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Research on Online Curriculum of College Continuing Education Based on MOOCs

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Abstract: Modern society has continuously expanded the scale of colleges and universities, which has put forward new requirements and goals for continuing education. In the next five to ten years, there will be a change in the way colleges and universities approach continuing education, focusing more on lifelong learning rather than academic qualifications. The main issue with current network courses for higher continuing education is that they are not tailored to meet the needs of individual students in terms of individuation, differentiation, and practicality. Additionally, the problem of "teacher-centered" teaching is still prevalent. This paper looks at how higher continuing education can be improved by starting from MOOCs and using methods based on the flipped classroom model to construct teaching modes and resources. we describe how the flipped classroom model can be used to improve higher continuing education. The flipped classroom model has been found to be an effective way of teaching students because it allows students to learn in an interactive and flexible way. By using this model, educators can create a more engaging and interactive learning experience for their students. The combination of these two approaches can improve the quality of higher education and make it more accessible to everyone.

Keywords: Continuing Education, Teaching Method, MOOCs, Flipped Classroom

1. Introduction

In China, continuing education for higher academic qualifications is an important part of the higher education system. This type of education allows students to keep up with the latest developments in their field and to improve their skills. With the development of the Internet and information technology, the focus of continuing education has shifted from educating some people to life-long learning in the current education information 2.0 era [1]. In the past, continuing education was focused on providing education to those who were not able to access it. However, in the current era, continuing education is focused on providing life-long learning opportunities to all people. This shift is due to the changing needs of learners and the increasing availability of educational resources [2]. After decades of development, this wealth of online educational resources has been amassed through the development of networked education in universities and colleges, as well as the construction of high-quality courses and e-learning platforms such as MOOCs. Additionally, MOOCs have revolutionized the way we learn by providing a new teaching mode that is more impactful and inspiring than traditional classroom teaching [3-6]. The role of teachers has shifted in recent years from being primarily interpreters of information to be more like motivators. However, the traditional online continuing education platform of colleges and universities is still based on teachers' video teaching, "teacher-centered" and "lack of personalization". For learners who choose to continue their education online, it can be difficult to keep up with the courses if they have a poor foundation of learning, even with the resources that are available [7-9]. They are not knowledgeable enough, then find it difficult to complete their homework, and have low efficiency in online learning. Hence, how to better accommodate the needs of learners' personalized learning is a key issue in the reform of combining the development of MOOCs and continuing

education [10, 11]. Efficiently achieving teaching objectives requires MOOCs that cater to the student' personalized needs. This means creating courses that are tailored to the student's learning styles and providing them with the tools they need to succeed [12].

2. The Design of the Teaching Mode of Continuing Education Based on MOOCs

There are many high-quality resources for continuing education available through MOOCs. Simultaneously, internet-based instruction can also amplify the role of continuing education. The flipped classroom of continuing education in colleges and universities based on MOOCs has established a unique model [13, 14]. The teacher gives the MOOCs to the students on the teaching platform before class; the students learn the knowledge of the course by themselves through the platform; the teacher explains and teaches the knowledge in class; the teacher and students communicate and feedback on the knowledge of the course through the platform after class [15]. This teaching method changes the way that teachers teach in class, and students learn after class, into a new system where students learn before class, and teachers guide and organize discussion during class, with two-way feedback and Q&A afterward. The main stages of this teaching mode are pre-class learning, in-class teaching, and post-class feedback.

