Analysis of Curriculum Implementation Effectiveness and Influencing Factors Under Inter-School Study Mode

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ABSTRACT

As a new model of "Internet + Education", inter-university study has played a huge role in sharing university resources and providing personalized learning. However, inter-school study is still in the development stage, and there are still factors in the model that affect the improvement of teaching quality and professional ability. To this end, starting from the implementation effect of inter-school learning, taking curriculum satisfaction and professional improvement as two indicators to measure the effectiveness, and analyzing the factors affecting the implementation of curriculum in the process of inter-school learning from the four dimensions of students, teachers, courses, and platforms Then, from the perspective of feedback, suggestions and measures for optimizing the inter-school study mode, improving the quality of courses and improving the professional ability of students are put forward.

Keywords: Inter-school study, implementation effectiveness, curriculum satisfaction, professional improvement

1. INTRODUCTION

With the convening of the first World Internet Conference in 2014, "Internet +" began to enter people's lives as a catalyst for traditional industries in the new era; after five years of rapid growth, traditional industries have achieved optimization and upgrade by relying on the power of the Internet. . Education as a member of the traditional industry, under the catalysis of "Internet +", has derived various forms such as online education and MOOC. These new classrooms have broken the constraints of traditional education and opened the door to online education in the new era. School study as a new exploration of "Internet + education" also ushered in the golden period of its own development. Inter-school study is a type of school that relies on information technology and uses the advantages of the platform built by the Internet. By signing agreements with other schools, students are allowed to learn the courses of other schools through the Internet. Teaching mode[1].

The research conducted by scholars at home and abroad on inter-school study mainly focuses on the construction of inter-school study mode and the improvement of inter-school study teaching quality. Baker (2000) proposed the concept of flipping the classroom. Under this mode, students learn new knowledge offline while the teacher is responsible for organizing students to discuss and exchange knowledge in the classroom [2]. Michael Albert et al. (2014) compared online and offline student performance with traditional teaching students and found that the new model played a role in improving academic performance[3]. Daniel Murphree (2015) found that the use of online and offline teaching tools has produced teaching effects that cannot be achieved by traditional teaching models [4]. W.S. Konijin et al. (2018) identify the key factors for designing online and offline classrooms by improving the effectiveness of classrooms by identifying indicators for students and teachers to evaluate the effectiveness of flipped classrooms [5]. Xiong Lei et al. (2015) used the course of "Financial Management" as the starting point to study the application of flipped classroom in this course from the aspects of feasibility, key factors and instructional design [6]. Liu Na et al. (2019) combined flipping classroom with college investment and financial management courses, and found out problems in the course of teaching through practice, and summed up experience to improve students' autonomous learning ability[7]. Wang Guangli (2019) first analyzed the implementation conditions of the flipped classroom implementation, cultivated students' autonomy, actively participated in discussions, and the dimensions of the teacher, and then took the "Financial Management" course as an example to explore the role of flipped classroom in this course Implementation path[8].

At present, there are few literatures on the effectiveness of inter-school credits, the factors that affect the effectiveness of inter-school credits, and how to analyze the influencing factors to improve the inter-school learning model to promote teaching quality. Therefore, this article starts with the results obtained by inter-school study credits, uses a questionnaire survey to survey students who have participated in inter-school study projects, and uses SPSS software to analyze data to understand the implementation effect and implementation of inter-school study models The influencing factors of the effect, found the problems

existing in the inter-school credit model, and then from the perspective of feedback, put forward suggestions to optimize the inter-school credit model to improve teaching quality.

2. EMPIRICAL ANALYSIS

2.1. Effectiveness Analysis

The implementation effect of inter-school reading is the effect of curriculum implementation perceived by students after adopting the inter-school reading model. For the measurement of the effectiveness of inter-school reading: On the one hand, students will have an expectation on the curriculum before studying across schools. After completing the course, you will perceive the value brought by the course. When the perceived value of the course differs from the expectations, you will be satisfied or dissatisfied. On the other hand, this article selects indicators to measure the professional skills of students. Therefore,

this article measures the effectiveness of inter-school study from two aspects of the overall satisfaction of the students and the help of inter-school courses for professional improvement, and selects two indicators of course satisfaction and professional improvement. The specific index analysis results are shown in Table 1: From the perspective of curriculum satisfaction, although the inter-school study mode is still in the development stage, there are still some problems in itself, and 78.9% of students are satisfied with the inter-school study curriculum. The reason is that the existence of the inter-school study mode breaks the shackles of the traditional teaching mode, and students have greater autonomy and initiative in curriculum learning, which makes students satisfied with learning in this mode. From the perspective of professional improvement, 87.1% of the students in the inter-school study process believe that the curriculum is helpful to improve their professional ability. Therefore, for professional skills courses, the inter-school study mode can be similar to the traditional teaching mode. Effect of improving skills. typed as part of the succeeding paragraph (like the subsection heading of this paragraph).

