

# Exploration and Practice of Open Education Teaching Mode: Taking Shangrao Radio and Television University as an Example

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**Abstract.** As an independent form of education, distance and open education has entered the national education system and lifelong education system. Our school has been engaged in the enrollment and teaching of open education for nearly twenty years. During this period, we have worked out a series of open distance education teaching model, also accumulated a lot of experience. This paper discusses how to better construct the teaching mode suitable for the characteristics and rules of open education in our school. We hope to communicate with colleagues and jointly promote the development of open education and teaching.

## Introduction

Open education develops with the development of modern science and technology, which provides a good platform and opportunity for the public to carry out continuous education, lifelong education and build a learning society. Open education has the outstanding characteristics different from the traditional campus, such as: the students come from various fields and classes of the society, without the limitation of age and occupation; the teachers and students are separated permanently, and the students mainly study by themselves, supplemented by face-to-face tutoring, being not limited by teaching space and time. Educators provide more abundant and practical teaching resources for students to choose from when learning independently, and at the same time adopt a variety of media means: computer, internet, television, audio recording, video recording, telephone, fax, e-mail, BBS, letter, and so on.

Our school began to recruit open education students in 2000. After nearly 20 years of practice, all the teachers have had a personal understanding and experience of many problems of open education. We have agreed that, in open education, the teacher teaching idea must be transferred from the traditional "teacher -centered" to "student with autonomous learning -centered", " We provide what students need to learn " (note: except those that do not meet the requirements of open education), "all for students", etc. In the teaching process, we should be on "the integrated use of various media means" for students "all-round, diversified" support service.

## Questions

However, through investigation and analysis, we found that, for the open education teaching mode in the design and specific implementation process, there are still some defects, which mainly manifested in the following aspects.

First, it is the demand for open education object of education, the understanding of the characteristics, and degree of understanding is not comprehensive, failed to do "advancing with the times". Due to a variety of reasons, some teachers' cognition of adult students is only at the superficial level, staying at the level at the beginning of the school. They know that most of these adult students have jobs, are married, have a heavy housework load, have poor memories, and are fundamentally different from each other. In fact, with the development of social economy in recent years, the situation of the adult students has changed a lot. Some of the adult students are engineers, technicians, lawyers, judges, prosecutors and police officers, and some are leaders of units and business backbone. They have high professional level and rich practical experience. The adult students that the open education is very suitable for them. They come to school to systematically

learn and master some professional new knowledge and skills to "recharge". They work and learn at the same time without delay. To this kind of change, some of our teachers have not realized, have not done "with the times". The ancients said: know yourself know the enemy, a hundred battles will not be dangerous. It is unrealistic for us to do a good job in teaching if we do not understand and grasp the students' situation.

Second, the research on teaching and learning is only at the theoretical level, and some teachers still start with how to teach. Open education is a new model of running a school, which is quite different from the traditional teaching model we are familiar with. Although we have summarized a variety of teaching models, most of them habitually follow the traditional teaching model in actual teaching activities, completely dominated by teachers and ignoring the cognitive role of students. Such teaching is not conducive to the growth of creative talents with innovative thinking and innovative ability. Modern educational philosophy emphasizes that teachers should be the helpers and promoters of students' active construction of meaning, the organizers and instructors of classroom teaching, rather than the "masters" of the classroom and the indoctrination of knowledge.

Third, there is no real understanding and grasp of the characteristics and rules of open education and teaching, and some requirements and practices are divorced from reality. As the development direction of open education, online teaching should be given due attention, but it should not be merely a form.

When both the open university of China and the provincial radio and television university have online teaching contents, it is not necessary for the school to ask the teacher to put aside the ready-made online resources and make a new one by himself, or to reprint these contents onto the school's website. This is a kind of duplication and waste, without any sense. If students put forward similar requirements, tutors should integrate the above contents according to the actual situation of the school before uploading them to the teaching platform of the school, instead of simply copying and pasting.

