. It is hoped that the root causes of the problems can be clarified so that MOOC can better serve teaching.

Development of MOOC in Higher Education

Concepts and Characteristics of MOOC. MOOC is Massive Open Online Course. MOOC emerged in 2012, which quickly triggered the upsurge of MOOC in the world and has become the focus of education. [1] For the educational model, teaching methods and so on have also caused tremendous changes. MOOC is the product of the combination of network and open education.

The forms of applying MOOC in Colleges and universities are also different. Some learners voluntarily use MOOC to study, others use MOOC platform to assist teaching, and the author's learning is mainly using MOOC platform to carry out flip classroom teaching. [2]

The author and his team have been engaged in front-line teaching for many years and have rich teaching experience. In recent years, the whole teaching team has been trying various teaching reforms. To classify the students of Arts and literature in our school, to reduce the difficulty of teaching content, to strengthen practical operation, to open-book examination for art students, and so on. These reforms and practices have enhanced students' learning enthusiasm and achieved good teaching results.

In 2017, the author started the construction of online courses, and after more than two years of continuous efforts, completed the recording of the course "Database Technology and Application". In January 2019, this course was officially launched, and the whole teaching team was mainly based on MOOC platform to carry out online and offline mixed teaching.

The Impact of MOOC on Teaching Management in Colleges and Universities

Teaching management is a kind of management behavior. According to the arrangement of teaching syllabus and teaching plan, teaching managers manage, organize and coordinate the whole process of teaching management scientifically and reasonably on the basis of following basic teaching rules and management system. [3]

Combining MOOC with traditional teaching and integrating MOOC into higher education have a certain impact on the teaching management of colleges and universities. [4] In order to better grasp the current situation of the application of MOOC teaching management and students' recognition of

MOOC in Chengdu, a questionnaire survey was conducted through the network for students who had opened more than two MOOC courses.

The main contents of the questionnaire were designed. The questionnaire mainly designed 20 closed and open questions. It mainly focuses on the following questions: students' evaluation of MOOC courses, such as whether the teaching resources of MOOC are rich and diverse, whether the teaching content is novel and advanced, whether the curriculum is closely linked with the specialty, and whether it can meet the needs of personnel training. Whether MOOC teaching can effectively stimulate students' interest in learning, improve the cooperative ability of group cooperation, and self-inquiry learning ability, etc. Whether MOOC's evaluation method is reasonable or not, and the final student's performance evaluation is weighted by the online platform's performance and the offline performance respectively. This evaluation method pays more attention to the process evaluation in peacetime.

The following is a survey of students' satisfaction with MOOC resources.

Table1 Survey of Students 'Satisfaction with MOOC Resources

Type of student	Number of students	Very satisfied	More satisfied	General	Not satisfied
Arts students	200	85	60	45	67
Science students	200	99	85	10	6
Art students	150	110	30	5	5

Frequency analysis of satisfaction, comparatively satisfactory, general, unsatisfactory and very unsatisfactory is made. We found that art students were the most satisfied, while liberal arts students were the least satisfied.

The statistical results of students 'satisfaction with the MOOC evaluation method by grade are shown in table 2:

Table 2 Degree of satisfaction of students with MOOC evaluation methods by grade

Grade	Number of students	Very satisfied	More satisfied	General	Not satisfied
First-year students	200	155	35	5	5
Second year students	100	175	10	12	3
Third year students	100	65	20	10	5
Fourth graders	150	101	32	9	8

A survey was conducted among 100 students who participated in the course of Database Technology and Application. Among them, 82 students passed the examination and got the certificate of completion; 18 students did not get the final certificate of completion. Summarize the reasons why students get the certificate of completion, as shown in the following figure:

A survey was conducted of 100 students participating in the course "Database Technology and Applications". Among them, 82 students passed the exam and obtained a certificate; eighteen students did not obtain the final certificate. Summary of the reasons why students did not obtain a certificate, as shown in table 3:

Table 3 Reasons why students did not obtain a certificate

Main reasons for failure to obtain a certificate	Number of students
The course is difficult	6
Online learning is not better monitored	6
Not interested in course content	4
Online exams are difficult	2

Reasons for Problems in Teaching Management in MOOC Teaching Process

In the process of MOOC teaching, in order to better provide the completion rate of the course, we adopt online and offline hybrid teaching, that is, the hybrid teaching which combines online MOOC course with offline entity classroom. Most teachers agree that online students' autonomous MOOC learning is not well supervised in real time[5].

In view of whether students watch MOOC teaching videos completely and seriously, a questionnaire is made. The function of MOOC platform is to assist classroom teaching and play a good role in preview and review. For the basic theory and simple operation arrangement, students watch MOOC platform teaching video to complete their study independently, while some students do not really watch teaching video. The results of the questionnaire are as follows. (A total of 200 students were surveyed)

Table 4 Student behavior statistics on MOOC videos

Students 'behavior towards MOOC videos	percentage
Watch the instructional video carefully	58%
Can watch repeatedly for key points and difficulties	35%
Direct and fast video viewing	20%
Just looking, not looking with questions	22%

Learning attitude determines the effect of learning. Nearly half of the students only watch videos, not watch them attentively and with problems. They just cope with things, just to get the scores of the corresponding behavior records of the course platform. Teachers can not strictly monitor students' online learning behavior, and students do not have good self-consciousness and self-discipline. Therefore, MOOC does not play a good role in assisting classroom teaching.

On-line students, students submit homework, complete tests, and interact with teachers. There are also cheating phenomena. The interaction of MOOC platform is only completed between students and computers, not in real classroom. Therefore, cheating inevitably occurs in the whole process of teaching and learning. This phenomenon will lead to lagging behind in learning.

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