Table 1 Implementation results of inter-school study

Course satisfaction			Professional promotion		
	Frequency	Percentage		Frequency	Percentage
Very dissatisfied	15	8.1	Very dissatisfied	11	5.9
Quite dissatisfied	81	43.8	Quite dissatisfied	13	7.0
General	81	43.8	General	93	50.3
Quite satisfied	44	23.8	Quite satisfied	61	33.0
Very satisfied	21	11.3	Very satisfied	7	3.8
Total	185	100.0	Total	185	100.0

2.2. Influencing Factor Analysis

2.2.1. Variable definition

Inter-school study, as a combination of online and offline learning under the "Internet +" mode, has been affected by four aspects:
The implementation object of inter-school study-students
The degree of students' interest in the course will affect their investment in the learning process and thus affect the effectiveness of the course implementation; the difference in the degree of participation of the students in the learning process will also cause the difference in the effectiveness of the course implementation; The degree will also affect the effectiveness of the course implementation.
The implementation subject of inter-school study-teachers
Teacher's style will infect students to a certain extent and stimulate students' interest in curriculum learning, which will affect the implementation of the curriculum; the professional level of teachers determines the degree of students' ability

improvement in the learning process; teacher interaction mainly refers to teachers' During the inter-school study process, the process of communicating with students through forums or messages, and solving students' difficult problems, the timeliness and usefulness of teacher information responses will also affect the implementation of the course.
Inter-school implementation content-curriculum
First, whether the curriculum requirements are complete and clear determines the students 'grasp of the difficult points in the learning process. The clearer the curriculum requirements, the more focused the courses that students take across schools, and the more helpful they are to the improvement of students' professionalism. Second, the curriculum The enrichment and practicality of content design is an important factor to satisfy students' desire for learning. The more enriching the course content, the stronger the students ' desire to learn, and the higher the degree of satisfaction with the course. Finally, whether the course assessment method is complex and clear will also affect students' cross-school Effectiveness in the study process.
Carrier for cross-school study and implementation Platform
Whether the platform technology can meet the requirements of students for stability and fluency in the learning process

will affect the student's learning experience and thus affect the effectiveness of inter-school learning; whether the module set up in the design process is complete, such as discussion, courseware and other modules Whether it is reflected, this provides students with a wealth of curriculum resources and ways to answer questions and doubts, so that inter-school study can achieve better results.

Therefore, in order to study the influencing factors of the implementation effectiveness of inter-school learning, this paper selects two indicators to measure the implementation effectiveness of inter-school learning-curriculum satisfaction and professional improvement as explained variables, from the four dimensions of students, teachers, courses and platforms Eleven variable indicators are used as factors influencing the implementation of inter-school reading. All variables are measured using Likert five-level scales. The specific variable definitions are shown in Table 2:

Table 2 Variable definition table

Variable dimension	Effectiveness dimension	Student dimension	Teacher dimension	Course dimension	Platform dimension
Variable indicator	Course satisfaction	Course interest	Teacher style	Course requirements	Platform technology
	Professional promotion	Class participation	Teacher professional level	Course content	Module integrity
		Difficulty of learning	Teacher interactivity	Course assessment	

2.2.2. Model establishment

In order to test the effect of the effect of the implementation of inter-school study, this paper constructs a model (1) and a model (2) to test the factors that affect curriculum satisfaction and professional promotion:

$$\text{Course satisfaction} = \alpha 0 + \alpha 1 \text{ student dimension} + \alpha 2 \text{ teacher dimension} + \alpha 3 \text{ curriculum dimension} + \alpha 4 \text{ platform dimension} + \varepsilon 1 \qquad (1)$$

$$\text{Professional promotion} = \beta 0 + \beta 1 \text{ student dimension} + \beta 2 \text{ teacher dimension} + \beta 3 \text{ course dimension} + \beta 4 \text{ platform dimension} + \varepsilon 2 \qquad (2)$$

