MOOC Brings New Opportunities of Strategic Transformation for Continuing Education

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ABSTRACT: MOOC is an open online education model, with free registration and massive learning resources sharing, which is essentially different from the traditional network teaching. In continuing education, participant groups are more complex and diverse, for they vary not only in age, occupation, but also in learning ability, time, demand and other aspects. As a new form of education, MOOC is remarkable in flexibility and effectiveness, which can better meet the individual diversified demand of continuing education, bring new development opportunities to the strategic transformation of continuing education in our country as well.

KEYWORD: Continuing Education; Strategic Transformation; MOOC

1 INTRODUCTION

In the Internet era, continuing education is undergoing profound changes both at home and abroad. The emergence of MOOC offers a new philosophy of education for further development in university continuing education, provides an opportunity for accelerating the transition to further education model as well. It is more a rare opportunity than a huge challenge.

2 RELATIONSHIP BETWEEN RAPID DEVELOPMENT OF MOOC AND TRADITIONAL NETWORK TEACHING

Massive open online courses, referred to as the MOOC. Although academia have not yet make precise consistent definition of MOOC, but from the point of the actual operation mode of MOOC, it is an open online education mode with free registration and massive learning resources sharing. The so-called "mass" refers that MOOC support hundreds of thousands register and learning simultaneously, compared to traditional courses of dozens, hundreds of people teaching scale, at the same time, the curriculum marginal cost of MOOC is almost zero; and "online" refers to all teaching activities are complete on the network, which is not limited by space and time; "open" refers to the curriculum resources is free of charge, all students can enroll, no barriers to entry. Learning process of MOOC is a "teaching and learning" process between students and learning resource supplier, whose essential character is the latest development in the remote network education. As an online educational technology, there are following major differences between MOOC and the traditional network teaching:

First, the traditional network teaching is a one-way platform of curriculum resource sharing, which means unilateral construction and supply of teaching resources; while MOOC has successfully achieved a new kind model of knowledge exchange, in which, the providers can constantly improve the quality of teaching resources, as well as the type of education resources, all those are achieved by the active participation of students.

Second, the traditional network providers neither organize curriculum teaching, nor give the assessment of students' learning effect; while MOOC includes the whole process of teaching: on the online learning platform, students get scores through study, assignments, exams and other learning links, and finally get the certificate. The teaching process of MOOC is no other than the return from traditional network to regular classroom teaching.

Third, the form of traditional network teaching is simple linear way in large part, which is relatively simple, the primary form is that students study alone through the teachers' teaching videos, unable to interact with teachers or classmates; MOOC happens to feature in interactive, in the teaching process of

MOOC, the entire lecture video was cut into several complete independent modules, each module is generally short fragments of about 20 minutes, which is interspersed with exercises and quizzes and other interactive sections, the form to communicate among students is diversified, as well as between teachers and students, for example, questions can be asked and answered through blog, Wiki, and other platforms in time, the dissemination and exchange of knowledge complete rapidly.

3 MOOC BRINGS DEVELOPMENT OPPORTUNITIES FOR CONTINUING EDUCATION

3.1 *Low Tuition Achieves Equitable Education*

As we all know, the traditional higher education is not compulsory, students must pay considerable amount of tuition; for young people who has just joined in work, the income is quite limited, while learning and training expenses of continuing education after work are often a lot of money. For thousands of students, MOOC does not charge or just collect the minimum fee, especially in the United States, the vast majority of MOOC is free, so more people can conveniently access to higher education, particularly for those from underprivileged groups. Thus, the rise of MOOC can make more low-income groups-- who are unable to receive further education because of the tuition -- have the opportunity to receive fair and quality education resource.

3.2 *Top Teachers Enrich Faculties and Ensure Teaching Quality*

Most of the MOOC courses are developed by the teacher of famous universities or by businesses and teachers of famous universities jointly, which can fully guarantee the quality of MOOC education. Famous universities and famous teachers is an important factor for MOOC courses to attract students. In order to introduce MOOC into continuing education, elite businessmen can be employed to teach quality courses and build teaching resources with teachers, the quality of teaching can be ensured, so that , the problem that shortage of further education teachers in colleges and universities can be solved.

