

Application Research of Online Course Teaching Mode Based on “Central Curricular Platform”

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Abstract—With the constant changes of the times and the continuous development of Internet technology, there are increasingly high requirements to talents in the market. To cultivate a large number of talents that meet the needs of the market, colleges and universities have reformed their own teaching modes and proposed to a teaching mode of online courses based on “Central curricular platform”. This mode not only enhances students' interest in learning and cultivates their self-learning ability, but also has a considerable role in promoting teachers' teaching ability. After briefly describing the function of the central curricular platform in online course teaching, the author analyzed the problems existing in the online courses of colleges and universities in China and discussed the application advantages of this platform in the online course teaching mode.

Keywords—*Internet technology; central curricular platform; online course teaching*

I. WHAT IS THE CENTRAL CURRICULAR PLATFORM

The so-called central curricular platform refers to a new teaching mode, in which the computer network technology is applied in the teaching process combined with the real teaching philosophy to allow teachers to use the central curricular platform to achieve the sharing of teaching resources. And the goal of this new teaching mode is to cultivate better talents. With the advancement of the information age, colleges and universities in China have followed the footsteps of the times and established their own unique central curricular platform according to their own characteristics. At present, the platforms used by the public can be divided into four major categories, and they are the platform commonly used at home and abroad (facebook, blackboard, etc.), the platform commonly used at home (Tsinghua THEOL, Shanghai Excellence Course Center) [1], the free open-platform (Moodle, etc.) and the platform that colleges and universities have built according to their own characteristics. These platforms have been widely promoted in colleges and universities in China. However, there have been many problems in the process of actually using these platforms, mainly shown in the following aspects. First of all, some colleges and universities only highlight scientific research, with little emphasis on teaching. As a result, teachers neglect the design and innovation of the teaching, and thereby, students do not know what the central curricular platform is and hardly autonomously contact the online course teaching model. Secondly, it is the Internet era today, an era of resource sharing. However, in the aspect of teaching curriculum content, there is

still a lack of quality teaching resources, which leads to students not being able to experience the course-centered online course teaching [2]. Thirdly, teachers and students in some colleges and universities in China are deeply influenced by the traditional teaching mode. They are unable to accept and adapt to the new teaching modes introducing Internet technology, resulting in the failure of the online teaching mode. At last, some colleges and universities in China do not pay much attention to the online course teaching based on the central curricular platform. There is little publicity of its advantages to teachers and students and also no practical measure to promote the smooth development of this online teaching mode. This leads to a fact that teachers and students have little understanding of online course teaching, which is not conducive to the implementation of online course teaching.

II. THE SPECIFIC FUNCTION OF THE CENTRAL CURRICULAR PLATFORM

Colleges and universities should build a central curricular platform which is conducive to teaching, taking into account the characteristics and the teaching concept of their own as well as the actual situation of their teachers and students. The central curricular platform should be equipped with many functions, including online lesson preparation, online teaching, online assessment, online learning, online homework, courseware production, resource search, online communication, performance statistics, teaching evaluation, etc. [3]

III. THE CURRENT PROBLEMS IN THE TEACHING OF ONLINE COURSES IN COLLEGES AND UNIVERSITIES IN CHINA

A. Confused online course resources

In order to enable teachers to successfully implement the online teaching mode in teaching, the most important thing is that the curricular center must have a large number of continuous high-quality teaching resources. Only by continuously enriching the teaching resources in the curricular center can the stable development of online courses be promoted [4]. However, some colleges and universities which have applied the online course teaching mode present low resource utilization rate, and there is no uniform rule for teaching videos produced by teachers. The central curricular platform just simply classifies various curriculum resources but does not update some obsolete teaching resources in a timely manner, resulting in very chaotic teaching resources on the Internet. This is not conducive for colleges and universities to

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understand the situation of students' online learning and has seriously hindered the application of online teaching mode.

B. Lack of supervision in online course teaching

At present, some colleges and universities in China have developed the central curricular platform to conduct online teaching, with the purpose to cultivate students' independent learning ability and enhance their interest in learning, thereby improving the quality of teaching. However, their central curricular platform lacks the relevant supervision system for curriculum teaching and students can freely enter the curriculum system, making the online teaching self-order very chaotic. On the other hand, if the actual situation of students' online learning cannot be accurately grasped by colleges and universities, the online courses will be easy to become a mere formality. In other words, it does not play a role in promoting students' learning.

C. Lack of online course evaluation

The central curricular platform of most colleges and universities lacks a corresponding evaluation mechanism for online courses. When students use the central curricular platform for online learning, some low-quality teaching resources will greatly waste their time and thereby seriously effect of teaching effect. Without online course teaching evaluation, it is difficult for colleges and universities to intuitively find out the reasons for poor teaching quality, which will not only reduce students' interest in learning, but also generate their resistance to learning.

IV. ADVANTAGES OF THE ONLINE TEACHING MODE BASED ON THE CENTRAL CURRICULAR PLATFORM

A. Promoting the reform of traditional education mode

At present, the traditional teaching mode is still adopted in some colleges and universities in China. Teachers blindly regard students as a container for loading knowledge. They act as the subject in the classroom and complete teaching tasks by continuously instilling knowledge into students. Such teaching mode violates the requirements of quality-oriented education. The construction of the central curricular platform and the introduction of the online courses have perfectly combined the Internet technology with the teaching mode, promoting the reform of the educational model of higher education in China. On the central curricular platform, students can make use of the various kinds of software generated by Internet technology to achieve online learning outside the classroom. They can take the advantage of mobile phones, computers, tablets and other tools to study teaching videos, audio, graphics and other teaching resources on the online teaching platform. It is also convenient for them to complete related assignments and exams online to test the learning effectiveness [5]. In the classroom, teachers should change their identity and regard students as the subject of learning, and play the role of guide in the teaching process. It is feasible for teachers to group students and organize them to conduct in-depth discussions on relevant learning knowledge. They are expected to play a guiding role in this process. This method will enable students to have a deeper impression of the knowledge they have

learned, thus realizing the internalization of students' knowledge.