2.2.3. Regression analysis

This paper uses SPSS to analyze the data, and the specific regression results are shown in Table 3. From Table 3, it can be found that in the regression using curriculum satisfaction as the explanatory variable, classroom participation, learning difficulty, teacher style, and curriculum content all have a significant impact on the satisfaction of inter-school learning, and all of them affect For positive impact. In the course of inter-school study, the higher the students' participation in the classroom, the easier it is to perceive the difficulty of learning, the more the teacher's style adapts to himself, and the more the curriculum content is designed, the more satisfied the students are in inter-school courses; In the regression with professional promotion as the explained variable, curriculum interest, teacher style, teacher interactivity, curriculum requirements, curriculum assessment, and module integrity all have a significant impact on the improvement of students' professional competence in inter-school studies. The stronger the students 'interest in the curriculum, the more adaptable the teacher's style, the higher the teacher's interactivity, the clearer the curriculum requirements, the clearer the curriculum assessment, and the higher the module integrity, the more the students' ability to take courses across schools will help them improve their professional ability.

Table 3 Model regression results

Explanatory variables	Coefficient1	Coefficient2
Course interest	0.086　(1.558)	0.117** (2.068)
Class participation	0.159** (2.318)	0.090　(1.276)
Difficulty of learning	0.165***(2.977)	0.013　(0.225)
Teacher style	0.385***(4.477)	0.171* (1.944)
Teacher professional level	0.074　(1.125)	0.019　(0.280)
Teacher interactivity	0.084　(1.478)	0.211***(3.606)
Course requirements	-0.028　(-0.318)	0.214** (2.360)
Course content	0.245***(3.120)	0.013　(0.163)
Course assessment	-0.042　(-0.556)	-0.142* (-1.843)

Platform technology	-0.017 (-0.261)	-0.013 (-0.186)
Module integrity	-0.042 (-0.526)	0.348***(4.280)
adj-R^2	0.729	0.716
F value	46.055***	43.194***

Note: *, **, and *** indicate significant levels at 10%, 5%, and 1%, respectively; t values in parentheses.

3. CONCLUSIONS

This article takes students participating in inter-school courses as a survey object, collects students' evaluations of course satisfaction and professional improvement in the inter-school course through questionnaire surveys, and establishes a regression model from students, teachers, courses, and platforms. The dimensions explore the factors that affect the effectiveness of inter-school study implementation, and draw the following conclusions.

First, students, teachers, and curriculum dimensions have a greater impact on curriculum satisfaction. From the perspective of students, on the one hand, because students learn independently through third-party websites during the inter-school study process, the higher the student's classroom participation, the higher the probability that students will use the inter-school study platform, which is in contrast to traditional Differentiating the constraints of the teaching mode makes the students' satisfaction with inter-school learning to a certain extent; on the other hand, students learn on the inter-school learning platform. Due to the interaction and autonomy of the platform, students In terms of perceived learning difficulty, it should be different from the traditional model, which further relieves the student's learning pressure and produces higher course satisfaction. From the perspective of teachers, the inter-school study mode is based on network video teaching. Compared with the traditional teaching mode, the environmental factors of inter-school study are relatively single. Therefore, as the communicator of the course content, the teacher's own appeal and style in the teaching process have become important factors regulating students and a single network environment. The more the teacher's style can attract students, the higher the satisfaction of the course. From the perspective of the curriculum, the integrity and fullness of the content of inter-school courses will affect students' satisfaction with the curriculum. This requires that the content of the curriculum should not be overly singular. It must be purposeful and content, and qualitative. It serves to attract students.

Second, the dimensions of students, teachers, courses, and platforms all have an impact on professional improvement. From the perspective of students, the stronger the students' interest in the curriculum during the inter-school study process, the more it will help students to immerse themselves in third-party websites to learn knowledge and improve their professional abilities. From the perspective of the teacher, the singularity of the online video teaching environment requires teachers to give play to their unique charm and attract students to immerse themselves in online learning with a different teaching style; on the other hand, it also requires teachers to make good use of the platform provided. The interactive system can communicate with students in a timely manner to solve students' difficult problems, so as to better serve students and improve their professional ability. From the perspective of the curriculum, the curriculum requirements should be clear and specific so that students understand the major and difficult points of each chapter, as well as the professional knowledge that needs to be mastered, and the curriculum assessment methods should be complete and changeable for the purpose of feedback learning. From the perspective of the platform, the integrity of the platform module largely determines the availability of resources, the convenience of communication, and the understanding of the curriculum in the learning process, which in turn affects the student's investment and professional knowledge in the learning process. Mastery.

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