3.3 *Simulating Classroom Organization, Strengthening Process Management*

Many MOOC courses imitate semester system in universities, divide teaching period into spring, summer, autumn semester. Many MOOC courses have teaching program as same as curriculum schedule, for ,they accept students to register within the stipulated time, release the course names with the instructors start at the beginning of the course, issue teaching videos uploaded cycle, and arrange after-school operations through e-mail, blog and other networking platforms, organize virtual classroom discussions. At the end of classes, online examinations organized by the instructor. This teaching way is highly fit the traditional classroom, and narrowed the distance between the students and the network classroom, so students are more likely to enter the teaching management process that agreed. Not only the teaching way is convenient for students to arrange learning according to their schedule by their own, but also overcomes the limitations of traditional teaching in the region and the time. So many people who are troubled with the time can have the opportunity to further their studies, in that way, it is more suitable for the actual situation of continuing education students.

3.4 *"Micro Video" United by Knowledge Points Makes Teaching More Efficient*

For in-service continuing education students, the abilities to continue focus for a long time are limited. MOOC courses transform the class mode from united by class hours to united by knowledge point to arrange patterns of teaching content, in the 3-15 minutes "micro-video" the knowledge points will be able to complete the lecture, with both dapper content and prominent theme, which do not need students to concentrate for a long time. Meanwhile, MOOC mostly in the form of online video presentation, to change the traditional classroom teaching video, so that it is immersive and more intuitive for students, stimulate their interest in learning. Therefore, the MOOC applied to continuing education, more in line with the actual situation that time "fragmentation" of student, with easier organization, higher efficiency, and better effect, compared to traditional centralized learning.

3.5 *Guided Learning Outstands Differentiation Requires of Students*

Full-time student's academic background is roughly close, the courses are similar in content, while the number of students in continue education is large, learning ability is uneven. Most courses in MOOC teaching are instructor-led type, teacher's identity is more like sponsor and coordinator of curriculum, teacher's prominent role is to guide and is able to take the student's individual needs into account. In addition, MOOC neither presets threshold like academic background, knowledge, experience, nor presets learning targets, desired degree to achieve for the participants. The learning content is determined entirely by the participants, based on students' existing knowledge, skills, experience and common

interests. Therefore, the conduct that apply MOOC to continuing education in colleges and universities are more in line with needs continuing education students with different educational backgrounds, different levels of hierarchy, diverse learning requires.

3.6 *Massive Amounts of Data Online Help Feedback Teaching Effectiveness*

Despite using three-dimensional evaluation method that combined student evaluation with peer evaluation, the teaching effectiveness feedback is weakened in traditional classroom, with the difficulty to obtain quantitative data to support it. MOOC platform is equipped with inherent advantages in feedback of teaching effectiveness, for students' all the learning activities- clicks, exchange frequency, learning time- has been recorded, teachers are able to access to data timely, rapidly accurately. The collection of massive data can not only help teachers analyze students' personality, such as learning habits, learning interest, ability and quality, but also accurately predict common problems like mastery on key points and difficulties, so as the teacher can adjust the targeted teaching content and teaching way to provide sufficient basic data to support the improving of teaching effectiveness, also, teaching management can make accurate and precise determination on teaching effectiveness.

4 THE PROBLEM MUST BE ADDRESSED IN THE IMPLEMENTATION OF MOOC

Like anything else, MOOC is also not perfect, although it has developed speedily, some issues are still existing in its application.

4.1 *The problem of high rate drop-outs*

The high rate of drop-outs is one of the main factors that plagued the development of MOOC. The high proportion also confirms the large difficulty for students to maintain a sustained interest in learning, Main causes include the following points: first, no limit threshold to enter MOOC, as long as students are interested in MOOC, they can participate in the learning, regardless of whether they have relevant academic, background knowledge. However, when started the course, students will find the problem about background knowledge and experience knowledge, they had to finally give up for there is no enough ability to control curriculum knowledge; second, led by the limitation that national overall knowledge awareness is not high, exits the phenomenon that students prone to blindly follow the trend in choosing courses at beginning,

especially for those who have not equipped with enough learning abilities, therefore, they are at a loss in MOOC learning, the learning effect is unsatisfactory. For these reasons ,drop-outs course is inevitable; third, MOOC breaks the immobilized roles of teachers and students in traditional education, role transformation makes students trend to be loose in the learning process for lacking authoritative guidance, learning-oriented guidance is not enough; Fourth, the social experience is an important component of university life. In the form of MOOC learning, it is hard to establish interpersonal network among teachers and students in the real world as in a traditional college life, students in MOOC learning are unfamiliar with each other, the difficulties to trust each other in the virtual space and great mobility of students make it unable to establish a stable learning community, internal cohesion learning is not strong enough.

