Research on College Teaching Management Reform Under the Background of MOOC

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Abstract. As an important form of Internet education, MOOC has been constructed and applied rapidly in recent years, which brings opportunities and challenges to the reform and development of higher education, especially to the college teaching management. Under the new situation, it has great significance to research characteristics of MOOC, influence of MOOC to teaching management, and reform strategy of teaching management mode, thereby taking advantages of MOOC and serving the cultivation target.

Keywords: MOOC · Teaching management · Reform research

1 Introduction

With the rapid development of Internet and information technology, MOOC has become a global trend and received more and more attention. In the year of 2013, Tsinghua University and Peking University joined edX, which marked the introduction of MOOC into China. By the end of 2017, there are more than 3200 MOOCs were constructed in China with more than 55 million learners [1]. The influence of MOOC to college teaching management is extensive and profound, including teaching concept, teaching quality and teaching management. Under the background of MOOC, it has great significance to explore and optimize teaching management mode to improve teaching level and promote education reform.

2 Concept and Characteristics of MOOC

2.1 Concept of MOOC

The Massive Open Online Course (MOOC) is a new approach for teaching online. In 2008, Dave Cormier and Bryan Alexander, two scholars of Canada, created the MOOC expression [2]. The definition currently displayed on Wikipedia is that "MOOC is an online course aimed at unlimited participation and open access via the web……MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants (TAs), as well as immediate feedback to quick quizzes and assignments [3]". At present, relatively mature MOOC business platforms include Coursera, Udacity, edX, etc.

2.2   Characteristics of MOOC

The scale, openness and sharing of MOOC make it rich in teaching resources. The massive scale of MOOC is not only reflected in number of courses but also number of learners. By 2018 March, more than 800 universities globally joined MOOC, with 9400 courses and 81 million learners [4]. According to the statistics, the number of learners registered every minute has been reached to 50, which is increasing exponentially. The openness of MOOC teaching resources makes MOOC break through the limitation of time and space, which makes it possible for the excellent teaching resources to be shared among universities worldwide. The teaching resources of MOOC are thereby greatly enriched.

The informationized and networked MOOC makes it easy to be obtained and well-accepted. MOOC takes Internet information technology and computer technology as main media, which breaks constraints of traditional teaching form in time and space. Learners with deferent ages, education background, profession and areas can easily get rich teaching resources through various network tools such as mobile phones, computers and so on. Moreover, with the development of informationized, networked and intelligent devices, the teaching effect of MOOC is continuously improved, easily to be accepted with better teaching effect.

The flexibility of MOOC teaching methods makes it possible to realize self-directed and individualized learning. Learners with different knowledge background, learning targets and learning ability can independently choose teaching resources on different MOOC platforms, based on their needs, interests and hobbies. They can also independently finished the course of register, courses choosing, learning, evaluating, and effect analysis. Among the characteristics of MOOC, individuation is the most innovative and attractive one, which is also the most effective mode to meet learning needs of learners with different background.

3   Influence of MOOC to College Teaching Management

College teaching management refers to an important process that colleges and their managers take the talent training plan as a basic criterion, and utilize management means and methods to make the teaching activities and related academic activities achieve their talent training objectives, aiming at guaranteeing the normal teaching order [5]. There are huge differences between MOOC and the traditional teaching in teaching content, learners, management, operating mechanism, teaching methods and so on. Therefore, MOOC has huge and deep influence on college teaching management and it is shown in Fig. 1.
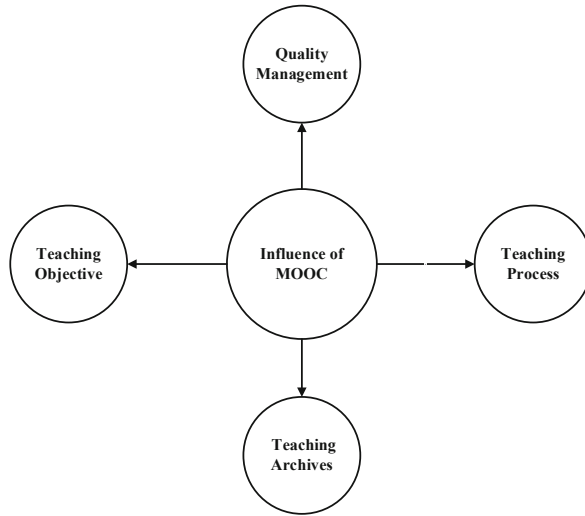
Fig. 1. Influence of MOOC to college teaching management

3.1   Teaching Objective

In the traditional ideas, "teaching" is understood as "knowledge imparting". The acquisition of knowledge by students is widely accepted as the teaching objective, and all the management activities are taken around the achievement of this goal. Students' knowledge acquisition is the fundamental starting point for teachers to carry out teaching work, as well as an important indicator to judge whether the traditional teaching management gets its effective success. However, MOOC changes the traditional teaching objective. At the same time that MOOC transfers knowledge to learners, it pays more attention to the cultivation of students' independent learning ability and innovative consciousness. The changes in teaching objectives promote college teaching managers to make the best use of the circumstances, change the teaching management philosophy, and improve every aspect of teaching activities.