The author has been engaged in the teaching of open education for nearly twenty years. The author thinks that, in recent years, many teachers in our school have reformed and innovated the course teaching mode of distance and open education. These have effectively changed the learning mode of learners. All kinds of new teaching models and learning methods have been produced and applied in the teaching field of distance and open education. Achievements and experiences have been obtained from theoretical exploration to teaching practice. In this paper, we mainly introduce some teaching models that have been studied in teaching practice for many years.

## **The Proposal and Implementation of Teaching Mode**

### **Teaching Design is Practical**

At the beginning of each semester, our school is required for open education of teachers' classroom by the teacher in charge, tutors and other students, understand what I taught the students' age, occupation, marital status, learning motivation, learning attitude, cultural level, professional basis, cognitive ability and personality, etc., focus on good student characteristics and needs, and in view of the course, the degree of difficulty, the nature of online resources conditions, the professional training goal in-depth and meticulous analysis.

Again according to the situation of students, curriculum and teaching material carries on the teaching design, formulate the teaching arrangement. Teachers carefully consider which problems students can learn by themselves when designing, which problems need to be elaborated; Should adopt what means, use what means and method to guide a student to learn. At the same time, the teacher should think how should according to the student's self-study progress, completes the on-line instruction; when to upload what content can students accept, and so on.

The course teaching plan should be designed and written according to the learning mode, counseling mode, teaching media application, face-to-face teaching hours, practical teaching, formative assessment, study group discussion, online q&a and other contents of different courses. The curriculum teaching plan strives to emphasize the comprehensiveness of knowledge,

highlighting the applicability, pertinence and practicality, and integrates the implementation of the curriculum teaching design plan into the teaching routine management, and conducts weekly inspection and feedback.

Finally, teachers make text lesson plans, electronic lesson plans or courseware. Teachers are required to upload the teaching materials of the courses offered in this semester, such as the syllabus, teaching arrangement, guiding outline, and the integrated teaching materials of national Open University, provincial TV University and other schools to the website of shangrao TV University for students' reference.

### **Diversified Teaching Forms**

Due to the application of information technology, the teaching methods of open education have been expanded on the basis of face-to-face teaching. Under the network environment, the teaching and learning forms are rich and colorful, which complement each other and give full play to their strengths.

According to the arrangement of teaching, the teacher in the face to award coach for the student for the first time (especially in open education entrance guide) for this course, first of all, briefly introduces the characteristics of open education to students, the emphases and difficulties of the structure, teaching materials, examination forms and types, etc., make the students of open education have a general understanding of, and understand the characteristics of open education courses. Secondly, teachers should tell students what teaching resources are available on the websites of national open university, jiangxi TV university and shangrao TV university, how to browse and download on the Internet, and how to use BBS to interact with teachers in teaching. At the same time, the contact number, E-mail and QQ number of the course tutor should be told to the students, so that the students can consult the teacher at any time when they encounter difficult problems. Finally, teachers should make clear learning Suggestions, such as: do a good preview, adhere to the Internet to consult information, independent completion of homework. and teachers must guide students to develop curriculum learning plans.

In the later teaching guidance, the teacher guides the students to understand other contents of the textbook through the teaching of key and difficult problems, so as to draw inferences from one example to another. Teachers should pay special attention to information feedback, often solicit students' opinions. According to the needs of students, teachers must timely adjust the teaching content and methods.

### **Learning Support Service Diversification, Humanization**

Service is the basis of school survival. Teachers' teaching is no longer "teaching" and "learning" in the traditional sense, but focuses on providing academic support services. Teaching support service system is the sum of all auxiliary teaching activities in the teaching process. It is an important link to ensure the quality of teaching. Without this link, it is difficult to fully and accurately reflect the purpose of education, and it is impossible to educate people comprehensively. Therefore, the key to the success of open education is to support learning in the teaching environment based on the network platform.

