

REFORM AND EXPLORATION OF NETWORKED TEACHING IN APPLICATION-ORIENTED PRIVATE UNIVERSITIES

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Abstract: With the rapid development of information technology such as the Internet, the Internet of Things, and big data, the network has become an important tool for modern education, and the deep integration of "Internet + education" has been widely used in the field of education. As an important part of China's higher education system, application-oriented private colleges and universities are also actively exploring the mode and method of networked teaching in order to promote the high-quality development of the school. This paper analyzes the current situation of networked teaching in application-oriented private universities, and puts forward the key factors to promote teaching reform, including the optimization of teaching content, the innovation of teaching methods, and the professional development of teachers. Finally, this paper summarizes the challenges faced by the reform and exploration of networked teaching in application-oriented private universities, and puts forward corresponding countermeasures.

Keywords: Application-oriented private universities; Networked teaching; Pedagogical reform

1 INTRODUCTION

With the rapid development of information technology such as the Internet, the Internet of Things, and big data, the network has become an important tool for modern education, and the deep integration of "Internet + education" has been widely used in the field of education. As an important part of China's higher education system, application-oriented private colleges and universities are also actively exploring the mode and method of networked teaching to improve the quality of teaching and cultivate high-quality talents to meet the needs of society. According to Catherine Hales's research, the attention of contemporary adolescents has undergone a "cross-generational change from deep attention to super attention", and "super attention has four characteristics: rapid shift of focus, preference for multiple information, pursuit of strong stimuli, and extremely low tolerance for monotony". In this case, according to the characteristics of application-oriented private colleges and universities and the learning methods and habits of contemporary young students, how to use network technology to optimize the teaching effect of application-oriented private colleges and universities has become an urgent problem to be solved.

2 ANALYSIS OF THE CURRENT SITUATION OF NETWORKED TEACHING IN APPLICATION-ORIENTED PRIVATE UNIVERSITIES

2.1 Advantages of Networked Teaching

Online teaching can provide a more flexible way of learning, and the reason for this is that it can transcend geographical limitations. Networked teaching can break through the limitations of time and space, and learners can use fragmented time to learn independently through portable electronic devices, which not only expands the space of education and teaching, but also effectively integrates fragmented time to maximize the benefits of time utilization[1]. Students can arrange self-directed learning according to their own time and place, improving their autonomy and initiative in learning[2]. In addition, online teaching can also provide richer teaching resources and diversified learning methods to enhance students' learning effectiveness. So as to better meet the learning needs of contemporary college students.

2.2 The Promotion of Networked Teaching in Application-Oriented Private Colleges and Universities

At present, application-oriented private colleges and universities have begun to promote networked teaching. Information technology has fully promoted the development and reform of education, and the development trend of digitalization, networking, intelligence, and multimedia in education is improving[3]. Some schools have set up online teaching platforms, such as Xuetong, Flipped Classroom, Wisdom Tree, etc., to provide online teaching resources and learning support, and students can learn through the Internet. In addition, some schools offer online courses in order to better teach the curriculum and realize the full integration of "Internet + education".

3 KEY FACTORS IN PROMOTING THE REFORM OF NETWORKED TEACHING IN APPLICATION-ORIENTED PRIVATE UNIVERSITIES

In order to promote the reform of networked teaching in application-oriented private universities, it is necessary to start from the aspects of ideological attention, policy support, teacher training, and teaching reform.

First, ideological attention: school leaders should attach importance to networked teaching ideologically, fully realize the important role of networked teaching in improving teaching quality and promoting educational equity, and actively promote the reform of networked teaching.

Second, policy support: schools should formulate corresponding policies to provide support for the reform of online teaching, such as providing funding, technical support, teacher training, etc.

Third, teacher training: schools should strengthen the training of teachers and improve their networked teaching ability[4], so that they can better use networked teaching tools and methods, so that they can better adapt to the networked teaching environment and improve the quality of teaching.

Fourth, resource construction: application-oriented private colleges and universities need to optimize teaching content, develop diversified learning resources, and provide personalized learning experience. Schools should strengthen the construction of teaching resources, including online courses, teaching platforms, and teaching resource libraries, to provide necessary support for online teaching[5].

Fifth, teaching reform: schools should actively promote the reform of networked teaching, and explore teaching models and teaching methods suitable for their schools, such as flipped classrooms, MOOCs, SPOCs, etc., to improve the quality of teaching. Teaching methods need to be innovative, introducing case teaching, interactive teaching and other methods to increase students' participation and practical ability.

Sixth, evaluation mechanism: the school should establish a corresponding evaluation mechanism to evaluate the effect of networked teaching, find problems in time and improve them. The above points are the key factors to promote the reform of networked teaching in application-oriented private universities, and only by comprehensively promoting the reform of these factors can we better achieve the goal of networked teaching.

