

Construction of Open Teaching Resource of Jingdezhen Ceramic Institute

Muqing Zhan

Jingdezhen Ceramic Institute, Jingdezhen, 333403, China
mushi3609@sina.com

Haiying Liu

Jingdezhen Ceramic Institute, Jingdezhen, 333403, China
haiyliuky@163.com

Abstract—Development of information technology grants learning in the network era new characteristics. Meanwhile, it also calls for open and sharing of educational resources. In this paper, the current situation of the teaching resource construction for domestic and overseas open course is analyzed, the meaning of the teaching resource bank construction for open course is declared and the scheme for the specific construction of the teaching resource bank website for open course of Jingdezhen Ceramic Institute is proposed.

Keywords- OCW; open course; teaching resource; resource sharing

I. CURRENT SITUATION OF THE TEACHING RESOURCE CONSTRUCTION FOR DOMESTIC AND OVERSEA OPEN COURSE

In 2001, Massachusetts Institute of Technology (MIT) in the U.S. initiated the Open Courseware (OCW) Activity, namely, opening all its courses (1800 courses) involving the undergraduate education to postgraduate education to the society to be used free of charge. This measure stirred up a great open courseware activity in the whole world. Subsequently, Utah State University, Yale University, University of California, Berkeley and Open University, UK also successively declared to share their respective all or partial course resources on the Internet. In 2007, there had been 54 higher educational institutions which had published over 5,000 open courses around the world. As of October, 2009, there had been 100 universities which had opened over 13,000 courses. In addition, more than 150 universities are preparing the OCW project.

In 2003, the national Ministry of Education also initiated the “Teaching Quality and Teaching Reform Project of Higher Education Institution”, in which, the “High-quality Course Construction Project” planned to construct 4,000 national high-quality courses. The National High-quality Course Resource Center has collected 24,740 various high-quality courses. It intends to take advantage of modern education information technology to open such courses to the society for free through the Internet, in order to realize the sharing of excellent teaching resources. In March 26, 2011, the CCTV-News channel broadcasted the new report with the topic of Focus on open course: national high-quality courses, educated by higher education institutions without actually going.

With the rapid development of the open course resource activity, people pay more and more attention to quality of the open course resources. Quality is the crucial factor

which determines whether the open course resource can be successfully promoted or applied and developed in a sustainable way and at present, it is also the key and difficult point in the open resource study.

Based on the above data, it is easy to get that, open course had, as a newborn thing in these ten years, made great development from the beginning and all universities have realized significance of open course construction. However, the open resources have many challenges at present, such as the slow direct access and relatively scattered and unclassified open resources. In addition, some resources can only be accessed through the English website, and it is unknown for most people. All the above resulted in poor application of such resources by teachers and students from universities. During the teaching resource bank construction process, in this paper, carefully select the overseas open courses and domestic high-quality courses related to professions and teaching contents of this institute based on the confirmed screening standard, carry out the course assessment and recommendation, and then combine them with the high-quality course of the school. Then we will download and sort them out in our campus network to make them convenient for our teachers and students for access and acquisition, which provide a platform for us to promote the open resource construction.

II. MEANING OF TEACHING RESOURCE BANK CONSTRUCTION FOR OPEN COURSE OF JINGDEZHEN CERAMIC INSTITUTE

Function and meaning of the teaching resource bank construction for open course of this Institute on promoting the teaching and enhance its quality are mainly represented through the following aspects:

1. It is beneficial to richen resources used by teachers for preparing lessons, promote teachers to improve the teaching methods and increasing the teaching level of teachers. Teachers could learn about some specific subject included in the open courses of famous universities, what contents are included in the whole subject, the sequence of each class, topics to be emphasized, the applied teaching methods, key points of assessment through exercises and tests and new methods for improving one's own knowledge and learning.

2. Improve students' skills to solve issues. There may be multiple versions for the same course and then students could learn different methods for solving issues relying on the course materials with completely different styles. They will see how the other professors explain relevant

concepts and take advantage of examples or simulation to demonstrate some view. Moreover, they could take questions as their additional exercises and use test paper for self testing.

3. Help students complete their own school work. Students could take the open course resources as self-learning contents or supplementary learning materials to learn what they want to learn and those with innovative view, good teaching efficiency and wide popularity.

4. Further expand popularity of this Institute and improve its reputation. Fill in the blank that the Institute has no teaching resource bank for open course and richen contents of the campus network. When more students get practical materials or find the high-quality courses of renowned teachers of Jingdezhen Ceramic Institute, they will generate favorable impression on this Institute without realizing it.

III. ERECTION OF THE TEACHING RESOURCE BANK WEBSITE OPERATION ENVIRONMENT FOR GLOBALLY OPEN COURSE OF JINGDEZHEN CERAMIC INSTITUTE

First of all, install the Internet Information Services (IIS for short), which is the basic Internet services provided by the Microsoft Corporation based on running Microsoft Windows. Then, configure the Internet Information Services and ASP.NET. Once IIS has been installed, the system will automatically create a default Web site. The default master catalogue of this site is c:\inetpub\wwwroot. Point to the “default site” under the website under the local computer and click the right mouse button once. Select “property” in the pop-up short-cut menu. Next, the site property setting dialog box can be opened, as shown in Fig .1.

