

On the Online Courses Construction in Police Institutes

-Based on an Empirical Study of Jiangxi Police Institute

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Abstract—This article takes Jiangxi Police Institute as an example to analyze the background and problems of the construction of online courses and explores the ways to promote its construction. It advocates that police institutes should take various measures to promote the construction of such courses actively, to improve teaching workload of online courses to stimulate the teachers' wide participation in the construction, to explore the sharing mechanism of high quality education resources and to strengthen the construction of a network teaching sharing platform in Police Institutes.

Keywords—*Construction of online courses; Police institutes; Sharing platform*

I. INTRODUCTION

For a long time, the backwardness and obsolescence of education and teaching methods is a never-ending problem in the teaching reform in police institutes nationwide. In the process of deepening the reform of China's police education system, the actual needs of public security have changed. How to plan education and improve teaching methods scientifically in the public security sector has become a new direction for further development. In the process of such an education in some police institutes in China, there are problems such as the lack of school-based resources, the shortage of teachers' resources and the lack of resources for elective courses. Teachers and students can implement teaching activities through the Internet, and all such activities are preserved as digital resources to achieve the sustainable development of education and teaching. For some courses, although the workload to build online courses is relatively heavy for the first time, with the continuing operation of such courses, teachers can modify, supplement and perfect the majority of the original course content when they later deliver the same course.

The sharing of educational resources has always been the direction of the development of higher education. Police institutes on the whole, as training bases for public security professionals, require that learners should have rich and profound professional knowledge and comprehensive qualities, and they require that learners should understand the latest international scientific research findings and a large number of

case studies. Through the use of internet teaching platform, students' ability to master information technology is improved, and the network-assisted teaching platform is complemented with traditional teaching tools. Teaching resources are expanded from the perspective of space and display, making the presentation of resources three-dimensional and satisfying students' personalized learning needs. Through the teacher-student network discussion and interaction, it can improve students' learning motivation and make up for the shortcomings of traditional learning methods such as single learning methods, untimely student feedback. The advent of "MOOC" has changed the traditional teacher-student relationship and classroom teaching mode. As students can independently learn and skip what they have learned on the internet, the future classroom will be discussed and exchanged between teachers and students. In the new era of teaching practice, teachers are more likely to act as facilitators and coordinators of the curriculum, rather than as the leading players in students' learning.

II. LITERATURE REVIEW: ONLINE COURSES AND ITS CONSTRUCTION

Many colleges and universities at home and abroad are actively developing online courses and much research work is carried out in the same field. In particular, some well-known colleges and universities have achieved remarkable outcomes in the construction of online courses. However, the construction or research in the same area in police institutes are still falling behind. There is considerable research on the application of online courses in China, but from the perspective of management, the proportion of research institutes on network online courses is relatively small. For example, Guo introduced the new trend of online education and its enlightenment to local applied universities [1]. Feng introduced the present situation of online education, the concept of online course, its characteristics and advantages, the basic function and structure and probe into the design principle of online courses [2]. Lin investigated the specific situation of the implementation of network teaching in Ningbo University through questionnaires and interviews, and compared the online teaching model with the traditional teaching model [3].

Zhang surveyed students and teachers who have used online courses and summed up the factors that affected the effectiveness of online teaching. [4]. Li demonstrates the function of the online educational technology in the teaching of “Translation of English for Science and Technology” based on the research of online course-Translation, and points out the shortcomings of its platform [5]. Zhuo explores the intention to use online course platform based on learning style research [6]. Hao performed the teaching practice of network-assisted teaching in the course “Soil Mechanics” based on online teaching platform of Northeast Electric Power University. Her teaching platform statistics and feedback from students show that online teaching platform really improve the quality of teaching and enhance the learning effects of students [7].

However, not much research on the construction of network courses in police institutes has been conducted so far. There are some empirical studies about online courses. For example, Yuan gives a brief introduction of the E-Teach online course and the national teachers training program in Yunnan. On the basis of the trainees’ reflection, the author further analyzes the strengths and weaknesses of the course, particularly the EFT and PK domains, for the professional development of Junior High School English teachers [8]. Yang explored the challenges brought to the education and teaching in public security colleges and put forward ways to promote the reform of education and teaching in police institutes from the perspective of “MOOC” [9]. A new empirical study by Xue explored the correlation of blended learning and the enhancement of oral English communicative competence based on the teaching of the online course “Oral English 3” and the empirical data elicited from the questionnaire with English majors. Her study shows the “online / offline + face-to-face” blended teaching and learning mode effectively improves the teaching quality of oral English [10].