4.2 *The problem of insufficient faculty*

Because of continuing education did not get the attention it deserves, resulting in many problems of faculty in recent years, such as inadequate investment in teacher training resources, low degree of specialization, professional composition is quite unreasonable, even severe shortage of teachers. As a lifelong education practitioner, teachers require higher professionalism in MOOC teaching process: who at the macro level should be able to guide students in careers, while in the minor to be able to provide the necessary assistance for students in learning. To do this, firstly, we must arrange the teachers' reasonable workload. Background work of MOOC running takes up a lot teachers' time and effort, the task size of MOOC course building should be weighted into teachers' workload by the intensity and the difficulty, so as to appropriately increase the workload to be calculated in; Secondly, institutional guarantee should be perfected. Clearing reward system to ensure the quality of teaching by establishing MOOC results use system, which can be linked with the job promotion; thirdly, from one teacher teach to collective teach is another major change MOOC brought for the teaching faculty. MOOC split the whole course into a mass of knowledge points, and then a number of outstanding teachers feature a number of "micro-video" teaching, curriculum group integrated by excellent teachers in favor of highlighting the excitement of teachers in different styles, to enhance the entire course the excellent extent and attractiveness.

4.3 *The problem of teaching process tracking and evaluation*

The main advantage of MOOC is that it left greater learning space to students, including arranging

learning progress and choosing learning time autonomously. It is precisely the existence of these "free", it may not be successful to simply apply MOOC to college continuing education, because the students on job is not necessarily fully equipped with conditions that arranging learning time autonomously, the time for receiving continuing education is relatively limited, while the university continuing education is highly goal-oriented and time-based, if the students completely independent arrange learning process without effective management mechanism, the teaching process will be difficult to track, teaching effectiveness will not be guaranteed. Coupled with MOOC integrity problem remains unresolved, the existences of these realities are inconsistent with MOOC teaching form.

Solution one: gradually turning the summative assessment to stage diagnostic evaluation in continuing education. In the usual learning process, teachers must consciously track students' MOOC learning schedule, mentor regularly, sum and analyze timely, strengthen the tracking and evaluation about participation in course discussion. Students should actively cooperate, fill learning logs, record learning experiences and so on; Solution two: combination of online and offline teaching mode. That is the teaching process online, while evaluation offline. Which means allowing the students to complete all the learning online, and organizing students to participate in the final exam –which is certificated-- with proctor offline.

4.4 *The problem of selecting teaching content and curriculum*

The purpose of university continuing education is to improve students' ability of work, provide support for personal development after job-hopping or reorientation. Explicit goal orientation determines the content of university continuing education should be both targeted and hierarchy, which also has to fit the reality of enterprise, achieving that "what the actual need, what you teach." In MOOC implementation process, the first question is how to select targeted and practical courses to expand MOOC teaching. In the actual promotion process of MOOC, Universities should concentrate the superior resources to make high-quality MOOC, and advance it step by step, to reduce the risk. A pilot course with certain professional level can be given priority to, and the pilot course should be equipped with excellent faculty and huge demand for education, such as marketing, e-commerce and accounting basis and so on. In addition, teachers should not all be forced to take the way of MOOC, after all it is open to question to all the teachers and students whether MOOC teaching method is applicable to all disciplines.

5 CONCLUSION

The rise of MOOC is conducive to break the restriction which caused by the limitation of time and space to students on job in continuing education, and also it is conducive to promote the formation of a new continuing education system. But simply implanting MOOC in our continuing education system will appear many practical problems. How to build MOOC teaching platform steadily, guarantee the quality of teaching, in the existing condition of teachers, remain one after another problems. Any educational philosophy should be comply with the gradual top down line, the concept of autonomic learning represents in MOOC, also need to be tested and developed in practice of continuing education. .

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