3.2   Teaching Process

In the process of traditional teaching activities, on one hand the teachers are in a dominant position, imparting knowledge to the students by face-to-face teaching; on the other hand, the students are in a position of passive acceptance, lack of initiative. Therefore, in the traditional teaching activities, the teaching management pays more attention on the teachers, as well as the teaching content, teaching mode, teaching design and so on, lake of enough attention on students. In the process of MOOC teaching, interaction between teachers and students gets more attention. The teachers play a role of guiding and collaborating to guide the students to independently learn and research. The changes in teaching process make college teaching managers to actively promote combination of research style and participative innovative teaching modes, thereby changing the traditional management modes.

3.3   Quality Management

Teaching quality management is an important part of college teaching management and an important means to guarantee the quality of talents training in colleges and universities, which is related to realization of teaching objectives. The traditional cumulative assessment stresses students' attendance, classroom quizzes, midterm homework, and final exam and so on, based on which to evaluate students' learning outcomes. MOOC evaluates teaching quality based on not only the results but also the whole process of learning. The attendance, interaction and test of learners is recorded and analyzed by big data, thereby realizing a comprehensive evaluation of learning outcomes. The changes of teaching quality evaluation methods make college teaching managers to actively explore and improve management and supervision mechanism, and further make the teaching quality evaluation more scientific and rational.

3.4   Management and Application of Teaching Archives

Formation of teaching archives is an important part of the teaching process. The traditional teaching archives consist of examination papers, reports and materials for all the links of cumulative assessment. The teaching archives are the important support for teaching research, as well as important evidence for teaching evaluation and certification. The appearance of MOOC changes the teaching mode from physical to network. The teaching archives are changed from paper version to electronic version, and data size becomes richer. Therefore, higher requirements are put forward for the management of teaching archives. The development of computer information technology realized the information and intelligence of teaching archives management under the background of MOOC. Besides teaching archives formed after the teaching activities, students' questions and thoughts in the teaching process are also recorded by information technology, thereby forming a kind of evaluation for the teaching based on knowledge pointes, which multiplies the teaching archives. Moreover, the increase in the number of students produces big data of teaching archives. It's obviously that the data cannot be analyzed by the traditional means. Computer technology including multimedia and database management technology needs to be mastered. Teaching research based on the data will be deeper and more detailed.

4   Reform Strategy of College Teaching Management Mode

MOOC brings great influence to college teaching management, which on one hand challenges the college teaching management and on the other hand brings new ideas to the reform of college teaching management. It's beneficial for promoting the healthy development of MOOC to explore the reform strategies of college teaching management mode under the background of MOOC, thereby serving the target of college teaching management.

4.1 Strengthen the Construction of Information Platform, and Improve the Information Management Awareness of Managers

MOOC is a typical example of educational informatization, and the teaching process of MOOC depends on information service platform and network. The learning platforms of MOOC are mainly provided by main operators, but the teaching resources are mainly provided by colleges, universities and other various educational institutions. In order to provide more courses with high quality, the colleges need to provide professional guidance and service to teachers in the course of video production, including directing, copywriting, producing, editing, shooting and other aspects. In order to serve the students' study, the colleges need to integrate network, equipment, campus resources to build efficient information service platform with high quality, thereby improving the clarity and flexibility of information interaction applications and building an intelligent and digital campus management system. Meanwhile, the college teaching managers need to establish the concept of the Internet management and improve information working capability. The teaching managers need to fully realize the fact that the popularization of the Internet is the main feature of the current era, and apply Internet technology to all aspects of college teaching management. It's necessary for the teaching managers to change the traditional teaching management concept, improve their own information technology level, and innovate the inherent mode of teaching management, aiming at promoting the deep integration of college teaching management and Internet technology and better servicing the teaching activities.

4.2 Strengthen the Construction of Teaching Resources, and Ensure the Quality of MOOC

The quality of MOOC teaching resources is particularly important because of richness and openness of MOOC teaching resources, as well as students' learning autonomy. Colleges should take effective measures to provide or select excellent teaching resources for students. On one hand, colleges can encourage their own excellent course teaching teams to actively develop and provide courses with advantages and characteristics from the management mechanism, combined with the talent cultivation target. During this process, their own MOOC brands are created, thereby meeting the college teaching requirements and expanding the colleges' social influence. On the other hand, as for the off-campus MOOC teaching resources, comprehensive selecting and recognizing rules should be established, including teaching teams, teaching content, teaching design and so on. During this process, excellent teaching resources can be selected and recognized, and the students can be guided to choose suitable courses according to the cultivation program.

4.3 Establish the Teaching Quality Control System

It's necessary for the colleges to establish teaching quality control system, in order to reasonably evaluate and feedback the construction and application effects of MOOC, through which a working closed loop can be formed to improve the quality of teaching activities. Firstly, the responsibilities of different levels of teaching quality control personnel should be clarified to control and evaluate the teaching process and effects. Secondly, it's very important to evaluate the learners, including their learning experience,

professional knowledge level, self-satisfaction evaluation and so on. Teaching presentation, questionnaire survey, teacher-student seminar and other means can be utilized for enhancing the communication information feedback between teachers and students as well as the teaching management department, thereby promoting the colleges and MOOC operators to continuously improve MOOC teaching service.

5   Conclusion

In the era of rapid development of the Internet, the rapid development of MOOC leads to the reform of teaching mode, which brings challenges and opportunities for the reform of teaching management in colleges. College teaching management departments should pay attention to the development of MOOC, reasonably utilize MOOC to improve teaching quality, continuously think about ways to improve the teaching management of colleges in the application of MOOC, thereby promoting the healthy development of higher education.

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