The applicable strategy for the courses alliance in regional universities based on MOOC platform

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Abstract

Massive open online courses is a kind of learning phenomenon which has just emerged in recent years. MOOC are popular in all countries by its virtues especially it can help students to learn from high quality resources. Now more people hope to establish the course alliance among colleges or universities. This presentation will discuss connotation of course alliance and analyze its current situation in China. In the end we design the direction of Technology & Art of TV Shooting course alliance made up of some universities in Jilin Province. The aim is to produce best learning resources and opening up new way of thinking in classes. So it can give students full exploratory learning with communication, cooperation and also supported by expert guidance. This approach can make the best of combination of virtual reality and true reality. We hope learning will no longer just to accept knowledge and information, but it can enhance people to explore the unknown knowledge and acquire pleasant experience in cooperative context.

Introduction: With the increasing maturity of network communication technology and massive open Online Courses (MOOC - Massive Open Online Courses) in the global boom, teaching organization form is breaking through the long tradition of class, the Massive walls of colleges and universities are trying to be pushed down, a new community of curriculum is forming. So we decide to establish a new model that can promote efficiency and quality of teaching. Based on the analysis of the situation of colleges in Jilin Province, our four colleges found an alliance to teach students together.
Main point

1. The connotation of course alliance

According to Wikipedia, alliance is a joint by two or more natural persons, companies, organizations or governments (or any combination of above) to participate in joint activities or to achieve results together and share each other's resources as the goal of professional groups. (Wikipedia, 2012) Alliance of course can be understood as courses, two or more teachers or teaching groups form a professional group. The word "course alliance" can be traced back to 2001, the Massachusetts Institute of technology (MIT) to carried out the open courseware plan, with the concept of "knowledge of public welfare, free sharing" and many universities have responded actively and positively. In July 2002, the workshop held in Paris of France the Educational Association of United Nations agreed to expand the Open courseware to Open education Resources (Open Educational Resources, OER), and put forward the Open education Resources is "through information and communication technologies for educators, students, the scholars, based on a non-commercial use, can be free to consult the various education Resources, reference, or applications." and in 2005 set up the Open courseware union (Open Course Ware Consortium, OCWC) (Matthew, 2013), the prototype of this can be thought of as Course alliance. The institutional development has nearly more than 200 Universities members of resources sharing and some cooperation alliance, such as Spanish open courses in colleges and universities alliance (OCW - University), African network University (substitutes Virtual University, AVU), Japan open courseware alliance (JOCW), south Korea open courses alliance (Chesapeake OCW Consortium), and China's open courseware alliance (CORE), each league has attracted many hundreds of courses. Languages such as Spanish open courses in colleges and universities alliance (OCW - University) already has 111 universities in 23 countries opened 1407 courses, the universities mainly come from Europe and Latin America Spanish-speaking countries (Jinzhong Yang, 2013). The purpose of the alliance is to take advantages of strong courses instead of the weak unit, promote education development fairly. Course alliance can be further understood as in order to better improve the quality of teaching, to a greater degree to realize education fairness and cultivate more talents by different colleges and universities teachers or groups of different regions in the organization. Regional courses alliance is mainly involved in the region on the connected economy, culture are similar, facilitate unified organization, coordination and management of space (Bing Gao, 2011), the regional this paper studies mainly refers to the group of universities in Jilin province.

2. The necessity and feasibility of course alliance

2.1 the necessity

2.1.1. Promote the education fairness. It is people that caused the imbalance of education resources allocation and led to the unfair of education, talent cultivation and teacher's professional development have formed a huge gap. As far as the per capita possession of education funds, colleges affiliated by province were more less than affiliated by MOE; From the perspective of the teachers, high quality schools have a lot of doctoral tutor, but the poor schools may be a handful. For the experimental conditions, the scientific research funds is sufficient in the colleges affiliated by MOE, but some colleges affiliated by province have not used any kind of network teaching platform. Obviously it is an indisputable fact. Alliance of course can make students to share the best, most high-quality learning resources of teachers and better communication environment, it can effectively promote education fairness, improvement of students' learning experience, so as to improve the quality of personnel training.

