The Teaching Reform of International High-quality Teaching Resources Used in Courses

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Abstract. In the paper the necessity of educational reform of “international high-quality teaching resources used in courses” is described, and this paper discusses how to process the problems in the educational reform. In the problems, one is about the requirements to teachers; the other is how to use the excellent teaching resources. The requirements for teachers are mainly to prepare lessons carefully and control the courses well. The methods to use teaching resources mainly include secondary development of teaching resources and how to play videos in the courses. In the end, one bottleneck problem is proposed, which is using resources from foreign countries, and the solving method is described. In the paper, the two problems and bottleneck problem referred are new and original. Through this educational reform, students’ learning efficiency is improved apparently.

1. Introduction

With the development of balanced education, a lot of educators pay attention to high-quality resources construction and sharing. High-quality resources sharing is a new mode of operation. The sharing of educational resources in colleges and universities includes the sharing, enjoying and using the educational resources existing in the colleges and universities in varying degrees for the different subjects. It includes the sharing of material resources, the sharing of human resources, the sharing of information resources, the sharing of curriculum resources, the sharing of brand resources and the sharing of management system resources, etc.[1-2] It is one of the important characteristics of international competitiveness in colleges and universities. Teaching resources generally include human resources, material resources and intangible resources and so on. In the teaching reform, International high-quality teaching resources mainly refers to the teaching video and image data of high quality, including intangible resources such as some teaching ideas and methods. It is of great significance for “international high-quality teaching resources used in courses” to stimulate students' autonomy and enthusiasm. It can broaden students’ field of vision. Through the teaching reform, the second-class university students can have a certain understanding to well-known foreign universities and domestic first-class university teaching, and it can enhance the students' domestic and international awareness.[3-4]

This article mainly discusses the necessity of the educational reform and some problems encountered in the process of using international high-quality teaching videos.

2. Some Problems Encountered

2.1 The Necessity of the Educational Reform

The problem of resources is an eternal problem for human society. In educational area, it is also important to solve the problem of resources. Now the main problems are as following.[2][5-10]
a. Investment in education is still insufficient, and the shortage of educational resources has become undeniable fact. To realize the sharing of educational resources in higher education institutions, on the one hand, it can effectively overcome the scarcity of educational resources; on the other hand, it can improve the efficiency of the use of educational resources, and make limited resources output as much benefit as possible. Judging from the current level of economic and social development in China, the sharing way is more long-term significance, sustainable and conducive to the connotative development of Higher Education.

b. The gap between colleges and universities is obvious, and the allocation and distribution of educational resources are unbalanced. In the field of higher education in China, the policy of unbalanced development has been implemented for a long time, which leads to most of the country's educational resources flowing to key universities. It is worthwhile to think about how to make the students in universities or local colleges enjoy high quality and sufficient educational resources. To realize the sharing of educational resources is one of the effective measures to solve this problem.

c. The waste of educational resources is serious, and the coefficient of utilization of educational resources is not high. There is a phenomenon in current higher education resources in China. On the one hand, the input of educational resources is rare, which leads to the shortage of educational resources, on the other hand, the repeated construction of educational resources and low utilization of waste phenomenon is often seen. The shortage and waste of education resources coexist. The original lack of educational resources has not been properly utilized. The loss of a large number of research funds and corruption in scientific research are also common in recent years. Improving the degree of sharing of resources can be an effective measure.

In addition, local colleges and universities are the main bodies of our institutions of higher education, and coordinated by the provincial government. They mainly accept the provincial and municipal government investment and construction. They get less financial support from the central government. They are restricted by local politics, economy, culture and other factors seriously. Therefore, the allocation of educational resources is also restricted. In this case, we should think about how to break through interscholastic "wall constraint" in a certain area and realize regional sharing of educational resources, so that the university can obtain adequate educational resources. In order to solve this problem, it is an effective way to realize the sharing of educational resources of regional colleges and Universities.

2.2 Requirements for Teachers

In the courses, teachers are the performers of every method. If the teachers can’t apply theory to practice, any good methods have no use. First of all, the teachers should meet some requirements. Teachers need to do the following aspects mainly.

2.2.1 Teachers should carefully prepare lessons

Firstly, teachers have to fully understand the contents of teaching materials. Teachers should not think that they need not prepare lessons fully, because they have high-quality teaching videos. Teachers' deep understanding of the content of teaching materials is a prerequisite for good lessons. If the teacher is not familiar with the teaching content, any excellent teaching methods are castles in the air. Teachers should thoroughly study the teaching materials, grasp the key points of difficult teaching materials, and clear the teaching objectives. Teachers can only fully understand the teaching materials; the use of high-quality video resources in classes can be targeted very well.

