A Study on the Evaluation System of "Japanese Culture" MOOC Course

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Abstract. Nowadays, MOOC is gradually popularized and play an important educational value with the continuous development and iteration of the Internet. Because of the integration of education and internet, MOOC has changed the traditional teaching mode, and it has been widely used in the teaching of Japanese culture courses. This paper mainly discusses the development and construction of the evaluation system of Japanese cultural curricula.

Introduction

It is undeniable that online courses have obvious advantages in optimizing teaching reform because of their unique advantages in various fields of teaching. There are abundant teaching resources, diversified evaluation and feedback mechanism in the course. Through a variety of evaluation and feedback mechanisms, students can interact with teachers according to the functional modules of the system, and practice teaching is single. The application of MOOCs in cultural courses has adaptability and is of great significance in promoting the teaching reform. Students can interact with teachers according to the function modules of the system, and practice teaching is single. The application of Mu-Course teaching mode in cultural courses is adaptable and of great significance to the promotion of teaching reform. Of course, the key issue to be paid attention to at present is to develop an appropriate evaluation system based on the nature of courses and the characteristics of MOOCs.

A Study on the Courses of MOOC and Japanese Culture

Summary of MOOC Courses

The word "MOOC" first appeared in 2008, which was recognized and applied by the education industry in the past ten years, and gradually promoted and improved. MOOC is also known as online course, which is open to Internet users on a large scale and can accommodate tens of thousands of students. In this mode, students have the right to choose their own courses according to their own interests and hobbies [1]. Through making reasonable use of the Internet, students can break through the limitations of time and space, thus not being affected by the space. They can even record the courses for their subsequent learning. In the literal translation of MOOC, M refers to “massive”, O refers to “online and open”, and C represents “courses”. It integrates the Internet with education and covers a large number of courses, including mathematics and statistics, while MOOCs on Japanese culture are relatively rare.

The first MOOC was born in Minnesota University, with 2200 registered students. Some students actively interact with teachers in the course, which symbolizes the birth of MOOC Platform. MOOC has the characteristics of openness [2]. In other words, regardless of identity, age, income, education, etc., students can share the resources provided by teachers for free, and can have synchronous and asynchronous interaction in the platform. However, while MOOC learning brings great convenience to students' learning, it still has some limitations. Therefore, the establishment of a scientific evaluation system is an important content to ensure its scientificity.

Japanese Culture Courses

The online open teaching model of Japanese culture courses is adaptable, and the courses include
abundant teaching resources, including video resources and picture resources. Through interaction in the platform, the platform can fully attract students' curiosity. Many universities take Japanese culture as a compulsory course, and make full use of the online platform for teaching, improve the openness of the course, so that it can expand the course teaching time, improve the quality and efficiency of the course teaching.

A Study on the Evaluation System of Japanese Cultural MOOC Courses

As a new teaching mode, MOOC is an open teaching course. Therefore, the related personnel must avoid using the traditional evaluation method when evaluating the curriculum, and should pay attention to the scientific construction of the new evaluation method and evaluation system. In the teaching of tea ceremony culture course, the evaluation indicator system is a comprehensive reflection of the characteristics of course content, quality, assessment methods, teaching methods and teaching effectiveness, and also an important content to explore the authenticity and reliability of the course. The evaluation system should include evaluation principles and optimization strategies. Taking Japanese cultural courses as an example to construct the evaluation system, and taking the advanced, operational, practical and representative as the guiding principles, this paper comprehensively evaluates the quality of education.

Evaluation Indicators of MOOC

In the process of evaluating curriculum indicators, it also includes teaching staff indicators besides evaluating curriculum, which are divided into first-level evaluation indicators and second-level evaluation indicators [3].

First of all, the indicators of the teaching team of MOOC are defined as the first-level indicators, and the second-level indicators include organizational indicators, speakers and team composition indicators. Organizational indicators refer to university's professional ability, teaching ability, scientific research ability, etc. The main speaker's evaluation indicators include individual's professional quality, professional quality, teaching ability, management ability, interactive ability, etc. The evaluation indicators of the course-visiting team include members' cooperation ability, knowledge structure, etc.

Second, the teaching content is defined as a first-level indicator, and the second-level indicators include the design of teaching content, the organization of specific courses and the teaching of knowledge points. The evaluation of teaching content design indicators is mainly based on specific teaching objectives and objectives. Considering students' language habits and cultural background, it examines students' understanding of Japanese culture. Organizational indicators refer to whether the overall curriculum arrangement is appropriate and the time arrangement is reasonable when teaching Japanese culture courses; and the indicator of knowledge point impart means to examine whether the knowledge point permeate comprehensively and whether the students have a comprehensive understanding of the teaching content[4].

In addition, the last one of the first-level evaluation indicator is the resource indicator, which refers to the richness, availability and rationality of teaching resources. Richness refers to whether the teaching of tea ceremony culture includes learning forums, videos and methods, whether the teaching platform is perfect, and whether the software program can run steadily; availability indicator refers to whether students can easily access various resources and apply them reasonably in the teaching of Japanese culture courses; Rationality refers to whether the teaching resources are set up reasonably and is taken as one of the evaluation contents.

In the meantime time, the teaching effect is also recognized as a first-level indicator, and the second-level indicators include the achievement degree, performance indicators and evaluation indicators. The main purpose of this study is to examine whether the students can achieve their goals in the course of learning. Through online assessment, teachers conduct a comprehensive study of students' enthusiasm, interaction and sustainability, and conduct a comprehensive assessment of dropout rate and performance. The evaluation indicator refers to the evaluation of teachers' learning attitude, methods and effects on students.
Finally, the technical indicators are also one of the first-level indicators in the teaching of cultural courses, which can be divided into the interface layout indicators of the course platform and the quality indicators of the course video according to the types. Whether the retrieval function, classification function, control feature and switching function of the interface of the MOOC Platform are scientific and reasonable. The video quality evaluation indicator of MOOCs includes whether the information is clear, subtitles and capacity can meet the specific requirements of the course teaching.

Weight Analysis of the Evaluation System of Japanese Culture Museum

Through applying the analytic hierarchy process (AHP), the professor of the University of Pittsburgh decomposes the evaluation objects, and adopts AHP to conduct qualitative and quantitative analysis on the targets [5]. In view of the design content of Japanese cultural courses, the evaluation system is analyzed as a large system, and the hierarchical relationship among various factors is divided, and the matrix model of the evaluation system is constructed. The content of Japanese cultural courses is complex. The application of analytic hierarchy process (AHP) is a major project, which involves the influence degree of different factors, importance and weight, etc. He also compared the degree of impact among the objectives and considered the parameters in a comprehensive manner.

Conclusion

In a word, the good and bad are intermingled at this stage of the MOOC. In this case, how to internalize the content of online course teaching into knowledge system is the content that teachers need to attach great importance to. On the one hand, MOOCs evaluation system should be established in combination with MOOCs teaching characteristics, course nature and Japanese cultural courses in the application of MOOCs teaching mode. On the other hand, it is necessary to attach importance to the evaluation of teaching effect and teaching quality, and include such parameters as interactivity and participation into the evaluation system, so as to improve the teaching quality.

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