2.1.2. Improve the students' autonomous learning abilities and interests. Reform on the way of teaching has always been education advocated by the topic and the behavior, since the 1980 s, which ranges from the computer assisted instruction (CAI) to the use of large screen projection, video booth, electronic whiteboard multimedia teaching, and the teaching way in continuous development and progress, but always can't get out of the small classroom, fails to break through the thick walls, and knowledge update is too lag, student learning is still more to accept knowledge in a passive state. Weariness truancy phenomenon, college students employment and recycled phenomenon (undergraduate course graduation after returning to training in vocational education institutions), and so on are problems. Alliance of course allows students to expand field of vision, wider students exchange, access to the guidance of high quality teachers, flexible approach to learning. Hence students' learning interest, independent learning ability will be strengthened, the learning effect will be greatly improved.
• 2.2 The feasibility

2.2.1. Policy support. In March 2012, the ministry of education issued "development plan of educational informatization decade (2011-2020)", emphasized that further strengthening the construction of infrastructure and information resources, focus on promoting the depth of the integration of information technology and higher education, promoting education content, teaching means and methods of modern, innovative talent training, scientific research organizations and social service model, pushing forward the innovation of cultural heritage, and promoting higher education quality improving.(Document of MOE,China,2012 ) this gives policy support on education informatization. In the past two years, the funding for college education informatization is almost millions of yuan, education informatization environment has been improved significantly, many schools have their own network teaching platform. State advocates national class quality and provincial class quality construction. Meanwhile it advocates the Public Class of Video, Video Resources Sharing. Love Course website has been uploaded which provides high quality thousands courses of universities.

• 2.2.2. The formation of large-scale online courses concept and environment. As MOOC comes like tide, MOOC platform concept and role have been increasingly in front of the general education workers. Since 2012, with Coursera and Udacity and edX as the forerunner and representative of the rapid development of Internet teaching platform MOOC , this kind of teaching model has been open and accessible (Xibin Han,2012). By the "troika" MOOC platform platform, Edx.org, Coursera.org, Udacity.com have attracted more than 100 world famous universities to participate in in just half a year , more than 500 courses on line registered learners of millions. (Laura Pappano, 2013) MOOC main part is the teaching video, supplemented by a various means of interaction and communication space, design concept consider the learners as the center, pay attention to the participation and exploration of students, MOOCs via the Internet creating a virtual space, but create a real learning space, with the help of technical means, it break the limitation of time and space. MOOCs are an important innovation, that is, through the application of social networking services such as Facebook, Wiki, Blog, Twitter and so on in order to establish the direct contact between students and teachers, creating similar to professionalization and specialization of immersion learning community, makes the social learning process and to meet the learners based on the knowledge to pursue personalized needs(Ruolong Ma, Songhe Yuan2013).Talking about MOOC operation mode, the real pioneer of MOOC, Stephen Downes had ever divided the MOOC into cMOOC and xMOOC, "c" refers to the correlation study of socialism theory (Connectivism), which emphasizes learning communities (community) and connect (connection), foothold is learning mode change. "X" is derived from the Massachusetts institute of technology MITx and later the edX, emphasizes the scalability (scalability), foothold is the exploration of business model (Ruolong Ma, Songhe Yuan2013). In fact, you can see more MOOC is in the sense of "x", means of higher education under the impact of the new type of network course will use commercial operation mode, and can reduce costs and then becomes free. From this perspective, we can conclude that relying on the inherent walls surrounding the campus of higher education teaching model will likely be completely overturn, university may reshuffle. Therefore, via MOOC platform, the emergence of the courses league and development provides a good technical foundation and good digital environment.

• 2.2.3. Opening MOOC platforms in China. On October 10, 2013, Tsinghua University launched a first domestic massive open online course MOOC platform "school online xuetangX.com", to provide online courses worldwide. In April 2014, Shanghai Jiaotong University launched a platform independent research and development of course - good university online (cnmooc.com), which is representative and super star lesson for guokr.com, mooc.chaoxing.com, zhihuishu.com wisdom tree, fruit shell etc., some of these platforms transplant the foreign practices, but also has different degree of innovation, which can accommodate the curriculum resources and the corresponding function such as teaching, evaluation, interactive communication which opened the prelude of Chinese MOOC, for a number of courses in the same alliance cooperation between colleges and universities to provide the powerful guarantee, and promote the schools of high quality courses open to other students. The chief of education higher education department chief Da-liang Zhang holds that compared with traditional network teaching, MOOC has following characteristics, the first is adapting mixed teaching method. The second is a large scale. A classroom capacity is limited, but the scale of the MOOC is very big, which may also be tens of thousands of people. The third is personalization, which is suitable for every learners personalized learning. The fourth is discussion in community, which can have more and more people to participate.
Comprehensive research at present, in brief, Chinese MOOC is putting courses on a sharing platform, many colleges students learn the same curriculum, the combination of online learning and classroom teaching form the mixture of teaching methods. It is different from previous blended learning, and that scope covers many colleges and universities, shows the characteristics of large-scale teaching, also in a larger extent, the advantage of high quality resources. It is also different from NetEase Public Class, from that open platform course is not a one way, but it is the interactive, sharing, evaluation, etc. Since the emergency of the first Chinese MOOC, the Wisdom Tree and the good university online and Love Course Net has opened on May 8, 2014. It is China universities MOOC platform. It has 56 courses online first, at this point, Chinese MOOC is beginning.