Secondly, teachers should understand the teaching video fully. With the teaching design of time and space conversion, teachers can maintain the normal teaching time, and insert some high-quality teaching resources. If only the teachers fully understand the teaching materials and high-quality resources, they can administer the lessons well.

2.2.2 Teachers should control the courses well

When teaching, teachers should be familiar with the structure of lessons, effectively organize the lessons. When teachers play teaching videos, they should not stand by, and should cooperate with the speakers in the video. The teachers should have the ability to mix their own teaching methods with the videos. And in the lessons, teachers should maintain moderate teaching tension. In the lessons using
video teaching, the teacher is not only the listener, but also the students’ helper. Teachers should be able to feel keen to accurately capture new situations and new problems, and make decisions and choose, and adjust the teaching strategy in a timely manner. The teachers should make appropriate evaluation and summary for the students’ learning process, methods and results in a timely manner. Teachers should make full use of the incentive function of the evaluation, and guide and promote students to learn efficiently.

2.3 Discussion on the Usage of Teaching Video

How to use the teaching video is another important problem. Every kind of video has its own characteristic, so every video has its own proper way to use. There are several kinds of methods to use teaching video.

Firstly, it is necessary to edit the premium video according to the students’ situation, which is called secondary development of the video. The secondary development of video includes the following work.

Cut high quality video into small pieces. Every piece has its own topic. We name every piece of video after its topic, and save it as an independent file, thus when we want to use the file, we can find it very easily.

Edit every piece of video. Add a short video to the beginning of each video. The short video added includes some problems to students, for example, after watching the video students should answer some questions, thus when students watch the video, they will think of the questions. After adding the short video, students can lift up their spirits. Watching video with questions can improve the study efficiency. The short video can be text or videos taken on our own equipment or some audio frequency. All in all, the high-quality videos downloaded should be edited by video editing software, in order to use the resources more efficiently in lessons. We can add short video to the end of the video downloaded. Different from the added video at the beginning, the video added at the end has different content. The video added in the end can include homework for students or the understanding of the video. Through the added video, the video downloaded will become more suitable to students.

Some videos are downloaded from foreign countries, and students can understand what the teachers say in the videos. If we can mark Chinese captions, the video resource would be used more efficiently.

Secondly, the methods to use videos should be thought over. In courses, the methods to use videos are as following.

The first is to play videos all through the courses, and students study from videos completely. This method is too simple, and is easily to make teachers and students become lazy, so commonly it is not suggested to use this method.

The second is to ask questions at the beginning and raise some demands. Sometimes we can pause the video when meet key points and difficulties, and interpret it. After finishing watching the videos, brief summary and expansion of the videos should be given. Through this method, students can digest and absorb the resources very well. This method to use resource is relatively better.

The third method is to imitate the teachers in the videos to organize teaching activities. This method is suitable to some special video, and can improve students’ interest in learning, and strengthen understanding to the content.

The fourth method is to play short videos to adjust the students’ emotions when teaching. This is normal method to use resources. When meet some important problems in teaching, we can play some high quality videos about those problems. Through this method, students’ interest can be inspired, and they can understand those problems more profoundly.

2.4 Some problems met when using resources.

In the process of teaching reform, we meet some problems. Among the problems meted, some can be solved by some method, and some problems can’t be solved easily. In this paper, one main problem is proposed, and the solving method is given, too.

One prominent problem in the teaching reform is to use resources from foreign countries. The key point in the teaching reform is to use international resources, but we can’t understand any foreign
languages. The resources from foreign countries can broaden students' horizons and make students learn about teaching abroad. Through study foreign resources, students can look at the international, and are not like a frog at the bottom of a well, so it is very necessary to use foreign resources. The students are not very good at English, and their enthusiasm for learning English is not high. For these reasons, the international resources are seldom used. The international exists in name only. This phenomenon becomes an important bottleneck in the teaching reform.

In order to solve this bottleneck problem, we can introduce foreign students to take part in the teaching reform. Some excellent foreign students are high quality resources, too. They can help us teachers and students to understand the foreign videos. Some overseas students want to participate in work-study programs. This method can be double-win.

The other method to solve this bottleneck problem is to train teachers to master foreign languages. In the summer and the winter holidays, our school can send teachers to study listening and spoken English, thus they can be qualified for the teaching reform.

3. Conclusion

There is no end to the teaching reform. By way of practice, the teaching reform of international high-quality teaching resources has brought good results. In this paper, two problems are discussed. One of the problems is the demand to teachers; the other is the methods to use videos. Teachers should carefully prepare lessons and control the courses well. As to the methods of using teaching videos, there are several kinds, including second development. And one bottleneck problem is put forward, which is how to use videos from foreign countries. Because the teachers and students are not very familiar to foreign languages, we can invite foreigners to take part in the project, or train teachers to master foreign languages. In the future, a lot of other problems would show up, and we would make great efforts to solve them.

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5. References