B. Cultivating students' innovative thinking

Under the influence of the traditional teaching mode, teachers blindly impart knowledge to the students and the students have always been in a passive position of learning. Students cultivated in this way lack not only the awareness of self-directed learning but also innovation consciousness and innovative thinking. The online course teaching mode based on the central curricular platform can effectively cultivate students' habit of independent learning and innovation ability. On this platform, they can access a variety of learning software, greatly stimulating their interest in learning. In the process of using these kinds of learning software, they can not only learn relevant knowledge, but also discuss related knowledge and raise questions and opinions in a timely manner through the communication platform, which can help them understand and master knowledge through self-exploration of problems [6]. Secondly, in terms of students choosing elective courses, a large number of teaching resources in various disciplines on the central curricular platform allow students to choose courses according to their own interests and hobbies, thus realizing the cultivation of college students' comprehensive quality.

C. Providing a personalized way of cultivation

Students have to study at a fixed time and place under traditional teaching modes. But under the online course teaching mode based on the central curricular platform, students can arrange learning according to their own time and carry out targeted learning for different knowledge contents according to their actual situation. Each student can find a course that suits their own characteristics on the central curricular platform. They can develop a study plan for themselves on the central curricular platform to urge themselves to enhance the weak links of their knowledge system in a timely manner. In this sense, it helps to realize the individualized training of students in colleges and universities. With the continuous development of Internet technology, colleges and universities can also strengthen the network settings in the school to make the wireless network cover wider, so as to provide students with an environment for learning online courses and enable them to conduct relevant learning in their available time and place. .

D. Develop students' self-learning ability

The online course teaching mode based on the central curricular platform promotes the achievement of the flipping of the classroom in colleges and universities in China. Teachers no longer just pass on knowledge to students as they did in the past. Instead, they need to set the pace of the curriculum reasonably and create proper classroom atmosphere, so that students can actively participate in the classroom learning. In terms of the pre-class preparation, teachers can make the knowledge into videos in advance to arouse students' interest; and after watching these videos, students can be required to answer some relevant questions to check the their preparation. In class, it is feasible to set up some scenarios by combining the knowledge that students have prepared before class, so that

they can receive knowledge continuously during the discussion [7]. In other words, it requires students to prepare for the new knowledge carefully before class, thus effectively cultivating their self-learning ability. In this process, students also increase their interest in learning.

E. Realizing the sharing of educational resources

Although it is an era of resource sharing today, the online courses in many fields cannot be viewed by the public, resulting in the failure of actual sharing of various high-quality resources. After the open of the central curricular platform, teachers can share their teaching contents on the platform. The high-quality teaching resources from various specialties, disciplines, teachers and classes provide rich teaching templates for teachers. On the central curricular platform, teachers of the same specialty or different specialties can communicate and exchange with each other, thus improving their teaching. That colleges and universities open the central curricular platform has fundamentally solved the problem of shortage of high-quality teaching resources. Such teaching measure not only realizes the sharing of education resources, but also lays a solid foundation for the cultivation of high-quality interdisciplinary talents in colleges and universities.

F. Improving teachers' teaching ability

The traditional teaching mode allows some teachers to habitually repeat some certain knowledge to complete their teaching tasks. After the introduction of the online course teaching mode, students can learn some knowledge on the central curricular platform by themselves. If a teacher just repeats the relevant knowledge in the classroom, it will make students feel disgusted with the course. Therefore, college teachers should have higher quality under this new type of education model. First of all, teachers of colleges and universities should change the traditional teaching concept, constantly understand, accept and enhance the new teaching mode. Only when the transformation is completed in the mind can teachers be made to change their actions. Secondly, with the rapid update of Internet technology, teachers should actively make use of the Internet to enrich their knowledge. At the same time, they are expected to strengthen their capacity of computer operation to continuously integrate the latest scientific research results into their teaching. The combination of technology and teaching can not only effectively enhance their teaching ability, but also helps to stimulate college students' learning interests and improve their self-learning ability.

G. Deepening the reform of teaching mode

The application of the online course teaching mode based on the central curricular platform breaks the limitation of time and space in traditional teaching, so that students can learn anytime and anywhere, which promotes the reform of teaching mode in China. In the teaching process, some colleges and universities have implemented the "2+2" education model to fully implement the online course teaching. Specifically, every four class-hours is a small link; students spend two class-hours

studying a specialized course in the classroom, and then carry out two-class-hour self-learning on the central curricular platform. Such a teaching reform effectively guarantees the application of the online teaching mode based on the central curricular platform, which can not only cultivate students' independent learning ability, but also set a relevant evaluation mechanism to fundamentally improve their learning effects [8].

H. More complete teaching management system

The central curricular platform realizes the informationalized teaching management system of colleges and universities. It has been equipped with various functions, such as supervising courses, examining students' learning, evaluating their learning performance, counting their attendance, conducting statistics on the problems in the course teaching, etc. In this sense, it further perfects the education management system of colleges and universities in China and provides a lot of effective data for the reform of higher education in China.

V. CONCLUSION

In summary, the online teaching mode based on the central curricular platform is beneficial to the college students and teachers as well as the management and development of the colleges and universities themselves. In the era featured by developed Internet, the online course is in a high-quality environment. Colleges and universities should pay more attention to the application of online courses in teaching, and develop this mode with the continuous development of technology. It is significant for them to continuously innovate in and reform online courses to cultivate more high-quality comprehensive talents.

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