4 CHALLENGES AND COUNTERMEASURES FOR THE REFORM AND EXPLORATION OF NETWORKED TEACHING IN APPLICATION-ORIENTED PRIVATE UNIVERSITIES

4.1 Challenges

4.1.1 Insufficient technical support

Networked teaching requires good technical support, including the construction and maintenance of teaching platforms, the development and management of online teaching resources, etc. However, there are deficiencies in the technical support of application-oriented private universities, which leads to the limitation of the promotion and implementation of networked teaching. In addition, the lack of technical support has also led to the limitation of teaching resources, the construction of teaching resources is not perfect enough, and the lack of diversified learning resources has limited the learning experience of students. At the same time, the construction of teaching resources requires a lot of investment and support, and it is necessary to increase the investment of funds and technology[6], and the shortage of special funds has also become an important factor affecting technical support.

4.1.2 Insufficient construction of teaching staff

Networked teaching requires a team of teachers to design and guide instruction. However, there are deficiencies in the construction of faculty in application-oriented private universities.

1) Lack of professional teachers

In many schools, the implementation of online teaching reform requires a team of professional teachers to promote it. However, some schools may lack professional teachers with the knowledge and skills to teach online, which may limit the advancement of the reform of online teaching.

2) Teachers' technical ability is insufficient

Online teaching requires teachers to have certain technical skills, such as how to use online teaching platforms, how to create online courses, etc. If teachers lack these skills, they may not be able to effectively implement networked teaching reforms.

3) The role of teachers has changed

The reform of networked teaching requires teachers to transform from traditional knowledge transmitters to builders and supporters of learning environments. This means that teachers need to have a wider range of competencies, including curriculum design, learning support, problem solving, and more. Without this role shift, teachers may not be able to effectively implement networked teaching reforms.

4.1.3 Students have distinct personalities

The core concept of constructivist theory is "student-centered", which subverts the traditional teaching model, shifts the initiative of learning from the teacher to the student, and gives students personalized design based on their own learning situation and knowledge mastery, so that students can learn better[7]. Online teaching has brought a new "way of survival" to this model, but it is also limited by the actual situation of students. As Internet natives, the new youth has changed dramatically from the young people of the past. The rapid development of the Internet has provided more learning resources and ways for college students, who can obtain various learning materials through the Internet and choose according to their needs and interests. At the same time, students' learning habits and learning styles also need to adapt to the characteristics of online teaching.

4.2 Corresponding Countermeasures Taken

4.2.1 Strengthen technical support

Application-oriented private colleges and universities should strengthen the construction and maintenance of teaching platforms and provide a stable and reliable online teaching environment. At the same time, it is necessary to increase the training and introduction of technical support personnel to improve technical support capabilities. Schools can set up a dedicated networked teaching reform task force or team to provide teacher training and technical support, including online courses, teaching resources, teaching strategies, etc. In addition, schools can also access more specialized technical support and training resources by partnering with educational technology companies.

4.2.2 Strengthen the construction of teachers

Application-oriented private colleges and universities should increase the training of teachers and improve their online teaching ability. The construction of the teaching staff can be strengthened by introducing professional online teaching talents and carrying out training courses. First, recruit and train professional teachers. Schools can recruit professional teachers with the knowledge and skills to teach online, or provide training and support to existing teachers to help them master these skills; Second, improve the technical skills of teachers. Schools can provide online courses, seminars, workshops and other training resources to help teachers master the techniques and methods of online teaching. Furthermore, it promotes a change in the role of teachers. Schools can organise teaching seminars, training sessions, etc., to help teachers understand the importance of new teaching concepts and role changes, and provide relevant support resources.

4.2.3. Promote personalized instruction

Carry out online and offline hybrid teaching mode to promote personalized teaching. The online and offline hybrid teaching mode allows students to choose their favorite courses online, and students' online independent learning is also closely related to students' subjective initiative. Teachers can give evaluations to students, and students can also conduct self-assessments, which can give students a comprehensive picture of their own learning. In addition, hybrid teaching can collect student learning data through an online platform, and realize personalized teaching based on the results of data analysis and commentary.

5 CONCLUSIONS

The reform and exploration of networked teaching in application-oriented private colleges and universities is not only to meet the needs of the development of the times, but also an important way to improve the quality of teaching. In the process of promoting the reform of networked teaching, application-oriented private colleges and universities need to strengthen technical support and faculty construction, adopt online and offline hybrid mode of teaching, promote personalized teaching, and promote networked teaching to achieve better results in application-oriented private universities.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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