

Reflections on the Development of Online Open Courses on the Superstar Learning Platform—— Take Wuchang Institute of Technology's "Internet Marketing" course as an Example

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Abstract: Changes in the external environment of higher education, especially the development of science and technology, have brought new opportunities for the development of online courses. This article takes the Wuchang Institute of Technology online marketing online course as an example, analyzes the current situation of online course construction, and summarizes the problems existing in the development of online courses. On this basis, suggestions for the development of online courses are put forward. The development of online courses has a far-reaching impact on colleges and universities innovating education teaching models, deepening the reform of teaching methods, improving teaching levels and effects, and improving the quality of talent training.

Keywords: Online Courses; Current Situation; Problems; Suggestions

Driven by the development of technologies such as computers, the Internet, and big data, and the tremendous pressure of higher education competition, many colleges and universities are actively constructing and applying online courses, which further promotes the transformation of offline classroom teaching methods. Online course teaching is gradually integrated into universities for teachers and students, especially during the prevention and control of new coronavirus pneumonia in 2019 when the online course teaching has reached an unprecedentedly grand occasion. The author has been engaged in network marketing practice and classroom teaching for many years. This course has experienced the construction and application of school-level quality courses, quality resource sharing courses to quality online open courses. However, due to the "lack of utilization and supervision" in the campus teaching management environment, it has not been well applied. Under the general environment of the policy of "stop school without stopping classes" caused by the prevention and control of new coronavirus infection pneumonia, many previously built online courses have been widely used by teachers and students, and the online marketing online courses built by the author are also among the applications. This article takes the construction and application of online marketing online courses in applied undergraduate colleges and universities (Wuchang Institute of Technology) as an example, and makes a practical exploration of the status quo of its online courses to provide peers with a useful reference for online course construction and application.

1. Development status of online marketing online courses

1.1 Formation of online courses

The construction and application of online courses in China started with quality courses. Between 2003 and 2011, it was mainly the construction and development of quality courses. Under the call of the national education department, the provincial education authorities actively responded and promoted higher education. Numerous educational institutions such as colleges and universities have joined the ranks of excellent course construction. At that time, the construction of quality courses mainly included elements

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such as "idea, teachers, content, teaching methods and methods, teaching materials, conditions, and systems", and attached importance to the links of course planning, construction, release, sharing, application, and evaluation. The sharing and application of teaching are the key points and footholds of the construction of excellent courses. The concepts of "system, quality, quality, process, development" and other concepts guide the entire process of construction of excellent courses. As of the end of 2010, the Ministry of Education of China has organized the construction of more than 3,700 national-level quality courses, and has driven the construction of nearly 20,000 provincial-level quality courses and school-level quality courses. In accordance with the requirements of the national quality curriculum construction standards and relying on the website platform of the Academic Affairs Office of our school, our school's network marketing courses were established in 2007 as school-level quality courses, and become the school-level quality courses in 2009.

In 2011, the Ministry of Education proposed the concept of "Construction and sharing of national open courses" and decided to improve the content of quality courses on the basis of the original national quality courses. The original transformation from college teachers as the main body of classes to the orientation of college teachers and students and social learners promotes the transformation of education and teaching concepts. The use of modern information technology as a means to break through the limitations of teaching space and time and promote the reform of teaching methods and means. It is necessary to promote curriculum construction to a new level of in-depth exploration, speculation, interaction and practice, with the goal of improving teaching and learning effects, and share and apply through the unified "Love Course" platform network to truly realize the joint construction of curriculum resources, the concept of sharing, collaboration, innovation and development. During the "Twelfth Five-Year Plan" period, the Ministry of Education supported the construction of 5,000 state-level quality resource sharing courses. Based on the original high-quality courses and the requirements of the national high-quality resource sharing courses, our school's online marketing course was established in 2013 as a school-level high-quality resource sharing course.

In May 2015, the Ministry of Education issued the *Opinions on Strengthening the Application and Management of Online Open Courses in Higher Education* (Jiaogao [2015] No. 3), proposing to vigorously develop large-scale online open courses "Mu Class" and other new types of online Open courses and learning platforms, expand teaching time and space, stimulate learners' enthusiasm and autonomy, expand the benefit of high-quality educational resources, and promote the reform of teaching content, methods, models and teaching management systems and mechanisms. Compared with the excellent resource sharing courses, excellent online open courses have undergone great changes in teaching content and resources, design and methods, activities and evaluation, effects and influence, etc. "Open and shared first" is the basic educational teaching concept, focusing on promoting the in-depth integration of information technology and educational teaching, restructuring the curriculum system, curriculum content and teaching model, strengthening online and offline teacher-student interaction, student-student interaction, and promoting cross-space high-quality course resources. In 2018, the Ministry of Education officially launched for the first time 490 national quality online open courses with "high curriculum quality, wide sharing range, good application effect and strong demonstration effect".

Our school's online marketing is based on the sharing of high-quality resources, in accordance with the requirements of the national high-quality online open curriculum construction, and relying on the superstar learning platform. In 2016, it applied for a project to become a school-level quality online open course and passed the 2019 Review of school-level quality online open course.

