Brief Analysis on the Construction Strategy of Quality Open Online Courses in Colleges and Universities

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Abstract：Quality open online course is the product of the combination of Internet and higher education. It aims to innovate the talent training mode with the help of information technology, realize the dissemination and sharing of high-quality course resources, and enrich the teaching mode of higher education, as well as improve the informatization teaching ability of university teachers. The construction of high-quality online courses plays an important role in promoting the construction of teaching staff, sharing of curriculum resources, and reform of curriculum teaching mode and expansion of teaching influence. It can also meet the needs of teachers and students in colleges and universities to carry out flexible learning and create a second classroom. At the same time, there are also some problems in the construction process, such as low effectiveness of curriculum construction and lack of supporting materials for curriculum construction problems, we need to further explore the way and mode of quality open online course construction.

Keywords：Higher Education; Education and Teaching Reform; Online Course Construction; Quality Courses

The application of quality open online courses in colleges and universities is based on the network, with the help of network platform to realize the uploading and sharing of course resources. The information of quality open online course resources is comprehensive, including the information background of the lecturer and team, syllabus, instructional design, course slides, lecture notes, homework exercises, experimental teaching and related reference information[1]. It can be seen that the construction of a comprehensive and perfect open online course needs complete teaching materials as support, and also needs the coordination and modification of many teaching experts to adapt to the network teaching, so as to achieve the high quality standard of the quality course, make it truly become the product of the quality online course, and drive the development of the course construction in colleges and universities. The construction of quality open online course teachers in colleges and universities is an important support in the field of higher education. It provides a strong technical force for the development of China's education, and promotes the development of higher education to diversification and informatization.

1. Problems in the construction of quality open online courses in colleges and universities

1.1 The initiative of the construction and application of quality open online courses in colleges and universities is not strong

Due to the influence of traditional teaching thinking, most of the teachers, especially the older teachers, are lack of modern teaching ideas, and desire for the implementation of information technology teaching is not strong, lacking of awareness of teaching

update, so there is no corresponding technical ability to achieve teaching website construction, information resource update, information copyright protection and so on. At the same time, the construction of a high-quality course needs a lot of teaching energy and funds. To build, update and maintain the course website, it also needs real-time interaction, online question and answer and exercise marking, etc. Because these teaching work are completed online, it is difficult to achieve quantitative assessment of work as traditional teaching, and cannot be used as the basis for the implementation of teaching, so teachers are insufficient in enthusiasm for course construction. Even if some teachers build quality course websites, they don't recommend and guide students because of the impact of course project conclusion. In fact, they don't use them for construction, and they don't give full play to the function of course construction. At the same time, the enthusiasm of college students to learn and use quality open online courses is not high, many students are influenced by many years of exam oriented education, and they are also used to going into the classroom to participate in the physical lectures, so it is difficult to change the learning mode of thinking.

1.2 The construction level of quality open online courses in colleges and universities is low

At present, the construction level of quality open online courses in colleges and universities needs to be improved. First, the structure of the course website is not complete, and it is not convenient for users to browse and use. When teachers build course websites with the help of university network platform, their templates are almost identical and lack of innovative features. Only a few teachers have their own course websites, which can be used to carry out teaching interaction and sharing. Their course websites have the advantages of strong sense of design, friendly interface, distinctive features and large number of visits. However, the construction cost of curriculum websites relying on other portal websites and platforms is often increased due to the need for webpage design and production, website domain name registration, website update and maintenance, which leads to teachers' unwillingness to establish personal curriculum websites[2]. Second, the course resources are lack of richness and comprehensiveness, and its actual construction does not match the requirements of education and teaching, nor adapt to students' learning needs, which is separated from teachers' academic research work. Some courses only include simple course introduction, syllabus, handout, catalog, teaching image and other necessary teaching information resources, which cannot effectively feedback the highlights of course teaching and the advantages of course construction, and lack of expandable teaching resources, such as material library, special subject library, simulation experiment system, online operation system, examination system and other corresponding auxiliary resources cannot meet the requirements of quality open online courses. Third, the updating of quality open online course resources is slow. Many courses do not continue to update and maintain the resources after the conclusion, and there is no special person to organize online learning and communication in the later stage. As a result, the course website is basically idle, which is a waste of course resources development. Fourth, the interactive function of the course website needs to be improved, and it is difficult to give full play to the role of interaction between teachers and students. In short, most of the current online courses in colleges and universities have not achieved the flexible application of educational resources, which are basically static network presentation of teaching resources.

