The Vision Challenges and Countermeasures of the Digital Transformation of Higher Education Teaching

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Abstract: Digital teaching is an inevitable trend for the development of education, higher education learning has faced the final stage of career planning, nowadays China's network penetration rate has reached seventy percent, along with the development of information technology, the business model and future development of major enterprises will be associated with digital, intelligent, higher education teaching digital is also conducive to students in the future The digitalization of higher education is also beneficial for students to master more professional skills in their future careers, to be proficient in using various office software, and to become talents in demand in the workplace. In the current situation, digital teaching in education has been an important way to transform many universities, which is conducive to high quality teaching objectives, personalized development of students and digital awareness of students. However, the challenges faced in the transformation process are also extremely serious, not only for teachers and students but also for school leaders. This paper discusses the vision, challenges, and countermeasures of digital transformation in higher education and offers possible solutions for reference.

Keywords: Higher education; Digitalization of teaching and learning; Digital vision; Challenges and responses

On April 24, the first digital teaching seminar for Chinese teachers in the new era and the "Beijing Teachers' Cup" national digital teaching ability demonstration for primary and secondary school teachers were held in Beijing, where experts, scholars and front-line teachers talked about "improving the digital teaching ability of Chinese teachers in the post-epidemic era". "The conference was held in Beijing. [1]

It can be seen that digital education transformation is highly valued by educators at all stages. In the era of the rise of the Internet and the explosive growth of information knowledge, the traditional education process of "standardized teaching" is becoming more and more backward, and the platforms of Internet teaching and knowledge sharing are gradually increasing, so universities need to effectively use the Internet, multimedia, artificial intelligence and other technical means. As the main body of education work, schools have the obligation and responsibility to make efforts for students. The following content will point out the problems in the process of digital transformation of higher education, and then provide countermeasures for different problems to ensure the smooth transformation of universities, complete the teaching tasks with high standard and high efficiency, and help the future development of education in universities in China.

1. Vision of digital transformation of higher education teaching and learning

Digitalization of education is an important core indicator and key feature of education-oriented modernization, and the breadth and depth of digital transformation always affects the quality and speed of development of modern education system. In order to meet the individualized and diversified needs of young students in the information age, to give new momentum to the reform and innovation of higher education, to effectively enhance students' happiness and sense of access, and to continuously improve the professionalism and effectiveness of various courses, it is necessary to follow the development direction of the digital transformation of education, to deeply integrate modern information technology with the teaching of higher education courses and traditional educational advantages, to promote the character building of students in different disciplines and to allow students to better master the professional skills of their disciplines, and to continuously improve the quality of the modern education system. It is necessary to integrate the modern information technology with the teaching of higher education and the advantages of traditional education, to

promote the character building of students in different disciplines, to let students master the professional skills of the disciplines, to improve the ideology, theory and relevance of various disciplines, to truly achieve the motivation of students, to enlighten their minds and help them to complete their career planning, and to provide the right guidance for their future life path. The original purpose of the digital transformation of teaching is also committed to education, committed to improving the overall quality of students, so that students have the ability, confidence and determination to go to work, so as to contribute to the construction of a strong socialist modernization with Chinese characteristics in China, which is not in vain the cultivation of the school and the true realization of the meaning of education.

2. Challenges of digital transformation of higher education teaching and learning

2.1 Collision with traditional teaching

For students a few decades ago, education was a relatively fortunate thing, and in the context of the current social situation in China at that time, there was really no education model more in line with the national conditions, so they would listen attentively in the classroom and strive to learn more knowledge and theory. Times are constantly reforming and changing, and the new generation of students has been living in the era of networking, intelligence and digitalization since they were young, which has changed their lifestyles and learning methods, making students' mindset change and pay more attention to their individual development. So the first challenge ushered in by the digital transformation of higher education teaching is the failure of traditional teaching methods to interest students in learning and the change of teaching methods by teachers.