III. PRACTICE OF NETWORK ONLINE COURSE CONSTRUCTION IN JIANGXI POLICE INSTITUTE

A. Construction Background

At present, Jiangxi Police Institute (JPI) actively explores and develops a three-stage talent training model of “General Education + Professional Education + Diversified Education (Personalized Development Education)”. The combination of curriculum system settings and the “three-Stage” talent cultivation model is reflected. In the curriculum system of the “three-Stage” model, the subject-based academic credits for general education courses and professional education each account for about 30%, and the specialty-oriented development education courses is 5%. Freshmen and sophomores need to complete 8 credits for general elective courses in the first two years, including art appreciation, humanities, social sciences, and natural sciences. However, teachers’ resources will appear tense during the semester course. Tension lead to a small number of classes and the number of elective students reach the top limit, resulting in the students failing to complete the eight-credit academic rigid demand in the first two years in a timely manner. This brought the Academic Registry serious challenges about arranging teaching tasks. Network teaching is implemented through online courses to reduce teachers' face-

to-face teaching time. Teachers have more time to open new courses to solve the problem of shortage of elective courses; students can also elect general elective courses to complete general credit requirements before graduation.

In our previous network course construction, there are problems such as the low utilization rate of online teaching platform and poor quality of curriculum construction. In addition, due to the restrictiveness and professionalism of the curriculum, there are certain difficulties in understanding and fully participating in online teaching. The first is that teachers are accustomed to traditional teaching methods and are reluctant to break old tradition. Second, the initial construction of online courses requires instructional design, uploading of teaching resources, recording of teaching videos, and interactive feedback of teachers and students. Being time-consuming, the workload is even several times that of lectures in the classroom, therefore teachers also have a resistance to the increase in workload.

B. Explore the Path to Promote Online Courses Construction

1) Take Measures to Promote the Construction

In order to enrich professional curriculum learning resources, to improve teaching and technical support services, and to achieve the sharing of quality education and teaching resources, JPI specially formulated the “Administrative Measures for the Construction and Use of Online Courses of Jiangxi Police Institute” and “The Network Course Construction of Jiangxi Police Institute Planning ” in 2017. In this way, the institute hopes to further promote the construction of the network course and to improve the quality of the course construction.

In the process of revising the 2016 and 2017 “grade talent training programs”, JPI has included online curriculum development in the formulation of principles. According to the principle requirements, we must set or increase the proportion of self-study courses and hours, and increase the credits for online elective courses. It is required to encourage general elective learning courses and professional elective courses for online courses, especially general elective courses (art appreciation, humanities and social sciences), so as to increase the proportion of online general elective courses. To meet the requirements of curriculum reform and personnel training reform, some professional basic courses and core courses with many hours of class planning are encouraged to implement classroom teaching and online teaching in a phased manner. The proportion of professional required courses in the network can reach 1/5.

The year 2017 coincides with the college’s acceptance of the Ministry of Education’s undergraduate teaching qualification assessment. The development of the online course was set as the key work of the institute in 2017 and it requires all courses should be constructed as the network online courses. In the first semester of the 2017-2018 school year, the institute conducted an online course construction inspection three times, including specially organized an off-campus expert to conduct a professional assessment of the online course. At present, there are more than 200 online courses on the teaching platform, and students can use the online platform to prepare for the class, access to teaching resources, interact with

teachers and other functions, the network course construction rate and the use of the rate has been greatly improved.

2) *Improve the Teaching Workload of Excellent Online Courses and Stimulate Wide Participation*

In order to facilitate management and assessment, the online courses are divided into the following basic and excellent standards according to their construction and application.

Basic standards: Courses are registered on the Internet platform. Course information, teaching plans, teaching syllabus, teaching schedule, teacher information, assessment methods, learning methods and other basic information of the course online, teaching courseware, experimental training instruction, reference materials, and links to online resources, etc. Basic teaching resources are available on the Internet; online teaching platforms can be used to carry out assignments, corrections, online tutoring and other interactive teaching activities; lectures are recorded to videos according to the courses hour plan. The course score reaches 60 points or more.