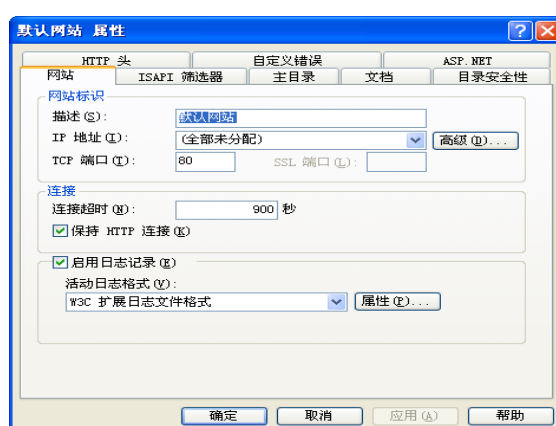


Figure 1. Property dialog box

In this dialog box, all configuration of the site can be completed. Thirdly, set the start and stop of IIS. The tool bar of Internet Information Services provides the function of starting and stopping services. Click once to start IIS server and click once again to stop this server. Fourthly, install softwares of .net framework and SQL SERVER 2008 R2.

IV. RESOURCE WEBSITE CONSTRUCTION FOR OPEN COURSE

A. User management module

The user management module realizes the management of four kinds of users with different permissions (ordinary members, teachers, controllers and visitors), of which: visitors are allowed to only access site notices, the course resource introduction and other basic information on the website. The ordinary members after registration are allowed to access site notices, search course resources, play teaching videos of some course, browse some course teaching courseware, comment on this course teaching

resource and modify the user information and password. Teachers are entitled to, after logging in the website, access site notices, search course resources, manage course resources (like uploading, playing and deleting their own course resources), play teaching videos of some course, browse some course teaching courseware, comment on the course teaching resource and modify the teacher information and password. Controllers own all module functions of the front end and the back end of the website. At its front end, controller could access website notices, search course resources, play some course teaching videos, browse some course teaching courseware and comment on this course teaching resource; at its back end, management of news, course, video, courseware, comment and user can be realized, among which, the video and courseware management mainly realize the teaching resource auditing function.

Part screenshot is shown in the following figure:



Figure 2. User registration



Figure 3. System after a member logs in

B. Resource management module for open course

The teaching resource management module for open course has realized uploading, demonstration, playing, downloading and effect evaluation of three kinds of course resources, including the high-quality courses of this Institute and domestic famous universities and overseas open courses. The teaching resources for open course include the course introduction, teaching videos, teaching

courseware and logo of the university to which resources belong. Before uploading some course resource, add this course first. After it passed the controller's audit, the registered user is entitled to upload course videos and teaching courseware. (After uploading, the effect preview is possible). Such contents can be demonstrated on this website after they have passed the controller's audit.

Part screenshot is shown in Fig . 4.



Figure 4. Add a course

V CONCLUSION

The teaching resource bank construction for globally open course of Jindezhen Ceramic Institute is aimed at making preparation for teachers to make the instructional program, prepare lessons, give lessons, arrange exercises and refer to materials, guided by teaching and learning and focused on demands of teachers and students, in order to broaden teachers' horizons, improve their teaching levels and methods. As the other benefits of this construction, students may learn at any place at any time and not limited to the chapter-type systematic learning. They could make corresponding adjustment according to their learning foundation and cognitive structure and select the necessary learning contents to improve their self-learning abilities. Students could take the open course materials as the self-learning contents or supplementary learning materials so as to enhance students' abilities to find and solve problems. Also, students could understand different solutions relying on course materials with different styles.

REFERENCES

- [1] Wang Aihua, Jiang Haibiao, Promote Teachers to Open Courses: MIT Exploration and Analysis of Innovative Diffusion Measures [J]. China Distance Education, 2010
- [2] Focus on network open courses: national high-quality courses, educated by higher education institutions and without actually going CCTV-News official website
- [3] High-quality Resource Sharing Course Construction Implementation Method JGT [2012] No. 2 [DB/OL]
- [4] Information on <http://www.jci.edu.cn/readnews.asp?id=6388>
- [5] L.Z. Qiu. NET-based Jiangxi Modern College Excellent Courses Website Design and Implementation, (MS. Nanchang University, China 2012), p.14-26.
- [6] Wang Kangqian, Thinking about the open educational course teaching resources construction from the international angle [J], Value Engineering, June, 2012
- [7] Sun Tianlinzi, Zhang Shuyu, Iteration symbiosis: open course resources construction path innovation and open education study [J], August, 2015
- [8] Li Long Teaching process design [M], Inner Mongolia: Inner Mongolia People's Publishing House, 2015
- [9] Su Mu, Opportunity and Challenge: from open educational resources to open teaching process-thinking on open online courses from the standpoint of remote education
- [10] Meng Qingxi, Application effect study of open courses-take the open courses of "education technology open education resources" as an example [D], Shaanxi Normal University, May, 2013