(1) Preparation before class

The preparation work that teachers should do before class mainly involves transforming the curriculum knowledge they need to learn into systematic digital teaching videos that are easy for students to accept; At the same time, appropriate methods should be selected to guide students to digest and absorb the key points and difficulties of the course in combination with the overall learning situation of students. First, teachers should formulate and publish a list of students' independent learning goals. These goals should be specific, measurable, achievable, relevant, and time-bound. The list of independent learning should not only cover the learning objectives and key and difficult knowledge points of the course, but also provide a detailed explanation of the logical relationship between many knowledge points. By doing this, teachers can help ensure that students are making progress toward their goals and that they are aware of what they need to do to reach those goals. Secondly, teachers create and post instructional teaching videos. Videos can be used to model concepts and skills, to provide scaffolding and support for students, and to assess student learning. Also, the video should be made while considering the students' learning experience. There should be a moderate level of difficulty so that students can both accept and understand the material. Thirdly, creating a good learning atmosphere is important for students' success. The teaching platform provides a space for teachers to send course videos, assign learning tasks, and communicate and discuss with students. And teachers can use the platform to monitor student learning and offer assistance as needed.

(2) Learning pre-class

Students can watch MOOC videos or consult relevant materials through the platform. The teaching platform sends students videos ahead of time for them to watch and learn. Students can watch the video by themselves and complete the task list assigned by teachers through online communication and discussion with other students. With the assistance of these resources, teachers can effectively monitor students' learning progress.

(3) Teaching in class

Group discussion and situational conversation are two ways that teachers can use to mobilize students' enthusiasm in class. By utilizing different techniques for pre-class teaching preparation, like pre-class previewing, student question feedback, and test learning, teachers can introduce specific course content more effectively to improve class learning efficiency. Usually, continuing education students prefer to learn knowledge that is relevant to their work practice. By sharing their practical experience with each other, students will be more engaged and enthusiastic about learning in the class. It is also important for teachers to present student achievements in a positive light before class, help students understand and summarize what they have learned, and let students gain a deep understanding of the material.

(4) Feedback after class

After the teacher finishes teaching the class, the students will have a better understanding of what they learned and can give feedback. Furthermore, students enrolled in college and university continuing education programs have more opportunities to communicate with others, and can expand their circle of friends through QQ, WeChat, and other social platforms. By soliciting feedback from students after class, teachers can provide personalized counseling to students in continuing education. On the platform, teachers and students can discuss again, and also evaluate students' learning through the process evaluation, which is helpful to improve the teaching quality of continuing education in colleges and universities.

3. Curriculum Construction Based on Comprehensive Resource Database

Currently, there are many high-quality learning resources accessible to students in college classrooms, such as courses, MOOCs, SPOCs, micro classes, virtual laboratories, handouts, videos, live broadcasts, video websites, technology websites, WeChat official accounts, social media, and We Media. Although online learning resources are available, they have not been deeply integrated into the courses of continuing education. Online courses for continuing education are currently mostly made up of videos of the teacher lecturing, which does not satisfy the needs of online learners. Colleges and universities should offer more continuing education courses that focus on a combination of disciplines and

specialties, knowledge, and skills, rather than disciplines alone. According to the characteristics of the course, develop online course resources, such as a digital library of case studies, software tutorials, virtual experiments, and other resources, and then improve the curriculum effect of continuing education. Developing different types of resources to support students, such as instructional materials, content resources, and additional resources. The course is divided into several knowledge units. For each unit, some micro videos and micro-tasks are designed to help achieve the teaching objectives. This will help guide students' interest in learning and inspire their thinking.

4. Conclusions

The integration of the Internet and lifelong learning is a practical necessity in order to improve the development system of higher education and the effectiveness of continuing education. This research looks at how to better higher continuing education through MOOCs and employing methods from the flipped classroom model to construct teaching modes and resources. In order to provide students with the most relevant and engaging learning experiences, flipped classroom methods are used to create custom learning materials and resources. The stages of pre-class, in-class, and after-class in the teaching model are designed to help students develop a strong understanding of the material they are learning. Pre-class is a time to preview the material and get to know the instruction, in-class is a time for the instructor to teach the material, and for students to ask questions and share their experiences, and after-class is a time for assignments and communication. It shows that the flipped classroom model can be used to construct teaching modes and resources for higher continuing education, which can improve the quality of higher continuing education. Under the deep integration of the internet and lifelong learning, continuing education mode must be actively reformed in order to sustainably develop continuing education, and this is also a requirement for people's lifelong learning.

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