Each semester, we require tutors to post lecture outlines, syllabi and course guidance materials online within the first month of the semester, to provide an opportunity for those students who do not show up for class to receive face-to-face tutoring, and for those who have already attended tutoring to review. Answer students' phone calls, emails and other inquiries in a timely manner. We require tutors to log on to BBS regularly and answer students' questions timely, so that students can actively participate in the teaching interaction. We also require tutors to help students solve various problems and difficulties in learning, focus on individual differences, focus on students, and embody the idea of "people-oriented" teaching technology services.

### **Institutionalization of Assessment Management**

Assessment management is the core content of modern distance open education to improve the quality of education and promote teachers to improve the quality of teaching. The assessment

targets not only students, but also teachers. According to different types of assessment, we implement different assessment methods.

(1) Face-to-face tutoring assessment. The main method is to evaluate teaching and learning. We achieve the assessment objectives by attending classes on an irregular basis and listening to the feedback from teachers and students. Teachers are encouraged to combine conventional teaching with modern teaching methods, embody the advantages of multimedia teaching, and understand and evaluate the application effect of the combination of conventional teaching and modern teaching.

(2) Teaching process assessment. The main characteristic of open education is distance, which is the effective use of various media resources, reasonable arrangement of teaching, attention to guidance, and encouragement of students to learn through various media. With the development of school hardware construction, the learning platform of national open university has become an important channel for teachers and students to learn. In order to ensure that students can get what they need in time, we require teachers to have their own self-built resources, put the course review materials on the internet in a timely manner, and update them every semester. Further, we promote online interaction between teachers and students through enhanced supervision. The education department of the school carries on the assessment every week, the grading, the final period statistics and announces the teacher on-line teaching and the counseling situation.

(3) Student independent assessment. We strictly put the formative assessment of good students and the final assessment of the gateway, effective tracking students' independent learning. Formative assessment is a test of a student's learning process, which includes examining how well the student is using teaching media, how well the student is doing online, how well the homework book is doing, and how well the student is showing up for face-to-face tutoring, and so on.

Our school only has the following regulations on students' online learning: first, the real-name registration rate of students on the learning platform should reach 100%; second, students' online learning time should not be less than 8 hours per semester. third, the students each semester opened the course must have the Internet post records; fourth, students should actively participate in online course discussion, q&a and other activities.

As formative assessment is carried out in the curriculum, this work is throughout the whole process of curriculum teaching. Our requirements for formative assessment are: to provide orderly management, strong support and effective tracking. The requirements of final assessment are: strict requirements, clear responsibility and authority, rigorous management and serious handling.

### **Standardization of Practice Teaching**

Practical teaching is an important link to improve students' practical operation ability, analyze problems and solve problems. While paying attention to students' comprehensive and systematic learning of theoretical knowledge and methods, the school pays special attention to the implementation of practical teaching links and the cultivation of students' ability to apply basic knowledge and methods to solve practical problems. Our specific approach is as follows.

(1) Strengthen the construction of the practice base inside and outside the school. We have the complete practice base agreement, as well as the instructor's related information.

(2) Focus on practice. Our schools always adhere to the "three strict" principle: strict implementation of procedures, strict review of graduation thesis (design) instructor qualifications, strict implementation of relevant provisions and requirements. We carefully select and hire graduation thesis (design), social investigation, curriculum experiment instructor. On this basis, we put forward specific requirements for the guidance work of instructors. The school establishes a thesis defense organization and employs qualified defense host to preside over graduation thesis defense and grading.

(3) Encourage teachers to carry out research on practical teaching in open education. Since last year, some key teachers in our school have carried out research on "practical teaching in distance education". The school attaches great importance to the research and gives support in terms of manpower and time. At present, the research has entered the final stage.

## Conclusions

In conclusion, through the above research and analysis, we should realize that, in today's increasingly fierce competition in national policies, education system requirements and enrollment and running schools, it is not advisable to satisfy the existing achievements complacent. Open education in practice there are many problems, which were needed our study and exploration. We must continue to sum up the experience on the basis of positive progress, pioneering and innovative, teaching mode of continuous improvement is still a long way to go.

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