1.2 Application of online courses

Our school's online marketing has gone through three stages of construction: excellent courses, excellent resource sharing courses and excellent online open courses. The basic resources and development resources of the course are constantly improved and enriched. Except for the relatively small number of micro-course videos (20), the overall performance is good in the 2019 school-level quality online open course review and acceptance, and won unanimous praise from experts. Before 2020, the network marketing courses were mainly used in the school's inspection and review requirements. According to the review requirements, they were occasionally used among the teachers and students in the class. The main reason was that the school classroom network environment and other aspects were lacking and could not meet the application requirements. There is only such a course in a major that occasionally conducts online teaching, and students are only cooperative and have not formed the habit to watch online courses. Therefore, although online marketing is a school-level online open course, the application of online and offline mixed teaching is relatively few. The most often used functions are check-in, discussion, voting, and questionnaire survey. In the spring semester of 2020, due to the requirement of "non-stop classes", teachers and students of the whole school are forced to start online teaching. The school requires all full-time teachers to receive information-based teaching ability improvement training on the learning platform. In order to take this opportunity to make full use of online marketing online courses, I organized the entire teaching team of teachers

during this period, combining learning through training and online marketing online courses, learning while operating exercises, in order to smoothly implement online marketing after the start of the course Online course teaching laid the foundation. The teaching team's application of online marketing online courses in spring 2020 is now reported as follows.

(1) Preliminary work. Due to the long-term cooperation between Superstar Learning and our school, teachers and students have learning communication accounts. As long as teachers and students download the learning communication mobile client, they can achieve the "one-platform and two-terminals" online course teaching. The instructor of each course produces an online teaching plan according to the school's requirements. After passing the evaluation by the school affairs office, it comes back to the instructor, and the instructor informs the students to attend the class according to the course invitation code. Before the formal start of the class, teachers and students will perform a rehearsal on the learning platform, and use QQ live broadcast, sharing screen and other functions to assist, so as to better prepare for the formal implementation of online teaching.

(2) Before the formal start of the class schedule, the instructor will arrange the preview list according to the teaching schedule, including the content, order, difficulty and task test of the task point, and issue a notice to the class. The students will receive the notification message of the teacher's pre-training. After the pre-training is completed, the pre-test should be taken for the corresponding task point.

(3) The instructor logs in to the learning platform before the class and can view the task point to view the student browsing notice, complete the pre-test test and other conditions, and based on the test analysis, initially understand the students' knowledge of the knowledge point, for the formal class Targeted teaching.

(4) Formal classroom teaching. Five minutes before the formal start of the class, teachers enter the course, select the class to organize, and organize students to sign in through gestures, then start the formal class, enter the live broadcast room, and start the formal class. First, according to the platform preview notice, exam analysis and other statistical data, the students are informed and teachers can use the relevant completion data to fully understand the status and effect of the students' pre-class learning. As long as a certain question in the test question is not 100% correct, the teacher can check who did not do it right. The teacher can select the student to choose the answer, explore the students' difficulties in learning, and then make some suggestions for the difficulties. Such related questions are selected by randomly choosing, so that each student can understand each knowledge point clearly and improve the learning result. If there are multiple views on the problems encountered, teachers should organize the discussion through the discussion. After the discussion is completed, teachers organize the students to vote for different views. The teacher can understand the degree of support of the students for the different views, and make appropriate comments and guidance. Near the end of the classroom, the questionnaire design issues related to the teaching of the course are used to investigate the satisfaction and suggestions of students on the course learning, which can provide a reference for the next teaching and promote the continuous provision of the teaching effect of the course. At the end of the course, I will summarize the teaching of this course and further emphasize the difficulties and the matters that should be paid attention to. Which aspects have been done well? What are you doing insufficiently? How to improve? And inform everyone to pay attention to the notice of classes. I will arrange the preview task of the next class to complete the teaching of this course.

(5) After-class management. In fact, the learning ability of students in each class is different. Some students understand it, some students do not understand it, but they are not willing to propose it in the classroom. They often ask the teacher through the learning platform, QQ or WeChat. Teachers need to carry out one-on-one Q & As. Some very active students also use the Learning Link to build their own groups, organize teachers and related students to participate in various group activities, and enhance the teamwork spirit of students.

All data of the entire course teaching process are recorded on the platform in real time, and classroom teaching reports can be generated, which helps teachers better manage and evaluate teaching quality.

(6) Application effectiveness of online courses. Through the implementation of online marketing online course teaching in the spring of 2020, it has changed the traditional form of teaching mainly based on classroom lectures, strengthened the use of dynamic teaching data to supervise the deterrent of students, and promoted the initiative of students to learn independently Teaching effect. At the same time, teachers are encouraged to pay more attention to the vividness and fun of the teaching content. They can introduce the knowledge of the difficult points through pictures, animations, and videos in a limited time, making the knowledge of the difficult points easy to understand and master. All in all, online courses not only reduce the cost of education and teaching in schools, but also increase the amount of knowledge of students. They have far-reaching significance for innovating education and teaching models, promoting teaching method reform, deepening curriculum reform, and improving the quality of talent training.

