

Study on the building of teaching team for distance educational courses by internet

Haiqing Liu^{1, a} and Longhuo Wu^{1, b}

¹Gannan Medical University, Ganzhou China, 341000

^aliuhaiqing0929@126.com, ^blonghwu@hotmail.com

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Abstract. With the development of internet technology, the building of teaching team for distance educational courses encounters new demands and challenge. Teaching team building by internet is the critical guarantee for promotion of teaching quality of distance education, and it is the important project for exploring new working mechanism of distance education. In this article, we began with discussion of the necessity for building of teaching team for distance education, analysis of the possible questions on the building of teaching team for distance education, and exploration of the model for building a reasonable and effective teaching team for distance education, leading to promotion of the efficacy of teaching team for distance education.

1. The necessity of building teaching team for distance educational courses

The necessity for courses revolution of teaching models: During the practical teaching, all the universities cannot form a unified consensus on chaotic arrangement and key points and difficulties in the course teaching in the class. In addition, with the quality enhancement of current students in universities, the needs of students have been dramatically changed. The transition from educational degree need to applied requirement may challenge the traditional teaching models. For serving students with better teaching, we will study on the building of teaching team for courses.

The necessity for promoting the courses teaching quality: From our previous investigation, many universities have been found to possess the courses teaching platform, multiple columns in platform, and adequate resources projects. It has been demonstrated that the cross-duplication resources are found at the levels of nation, province, and specific teaching units [1]. In addition, with the long term practical teaching, there are unique teaching models in the individual teaching units, as indicated by different form of course teaching on the internet and different efficiency in teaching. It is necessary to orchestrate all the hardware and software in the educational system physically and virtually, enforce the building of course teaching team, and enhance the teaching quality of the whole university.

The necessity of promoting teachers' development: There is an obvious character in the teaching team for distance education that the number of front-line teachers is too small, the teaching quality is too low, teachers individually take too many positions, and the teaching task is too heavy. Surprisingly, some teachers

individually take over more than ten courses, which may occur in different majors. With the rapid development of the Internet, higher requirements have been put forward for teachers' abilities in all aspects. Teachers should not only make resources, but also carry out the reform of teaching mode. It is difficult for teachers to concentrate on their own professional development. Therefore, it is necessary to optimize the sharing of teachers and resources through the building of curriculum team, so as to create conditions for teachers' personal development.

2. Problems and reasons in team building of distance education courses

Understanding the importance of teaching team practice: The construction of teaching team in national open universities started only in October 2009. It started relatively late. At present, many managers and teachers do not really understand the necessity and importance of the construction of teaching team in distance education. Some universities think that they have corresponding curriculum tutors, who can fulfill their daily teaching tasks well and do not need to take part in teaching team activities [2]. Although some universities clearly recognize the goal of implementing teaching team practice, due to the lack of clear carrier support, the lack of resources investment in teaching team construction, leading to the form of teaching team activities.

Lack of leaders in excellent course team building: Many specialties in universities system lack the leaders of high-level and high-level curriculum team building. Firstly, most of the teachers are not well educated, and the number of teachers with doctoral degrees is obviously small. It will be difficult to adjust and improve the structure of teachers within a certain time. Most of the members with high academic qualifications in the teaching team are new teachers and lack of practical teaching experience. Some professional courses have higher skill requirements. There are no professional teachers in schools to carry out professional construction and practical guidance, while part-time teaching is difficult. Excellence teachers are not easy to find. Secondly, the proportion of teachers and students in universities system is seriously unbalanced. Teachers usually have heavy teaching tasks and pressure. It is difficult for them to have more time and energy to carry out scientific research. Their academic awareness is weak, their research atmosphere is not strong, and their support is not strong enough. This leads to a weak foundation for reserving and accumulating scientific research. However, it is difficult to introduce excellent team-building subject leaders [3]. Self-cultivation does not work in the short term. Finally, due to the low level of professional titles, it is difficult to play a leading role in the discipline team, and at the same time, it is difficult to directly introduce the subject leaders of professional courses. Young and middle-aged teachers are limited in strength and slow in growth. There are obvious faults in the teaching team. Lack of reasonable teaching echelon is not conducive to building a good teaching team.

The structure of teaching team is not perfect: The teaching team of universities system course mainly consists of presiding teachers, responsible teachers and counseling teachers, while class teachers and subject teachers are seldom included. In fact, head teachers and subject teachers play a very important role in the construction of curriculum teaching team. They directly face students and play a key role in the investigation and feedback of teaching problems, while subject teachers play an irreplaceable role in curriculum teaching

reform. At present, the structure of teaching team members in many universities is unreasonable in terms of scale, age, educational background, subject, title and so on. There is no limit on the size of the number of teachers, some universities in order to meet the number of unsatisfactory or not very good teachers into the teaching team; age structure reflects the characteristics of aging or younger; high-level teachers with high theoretical level and strong practical skills in the team lack; from the subject structure, most of them use the same subject, but now many teaching resources are built [4]. It needs the integration of multi-disciplinary technology, which makes it impossible to realize the mutual exchange and complementary role of knowledge of different disciplines in the teaching team.