2.2 Teachers' digital literacy is not comprehensive

The concept of digitalization was clarified in China around 2012, exactly ten years from now, during which the teacher community did not receive systematic training in information-based teaching. Young teachers have been in contact with the Internet for a longer time and have relatively strong understanding, transformation ability and practical operation ability, but the older generation of teachers have been engaged in education for many years and have gradually formed their own teaching mode and teaching philosophy, so it is difficult for them to adapt to the change of digital education again. As important participants and guides in the learning process of students, teachers should lead by example, but incomplete digital literacy makes the second problem of digital teaching.

2.3 Decision-making by school leaders

Some institutions of higher education teaching management and decision-making usually do not pay much attention to the application of practical effects, and after decision makers reach results through their own experience judgments, faculty members tend to implement them directly, which also reflects the idea of over-reliance on decision makers that exists in the education business. [2] These experiences are usually one-sided, fragmented, illogical, or even incompatible, which can bring institutional loopholes, incomplete systems, and lack of connotation to the later work, thus weakening the school's teaching management capacity and making the rationality, science, and standardization of digital transformation of higher education teaching face great challenges. As a social collective, the division of labor in the school should be clear and not all rely on decision makers to give work instructions, other faculty members should also give full play to their strengths and actively provide solutions for the long-term development and future direction of the institution.

3. Countermeasures for digital transformation of higher education teaching

3.1 Classroom content optimization

Traditional teaching methods cannot be directly replaced, this is because there exists a certain educational spirit and educational connotation in it, so it is important to optimize the classroom content in the traditional education form, so that students can receive diversified education methods, rather than replacing the traditional, which is also an important initiative to integrate teaching digitalization into the classroom. The "Youth Learning" is actually a kind of digitalization of Civics classroom, which belongs to offline education. It puts some professional knowledge and theoretical system and data, historical events, etc. in the public's view through the form of video character explanation, which will make it easier for the audience to immerse themselves and concentrate, and learn knowledge in the process of watching the video.

Digital education should be student-oriented, and different types of teaching APPs can be created for each subject, so that cell phones can become the carrier of digital education and teachers can take attendance and ask questions online in class. And APP can be accurate data analysis, teachers can intuitively see the strengths and weaknesses of each student, so as to facilitate the teaching of the right material.

3.2 Develop teachers' digital literacy

Teachers in the new era should respond to the requirements of the times, actively explore the 'Internet + education' innovation model, effectively improve the digital teaching ability and level of our teachers, and better guide the development of digital teaching integration. Listening to expert reports and sharing learning thoughts through online videos helped participants to improve their overall information literacy and digital capabilities.

3.3 Management of teaching equipment

Schools should pay attention to the management of teaching equipment, after leaving the classroom to do the power off, to avoid the waste of resources, in the management of the computer room to have a series of systems. Wires are not pulled indiscriminately, to protect the personal safety of students, timely inspection of equipment and timely performance upgrades to ensure that each student can have a separate learning device, which is also the basis for digital access to education. Among the management problems of teaching equipment, attention should also be paid to the introduction of new equipment, especially for students in the fields of media, computer and medicine, who need to have an interoperability with the society, not behind closed doors, so as to ensure that students have a certain understanding of the basic operations and can adapt faster when they step into the workplace in the future.

3.4 Classroom management optimization

Teachers assign more open-ended questions to guide students to use their cell phones into search or to keep them before class and let them turn them in by their own will, and they can also conduct more cooperative group teaching tasks to integrate students into the classroom during the discussion.

4. Conclusion

To sum up, education digitalization is an inevitable path for the future development of education and an important strategy for the construction of high-quality education system. It will continuously lead education management cadres to master education digital policy theory and cutting-edge technology knowledge, improve education digital governance ability as well as innovative practice application level, boost education digital transformation and intelligent upgrade of higher education institutions, and empower the construction of high-quality education development system. The most important thing is to focus on the personalized training and digital awareness of students, so as to truly deliver useful talents to the society.

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