Research and practice on the new business informationization teaching reform based on the superstar platform+Chinese university MOOC

Qiuhui Qu*

Shandong Xiehe University, Yaoqiang town, Licheng district, Jinan city, China

Abstract. Based on the "Superstar Learning Platform" and the "China MOOC" platform resources, this paper enables cross professional integration of new business subjects through information technology, reconstructs the knowledge structure and curriculum system of "Internet plus+New Business", explores the "online and offline" classroom cross integration teaching mode, conducts research and practice on teaching reform of new business informatization, and cultivates digital and innovative talents with the characteristics of business of the times.

1 Introduction

In recent years, the Ministry of Education has successively issued the 14th Five Year Plan for ICT in Education, the Action Plan for ICT in Education 2.0 and other documents, aiming to solidly promote the construction of ICT in education, develop "Internet plus education", promote the integration of information technology and education and teaching, and improve the level of informatization construction and application in colleges and universities. The educational technology platforms represented by the "Superstar Learning Platform" and the "China University MOOC" platform have greatly expanded the space and time for teaching and learning, improved the quality of education and teaching, and are deeply loved by teachers and students. Utilizing teaching platforms to assist teaching has become an important way for universities to carry out talent cultivation and curriculum construction in the context of the information age. In order to further speed up the transformation of China's education, we should actively expand the application of information technology in the field of education under the support of the "Internet plus strategy". Based on this, improving the information technology teaching ability of applied university teachers can create favorable conditions for the effective implementation of information technology teaching work.

This article is based on research on teaching design strategies, the characteristics of the "Superstar Learning Platform" and "China MOOC" platforms, and the teaching design of new business basic courses. Combining the attribution of teaching design problems in new business basic courses with the analysis of the functional characteristics of the "Superstar Learning Platform" and "China MOOC" platforms, the construction basis of teaching design strategies based on dual platforms is sorted out, and a dual main teaching design

* Corresponding author: 465736822@qq.com

based on teachers and students is proposed The principles of constructing teaching design strategies include normalization of learning atmosphere, unity of instrumental and humanistic aspects, timely interactive feedback, and strengthening process evaluation. Based on the actual needs of teaching new business courses, the course teaching design strategies based on the "Superstar Learning Platform" and "China University MOOC" platforms are finally extracted; Reconstruction of teaching content strategy, refinement of teaching objectives strategy, "superstar" suitability strategy, teacher-student interaction and communication strategy, and diversified teaching evaluation strategy. The application of curriculum teaching design strategies is conducive to mobilizing students' enthusiasm and initiative, improving the quality and efficiency of curriculum teaching.

2 The current situation and problems of informationization teaching in new business

2.1 Overreliance on information technology and neglect of students' feelings

Some teachers excessively rely on information technology in education, playing a large number of multimedia courseware in the teaching classroom, pursuing vivid audio-visual and animation effects. Although it attracts students' attention, it distracts them from the knowledge content. Students focus their attention on this teaching form and neglect their learning of the content. Teachers should recognize that information technology in education is only an auxiliary teaching method in the classroom, and excessive use can make information technology education more reactive and affect the achievement of classroom teaching objectives.

2.2 Excessive information playback and neglect of teacher-student interaction

After the introduction of information technology in classroom teaching, many teachers only focus on form, teaching objectives become vague, and students' thinking training is insufficient; The teaching design structure is loose, the teaching focus is not prominent, and students' thinking training is not in place; The slope of teaching design is too large, the teaching difficulties cannot be overcome, and students' thinking cannot achieve breakthroughs. Not considering students' cognitive level and differences; Mechanical teaching; There is little interaction and evaluation between teachers and students, and teachers do not pay attention to student feedback.

2.3 Insufficient understanding of modern information technology in education

Currently, many teachers are still accustomed to traditional teaching methods. The emergence of educational information technology has almost completely overturned traditional methods, making it difficult for many teachers to adapt. The flexibility of teacher lesson plan design is insufficient to cope with unexpected situations in the actual classroom; Not fully student-centered, the classroom is too idealized, and the final learning effect is average, making it difficult to achieve differentiated and personalized teaching and training for students.

3 Research content and expected results

3.1 Research content

This paper focuses on the problems of teachers and students in the teaching process of new basic business courses in application-oriented undergraduate colleges in the era of "Internet plus", and proposes feasible countermeasures for the improvement of teachers' informatization teaching ability and the impact of informatization teaching on students, so as to speed up the promotion of informatization teaching mode. The main research content is as follows.

3.1.1 Research on the theoretical basis of teaching design

This research section mainly includes the concept of instructional design, the process of instructional design, the modes of instructional design, the practical application of instructional design, the strategies of instructional design, and the evaluation of instructional design.

3.1.2 Research on the value of the "superstar learning platform" and the "Chinese university MOOC" platform 1. zero state response

This research section mainly includes research on the framework, learning functions, advantages and disadvantages of each platform, and how the two platforms complement each other in terms of the "Superstar Learning Platform" and "China University MOOC" platforms.