The construction of teaching team culture is weak: At present, the construction of teaching team culture in distance education is relatively weak, and the cohesion of teaching team is insufficient. On the one hand, the teaching team members are not clear about the overall objectives of the team, and the teaching process is in a closed and isolated state. The cultural construction of the teaching team is neglected. When the overall goal of the teaching team conflicts with the individual goal of the team members, only their own interests are emphasized and the overall interests of the team are neglected. Without a good curriculum team culture, team members cannot get spiritual satisfaction and understanding in teaching team work. Team members' enthusiasm is blocked, which reduces the cohesion of the team, and some even break away from the team, making it difficult to sustain the construction of teaching team. On the other hand, there is a lack of communication and cooperation among the members of the teaching team [5]. Sometimes, in the process of collective discussion, both echo and guard against each other, hide their own ideas, making the discussion meaningless and unable to gather ideas. Difficulties or problems encountered in the teaching process, unwillingness to consult and communicate with colleagues, lack of sense of cooperation, let alone innovation, hinder the rapid development of teaching teams.

Imperfect management mechanism of teaching team: The construction of teaching team plays a positive role in the sharing of teaching resources, but teaching activities are seldom carried out and the co-construction and sharing role of teaching team is not brought into full play. Once or twice a semester, there are always fixed individual teachers participating in the seminar, and the final teaching team is mere formality. Due to the lack of management restraint mechanism in the process of team building, the internal responsibilities of the teaching team are not clear, and more rely on the team leader to work alone. A teaching team without the guarantee of management system is like a tree without foundation, and its vitality cannot be lasting. Distance education has the characteristics of non-face-to-face. Team members work together more time through internet interaction and communication. Without a systematic management mechanism, it is difficult to mobilize enthusiasm. As far as assessment and evaluation is concerned, some schools do not have, and some schools have relatively single evaluation and evaluation indicators. For example, each semester only aims at the quantitative evaluation of the completed teaching resources construction, while ignoring individual contributions to the team. They cannot make a comprehensive and fair evaluation. In this way, the construction of the teaching team has not really played its role, and the enthusiasm of the members of the teaching team has been seriously affected.

3. Strategy of distance education curriculum team construction under the background of Internet

Establishing the student-oriented concept of course team building: Student-oriented is to carry forward democratic management thought, so that teachers who are directly involved in teaching activities can experience the sense of responsibility of the master. From the perspective of managers, we should enhance the value awareness of teaching team building in distance education, and let them realize that teaching team building can provide advantages such as complementary knowledge structure among team members, continuous updating of subject knowledge and learning from innovative achievements. To create a harmonious working environment for teachers from the emotional point of view, and encourage teachers to actively participate in the management of teaching teams, so as to complete the overall task and realize self-worth in team building activities. We should formulate a scientific and rational incentive mechanism for the construction of teaching teams, increase the input of various resources for the construction of teaching teams, and give preferential policies to teaching teams. Through a series of measures, we can optimize the allocation of distance education teaching resources, promote the development of teachers' quality in all aspects, and improve the quality of teachers' teaching.

Election of a leader of excellent teaching team: The leader of a teaching team is the core of the team and plays a decisive role. Therefore, we should select the teaching team leaders to ensure that they not only have rich teaching experience, but also have a strong sense of organizational management and service. First of all, the leaders of course team construction are required to understand the concept of modern distance education and be keen on the cause of distance education. In principle, they are required to be front-line teachers who undertake the teaching of this course. They have accumulated many years of teaching experience in distance and open education, and have relatively excellent teaching results. Secondly, we should vigorously introduce academic leaders in this field and train young and middle-aged backbone teachers in a planned way so that they can quickly become academic leaders. Thirdly, cultivate good leadership and organizational coordination ability. In the team, we should have prestige, affinity, ability to deal with various professional problems, dedication and spirit of unity and cooperation.

Construction of a reasonable teaching team structure: In order to play the role of teaching team to a greater extent, we must build a teaching team with reasonable structure. The number of members is determined by the number of teaching tasks and the degree of difficulty. Too many people will result in mutual shirking of work, unable to form a strong cohesion, and too few people will not be able to complete the teaching task of high quality. The members of an excellent teaching team should be the teaching team formed on the basis of long-term cooperation, including presiding teachers (or responsible teachers), tutors, head teachers and subject teachers. The teaching team should be considered from the angles of age, personality, teaching style, subject, educational background, professional title and teaching experience background. The combination of the old, the middle and the young should be adopted in the age. We should give full play to the role of the old, the middle-aged and the young in "passing on, helping and leading". Considering the interdisciplinary and

interdisciplinary cooperation from the perspective of discipline and academic structure, the academic structure should embody strong scientific research ability, have the learning ability and professional ability of professional courses teaching, and the structure of professional titles should be gradient-differentiated, emphasizing the hierarchical and differentiated structure of team members, paying attention to the complementary role of various aspects, fully reflecting the group advantages.

Construction of an operation guarantee mechanism of teaching team: Construct a guarantee mechanism for the operation of the teaching team, and clearly point out that the work of the teaching team needs to be completed by mutual cooperation. The system includes the selection criteria of team leaders and their duties, supervision mechanism, and evaluation system of team members. In the process of building curriculum team, it is necessary to keep coordination and cooperation at all times, communicate and communicate with each other through various network means, so as to optimize the allocation of teaching resources. It is necessary to formulate and improve team norms to coordinate internal discipline and ensure the efficiency of team work. To implement it in accordance with the principle of fairness and justice, we should fully trust our members, empower them, and have a smooth communication mechanism. While paying attention to individual performance, we should also pay attention to team performance and individual evaluation of team performance. Establishing periodic reporting and review system, strengthening process supervision, and "promoting reform by evaluation, promoting management by evaluation" to develop teaching team building.

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