Excellent standards: On the basis of meeting the above basic standards, the online teaching platform can be used to publish course teaching information in the form of course announcements. Teaching resources such as instructional lesson plans, web page-based chapters, electronic teaching materials, and classroom lecture videos can be accessed online. More than six times of online assignments and corrections, on-

line discussions and responses to questions from students amounted to 100%, and the curriculum resources were abundant and updated in a timely manner. The use of the online courses as classroom teaching aids accounts for 1/3 of teaching hours; and have access to the database of test questions, online testing of courses, and building a higher level of online courses. The course score reaches more than 85 points.

The teaching workload of teachers as excellent online courses is calculated according to the following formulas: the class scheduled teaching hours of the course, the number of assignments and corrections, the number of questions answered by students, teacher-student interaction, teaching resource update rates, and student evaluations.

$$M=N \times K \times 1.5$$

Among them, M is the amount of online teaching work; N is the number of planned hours of the course; K is the coefficient of quality evaluation.

The quality evaluation coefficient K is determined based on peer expert evaluation and student evaluation: $K=0.5X+0.5Y$. Among them, X=recruit peer expert evaluation scores; Y=students' evaluation scores on the online learning platform for the online courses.

TABLE I EVALUATION RESULTS

Evaluation results	90 points or more, and ranked 1/5 of all courses evaluated.	K=1.2
	85-90 points, and the first 1/3 of all courses evaluated.	K=1.0

The above coefficients are established within the specified time to complete the online course recording and related teaching resources. If the network course recording is not completed within the specified time and the related teaching resources are put online in time, the number of course plan hours will be discounted. The quality evaluation coefficient of each round of the excellent online course in the first three rounds of use is re-affirmed based on the use evaluation. Starting from the fourth round of use, if the online courses are not updated and remodeled, their online teaching workload will no longer be calculated.

3) *Explore the Sharing Mechanism of Quality Educational Resources and Strengthen the Construction of Network Teaching Sharing Platform in Police Institutes*

All police institutes can make full use of modern information technology, and rely on the public security network to build a public college education alliance, learn from the excellent education resources of famous universities at home and abroad and establish a curriculum resource sharing center. We should take advantage of information technology, with the help of big data-based network analysis platform, to focus on the education ecosystem of public security institutes.

Since September 2017, Jiangxi has officially started the mutual recognition of credits for college elective courses, Pilots in 14 universities in the three districts of Nanchang, northeast of Jiangxi, and south of Jiangxi, sharing curriculum resources has reached a new level. More than 30 colleges and universities in Shanghai have established the Course Resource Sharing Center (UCC), selected the first batch of seven shared high-quality courses in colleges and universities, and adopted a new teaching model of "face-to-face + video course + discussion", which is loved by many students. Teachers also freed themselves from repeated instructional teachings and focused more on the cultivation of students and the improvement of teaching quality, which greatly improved the active learning of students. In view of this situation, due to the professional nature of the public security institutions and courses, the public security institutions should also actively create conditions for the timely launching and promotion of the development platform for the public security institutions. JPI can formulate public security "online courses" construction standards, and establish classroom selection, courseware production, teaching management, performance assessment, mutual credit recognition, teaching effectiveness evaluation and other mechanisms, in order to create a network teaching platform that public security institutions can share.

IV. CONCLUSION

On the basis of literature review, this article combines the status quo of the current higher education in China, takes JPI as an example to introduce the background of the construction of online courses and puts forward three ways to construct such courses. Through the construction of online courses, it can integrate the teaching resources of and improve the use of such resources in the institute. It also can innovate the talent training mode and shift from “teaching-centeredness” to “learning-centeredness” teaching mode in the institute. It promotes the reform of teaching methods and provides necessary conditions for teachers to carry out teaching reform. Although there are deficiencies in the measures and management of network online courses in our institute, it provides implications for the management of network courses construction in other police institutes and other undergraduate universities, especially in the calculation of teachers’ network teaching workload and the establishment of evaluation index system.

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