3. The league of curriculum in China

In October 2013, represented by China University of Science and Technology China's first batch of 985 schools (C9) had established alliance with AAU of the United States, the European Union for research universities (LERU), head of the Australian eight school alliances (Go8). This is called the Declaration of Hefei, the core of the alliance means the high quality course of sharing agreement, which symbolize China's higher education will establish cooperation relationship with the development universities of the world. After that the United States has had eight universities of the LVY league, Australia has G8 coalition, domestic also in October 2009, C9 league, which consist of Beijing university, Tsinghua university and other 9 domestic universities, Warsaw Pact alliance headed by Tsinghua university and so on a dozen intercollegiate alliance, but these have not formed a substantial union course. Course alliance should be considered in the true sense in China is in April 2012, initiated by Shanghai municipal education commission and more than 30 colleges joined to “Shanghai university curriculum center” (http://www.ucc.sh.edu.cn) platform, the object only provide to the union of college students in Shanghai universities, which offered in March 2013. Professor Liu Jing, the director of Shanghai municipal education commission says, there are more than 2400 students in 7 classes run for learning in the first semester, and now the second semester course volume doubled, nearly three thousand students for the classes. This is the first union organization aimed at teaching. Since then, China's East-West University Course Sharing Alliance was formally established in April 2013 in Chongqing University, its members including China Renmin University, Beijing University of aeronautics and aeronautics, Beijing institute of technology, Harbin industrial university, Fudan University, Shanghai Jiaotong University, Sichuan University, Chongqing University, Lanzhou University, etc. 62 colleges and universities. East-west University course sharing alliance helps to solve the problem of insufficient elective courses, and each college campus from across schools, cross-regional, cross-border, cross-cultural education teaching, focus more on professional ability and creativity, high level talents with international vision (Baidu Pedia). In July 2013, the online education development international BBS held in Shanghai Jiaotong University, Shanghai Jiaotong University and other C9 colleges and part of the "985" will be set up to some high level online course platform, which realized the online sharing high quality courses, the first attempt to Chinese teaching mode reform, explored the cross-school joint minor professional training mode, and took the lead in exploring and implementing the open courses online resources open to the public. In August 2013, Shanghai Jiaotong University, Xi'an Jiaotong University, Beijing Jiaotong University, Hsinchu jiaotong University, Southwest Jiaotong university, launched a "association of online learning", as the five school open courses of learning platform, offering free courses for Chinese learners learning opportunities (Jianbo Yu, 2013). As a result, it opened the prelude of alliance of courses in colleges and universities.

4. The design of the regional university curriculum alliance

There are more than 40 major colleges and universities in Jilin province. For an instance by the terms of the TV Camera Technology, there are more than 10 colleges and universities has opened this course. For decades, various universities have different versions of textbook, and experimental conditions, speaker teachers also have different level. The course in the Northeast Normal University is the high-quality curriculum in the school, but it is just regular classes in other colleges. Based on this, we made a sampling survey in the four colleges of Jilin province about this course, there are four aspects to be consider, one is a teacher qualifications, the second is the experimental conditions, the third is learning materials and resources, the forth is the ability of final work independently, winning the prize. Survey results shows that the colleges affiliated by MOE teachers is strong, the experimental condition is superior, rich teaching resources, student work in the national award-winning number is more, Based on this, we combined four colleges teachers to established courses alliance. The preliminary design is based on the domestic existing MOOC platform.
4.1. The league goal:
Aiming at domestic and international frontier, gather together of university teachers, break the wall type closed school, produce high-quality learning resources and open.

4.2. Methods:
(1) The teaching way transformation. Draw lessons from domestic colleges and universities curriculum alliance experience, through the way of sharing resources, based on the existing domestic MOOC platform, choose a combination of online learning and classroom learning based hybrid learning model, discussion of students' autonomous learning, cooperative learning, instructional learning motivation factors and rules of operation, forming alliance operation mechanism of the development of the course. Course teachers union discuss teaching material selection, teaching outline, teaching content, teaching form design, creation, learning resources, the teaching video recording and publishing platform. The schools teachers teaching at the same pace and adopt tilting classroom teaching mode. Live online classes are offered two times each semester, which lets the students understand the latest developments in camera technology.

(2) The assessment mode diversification. The use of the platform is to provide large data evaluation and behavior evaluation of the school and many other kinds of evaluation, the combination of which makes the evaluation more objective and more focused on development.

Leaving off the low level and low efficiency of education, holding on an open mind, ideas, the design of a new learning mode in the teaching of new thinking, new methods and course alliance maybe a good breakthrough point. To explore new pattern of higher school teaching organization form still has long way to walk for us.

References