3.1.3 Research on teaching design strategies and analysis of new business basic courses supported by dual platforms

This research section mainly includes the teaching design and implementation strategies of the new business foundation curriculum based on the characteristics of the two platforms, supported by dual platform resources, such as teaching tasks and objects, teaching objectives, teaching strategies, teaching processes, teaching evaluation, and other design strategies.

3.1.4 Research on the application of teaching design strategies for new business basic courses in applied undergraduate colleges

This research section mainly includes the application and practice of instructional design strategies in the new business foundation curriculum based on dual platform resources and characteristics. The application of interactive teaching methods such as process evaluation, timely interactive feedback, group collaborative learning, topic discussion learning, and teaching of Key words.

3.1.5 Evaluation and research on the teaching effectiveness of new business basic courses in applied undergraduate colleges

This research section mainly includes an analysis of the effectiveness of teaching implementation.

3.2 Eexpected results

Through the research and experiments of this topic, it is expected to verify the expected effects from six aspects: students' learning interests, information literacy, course grades, experiences, teacher-student interaction effects, and student satisfaction. The relevant achievements are as follows.

3.2.1 Student interest in learning

In teaching, teachers should respect students' subjective status, pay attention to cultivating students' interest in the subject, mobilize students' awareness and enthusiasm for learning, and make students understand that they are not only the subject of receiving knowledge, the subject of physical and mental development, but also the subject of independent learning and design. By promoting students' initiative and interest in learning, the teacher-student relationship and student-student relationship have become more intimate, and academic performance and satisfaction have also significantly improved.

3.2.2 Student information literacy

By cultivating students' awareness and ability to use digital tools to solve problems in an information-based environment, teachers integrate the evaluation process into teaching activities, thereby deepening their understanding of knowledge construction, enabling students to have the ability to learn new knowledge, and better adapt to future social development. In the process of acquiring knowledge, students will learn to utilize digital tools in the information environment to enhance their information literacy.

3.2.3 Student course grades

Based on the resource sharing on the "Superstar Learning Platform" and the "China University MOOC" platform, it provides conditions for students to learn independently, and its rich classroom activity design can attract students to participate in classroom interaction. The use of process assessment, timely interactive feedback, and discussion learning programs can mobilize the majority of students' initiative in learning, and ultimately achieve excellent academic performance in the course.

3.2.4 Student learning experience

Through the practice of this project, we hope to create good classroom teaching practices, enhance students' sense of gain in the classroom, help them establish new learning concepts, and help them understand their own learning level and ability. Let students' gains be 'visible and tangible'.

3.2.5 Teacher-student interaction effect

Through the superstar learning platform, timely online interaction and feedback between teachers and students, topic discussions, etc. are carried out to strengthen teacher-student interaction and communication, and form a good teaching effect.

3.2.6 Student satisfaction

By doing well in the above five aspects, we aim to achieve a comprehensive improvement in students' satisfaction with the curriculum and teachers.

4 Suggestions for the reform of informationization teaching in new business

According to authoritative institutions, currently, the Super Star Learning Platform and the Chinese University MOOC platform are the most commonly used teaching platforms in universities. Teachers, students, and educators need to actively respond to these challenges and opportunities, actively explore the development path of digital education, in order to meet the constantly changing educational needs and improve the quality and efficiency of education. Therefore, it is recommended to promote educational informatization from the following aspects:

One is to implement the national digital education strategy and promote the reform and development of MOOC and online education. Highlight application orientation and actively promote the transformation and upgrading of traditional classroom teaching. Focus on the application needs of teachers and students, and organically integrate application driven information construction and learning resources. Explore solutions such as live streaming teaching, blended teaching, and blended teaching to provide strong support for promoting innovative development of learning paradigms, teaching paradigms, and research paradigms.

The second is to carry out education informatization training to improve the level of teacher education informatization. Improving teacher information literacy is an important means to reduce intergenerational differences between teachers and students, a key factor in the success of educational informatization, and a key factor in the last mile of educational informatization.

The third is to deepen international exchanges and actively participate in global education governance and cooperation. Initiate the establishment of the International MOOC and Online Education Alliance, launch a global integrated certificate project, and attract the participation of universities outside the alliance, focusing on building an international cooperation and exchange work pattern of "collaborative teaching, capacity building, knowledge sharing, and public promotion".

5 Conclusion

In short, utilizing the Super Star Learning Platform and the MOOC platform of Chinese universities to promote educational modernization through educational informatization is an important decision in China's educational reform, and the construction of educational informatization in China has entered a new stage. Teachers should adopt a positive attitude, adhere to lifelong learning, continuously promote the deep integration of information technology and education teaching, use information technology to promote educational reform and innovation, and ultimately achieve the "curve overtaking" of Chinese education, and achieve the informatization and modernization of Chinese education.

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