1.3 Affected by unstable factors of teaching network platform

The construction of quality open online courses in colleges and universities takes the network as the carrier, so the stability of the network platform is also an important prerequisite to restrict the effect of course construction and promotion and application. However, in the actual use process, it is found that there are often some system problems in the university quality course website, such as unable to access, access page update slowly, part of the access content cannot be displayed, access link cannot be opened or the link is not consistent with the content and so on. These problems lead to the decrease of user's interest in the online course experience, and the interest in the quality open course is also low, hard to improve.

1.4 The content and mode of course sharing need to be optimized and improved

In the actual process of the construction of quality course website, many online courses only upload some basic teaching content and resources to the webpage for sharing, while the in-depth and expanded resources are implemented with the protection of intellectual property rights, which is not officially open, especially some teaching information resources with strong originality and high academic value, based on the "Measures for the implementation of National Excellent Course Construction" issued by the Ministry of Education. It was implemented according to the implementation measures for the construction of the project. Therefore, for teaching resources with open and sharing needs, teachers can set open and sharing conditions, and optimize network platform functions and implement network technology, so as to meet the needs of open and sharing and intellectual property protection of quality open online courses.

2. Analysis on the construction strategy of quality open online courses in colleges and universities

2.1 Constructing the reward mechanism of quality open online courses

In order to strengthen the construction of quality open online courses in colleges and universities, first of all, teachers should be given support in relevant education policies and investment funds, so as to encourage teachers to actively and boldly develop quality courses. Secondly, the existing quality open online courses should be classified, and a scientific and reasonable teaching resource system should be established, which should include basic courses, public courses and professional courses. At the same time, the construction of these courses should have a broader audience and practicability. Thirdly, teachers should provide strong support for the construction of quality open online courses, colleges and universities should provide necessary technical guidance services to help teachers effectively solve some technical problems of network platforms. Finally, we should strengthen the later maintenance, update and management of quality open online courses, and make full use of them. In order to ensure the quality of quality open online courses, we should regularly check the update of curriculum resources, timely grasp the status of curriculum construction, and track and urge teachers to release curriculum resources, to further supplement curriculum content.

2.2 Promoting the construction of quality open online courses with the help of new teaching concepts and new technologies

With the advent of information society, the application of intelligent mobile terminal has been popularized, and the implementation of fragmented learning with the help of electronic products has become a new learning mode. Through the development and design of network teaching client, mobile teaching resources and download function, students can browse online courses offline to meet the needs of current college students' learning anytime and anywhere by using mobile phones.

2.3 Constructing and improving the effective evaluation system of excellent open online courses

In order to establish high-quality open online courses, colleges and universities must build and improve the course evaluation system, and form a comprehensive evaluation mechanism of open online courses with the participation of educational experts, users, peers in the industry and social scholars. The construction of quality courses must be based on the teaching application, with the idea of giving full play to the application function first and then identifying and evaluating as the idea to build quality online courses. At the same time, in view of the quality courses that have been approved, with high-quality teaching effect, great influence on development and sharing and distinctive characteristics, we should give corresponding support in the construction investment, so as to improve the enthusiasm of teachers to create excellent open online courses and enhance the brand effect of courses.

2.4 Actively promoting the upgrading and development of quality open online courses

Colleges and universities are the base for the construction of quality open online courses, and teachers are the main body of the construction. Therefore, teachers should actively comply with the educational needs of the times, enhance the awareness of Internet application, and build more new quality open online courses and online learning platforms relying on the Internet platform, so as to actively promote the upgrading and development of quality open online courses, and strive to meet the teaching needs of more different majors and learning needs.

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