2. Problems in the development of online marketing courses

2.1 Heavy construction, light application, lack of management

At present, online marketing online courses are born for "teaching research projects". This project-driven construction method makes the starting point of online course only for "identification" or "acceptance", rather than meeting the needs of teaching, leading to the resource utilization rate is not high, the investment is large and the effect is low. Before the outbreak, teachers usually only use the platform for simple activities such as check-in, and other resources are sleeping. This epidemic has made online marketing online courses "useful", and has achieved certain results. Due to the lack of corresponding continuous evaluation and supervision mechanism for online courses, the school principals lack external pressure to update the course content in time.

2.2 Lack of course features

Because the school builds online courses with the help of the learning platform, it is inevitable to fill the content according to the inherent framework of the learning channel. Just like filling in the blanks in the exam, it can only be carried out in a limited range of content. It limiting the person in charge of the course to personalize the course design, and the characteristics are not distinctive.

2.3 Lack of resource investment, insufficient course video resources

Although the construction of online marketing online courses is in a good state, the overall design level is not high. A large amount of course content is just the electrification of text materials. The teaching content is presented in a purely static text form. Multimedia technology is not widely used. The campus network environment is not perfect, the network signal is relatively weak at the classroom end, and free wifi has not been built. Teachers and students are reluctant to use their own traffic to use online courses. In addition, according to current needs, online courses need to record corresponding micro-videos according to the key points of difficulty. However, there is no capital investment at the school level, and it is difficult for the teachers to pay for the micro-course videos at their own expense, resulting in a lack of online course video resources, making the online course lack appeal and vividness.

3. Suggestions for the development of online courses for applied undergraduate colleges

3.1 Transform the concept of education and teaching

With the continuous improvement of multimedia technology, communication network technology, online courses (such as Mu class, private broadcast class, etc.) and their production technology, online courses have penetrated into all aspects of course teaching, prompting the reform of course teaching modes and methods. Therefore, according to the characteristics of the teaching courses, college teachers appropriately select and use modern teaching techniques, and integrate online and offline teaching techniques to optimize the teaching structure of the course and effectively improve the teaching quality. Of course, in the development of online courses, the course teaching team needs to invest more energy, time and patience, and it needs long-term accumulation and improvement. These all require a revolution in the ideology of college teachers, including the concept of education and teaching, and the concept of teachers' profession.

3.2 Clear development goals for online courses

First of all, colleges and universities rely on online education and teaching platforms such as Chaoxing Learning Pass, and actively promote the construction of online courses, which is conducive to improving the popularity of high-quality courses and their teaching teams among their peers and enhancing the school's social influence. Secondly, in the process of developing online courses, colleges and their teachers can apply new courses and teaching models such as micro-classes, flipped classrooms, online and offline mixed teaching to classroom teaching, innovate educational teaching models, promote the reform of teaching methods, and improve the efficiency of the use of curriculum resources synergistically to promote the quality of talent training. Finally, the construction of online courses is conducive to the "cross-border" interconnection and sharing of teaching resources between on-campus and off-campus students and social personnel, fragmentation and centralization, and breaks the conventional teaching and education methods. You can combine relevant online teaching resources with traditional textbooks to create new forms of textbooks.

The integration of the classroom, textbooks, and courses now enables a mobile terminal device to achieve "anytime, anytime, anywhere" teaching.

3.3 Establish the development method of online courses

The online course format is constantly developing and innovating under the impetus of mutual comparison and technology

application, and has various forms. Teachers can determine the development form of online courses according to the teaching needs of the courses. One is to synchronize private broadcast classes. Teachers link high-quality curriculum resources that have been opened on other online teaching resource platforms worldwide through the Internet, and organize students to conduct synchronous learning according to the online course learning progress of the platform. Teachers can appropriately arrange certain questions and discussions according to actual needs. The second is the asynchronous private broadcast class. According to the actual situation of the school, the teachers combined with the high-quality curriculum resources built by the external network teaching platform to organize students to learn according to the teaching progress plan made by the teacher. Teachers upload their long-term construction and accumulated teaching resources to the school's network teaching platform, which is convenient for teachers and students of the school to develop online courses.

3.4 Conduct training and guidance for online course development

In order to successfully carry out online course teaching, the college teaching department or teacher development center should organize relevant online course development information platform technology training and expert theoretical and practical guidance, such as the overall framework, functional modules and applications of the network teaching platform, course resources requirements, micro-class design and production, information-based teaching methods and means, online and offline mixed teaching, flipped classroom and other teaching mode design. The typical demonstration of famous teachers and famous lessons is particularly important.

3.5 Strengthen the safeguard measures of the online course law

On the surface, the development of online courses is a matter for the teaching team. In fact, the support at the school level is even more indispensable, mainly including organizational guarantees, resource input policy guarantees, technical guarantees, teaching data collection and supervision system guarantees, etc. This is the need to promote the formation of a long-term development mechanism for online courses.

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