

The Study on How to Improve the Network Teaching Quality in Universities

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Abstract: Nowadays, in the process of informatization accelerating, the network education in China has made certain achievements, but the quality problem of connecting, network teaching has always been in plaguing the development of University's network education. This requires us to take corresponding measures, to strengthen our network education internationalization competitiveness and strive to improve the quality and quantity.

Keywords : Campus network; Education; Teaching quality; Countermeasure

INTRODUCTION

The network education in Colleges and universities is a new mode of distance education. Compared with the traditional teaching mode of higher education, it has some inherent advantages, such as it can not be the limiting factor of region and time in teaching. In the process of informatization accelerating nowadays, network education in China has made certain achievements in the school size and the setting up of the subjects, but the influence of traditional thinking education in Colleges and universities to accept less than accept this set of network education is still large, the quality problem of network teaching has always been in plaguing the development of University's network education. Whether the traditional teaching mode or the modern network teaching mode, the teaching quality is the soul, the teaching quality will directly affect and restrict the healthy and rapid development of the teaching mode. But the traditional teaching mode and the network teaching in Colleges and universities compared, both in the setting, the content of the course, or teaching in Teachers Network skills and student evaluation system and so on, are far behind the position.

THE PROBLEMS EXIST IN NETWORK EDUCATION IN UNIVERSITIES

Through the comparison and study, we found that restricting our country present university network teaching quality problems are mainly in the following aspects:

Firstly, our university network education quality of teachers shortage of network education scale is huge, but the shortage of teachers, especially lack of excellent teachers. Taken the Continuing Education College of Renmin University of China as an example, the number of the continuing education students is up to 50000 but only 6 professors, 23 associate professors, 6 lecturers. The famous

professor in University, disdain to continuous education for students in class. With the brand first-class university admissions, but don't let the first-class teachers to teach the students. This is currently prevails problem in the education.

Secondly, The degree of standardization of university network curriculum in our country is relatively low at present. The main mode of network teaching in our country is the teaching behavior through the record of network video courses and conditionally with teachers and students communicate online through the teaching software of network course mode. The author of some network education students were asked after the discovery, in the process of accepting network teaching mode, the vast majority of professional knowledge is to learn and master by watching the video network courses. In this process, the college network course in our country is lack of uniform technical and content standards, led to many students encounter in addition to professional knowledge outside of the influence of network on the quality of teaching in the learning process: first, some network video courses play is not smooth or video recording of low clarity, and this situation reduces the learning efficiency; second, the students from different schools, the teaching of teachers with a professional course, its teaching contents vary greatly, the students are unable to clearly determine the key content to learn knowledge; Third, the students in the learning process if you encounter some professional knowledge of the difficulties, not immediately ask the teacher for help, to influence the quality of learning. Compared with traditional classroom instruction form, it is no doubt that these problems is the fatal shortcoming of network course. If it can be targeted to develop the relevant standards of the network courses, and effective implementation, these negative factors will be able to eliminate.

Thirdly, the capability of the network of college teachers teaching in our country is generally low, while most universities have the hardware

infrastructure construction, the information campus network teaching platform and other hardware to increase investment. While provided objective conditions feasible to the network teaching in Colleges and universities, but not given "essence help to the "software". The traditional mode of teaching, many teachers stand on the three feet of the podium giving professional knowledge for students easily, and can make good classroom interaction. However, when facing the network teaching, the teachers are facing more challenges, including: teachers for the network teaching concept understanding is not clear, the teachers have mastered the basic skills of network teaching, and they are not familiar to the network equipment. The different from the traditional teaching mode of "new" problems will affect the enthusiasm of university teachers engaged in control and network teaching to a great extent, thereby reducing the quality of network teaching, but also reduces the number of network teaching of specialized subjects offered.

COUNTERMEASURES AND SUGGESTIONS

First ,the network education should be put on the important agenda to solve the shortage of teachers in Colleges and universities, the problem of network education, distance education is not don't need teachers, but need better teachers, should let the most prestigious professor play an important role in the network education. We can not only consider the economic benefits, more to consider the social benefits.

Second, The standards suitable to China's national conditions of the university network curriculum science evaluation should be established.

As everyone knows, network education in Universities American can occupy the leading position in the world, specialization, standardization and course construction and teaching evaluation are inextricably linked. In order to solve the problems in the development of online education, America established "the North American network learning committee in 2003". One of the main task of the Commission is to study and formulate the standards of network education. The committee based on in-depth research on network education on the American, promulgated the "national network curriculum quality standard" "national network teaching quality standard" and "national network" project quality standard. The implementation of these standards, all make the network education teaching America in qualification and teaching methods of the course, students, teachers and the construction of evaluation of network course project construction management and other aspects of the detailed requirements and recommendations, to ensure the quality of network education. In addition to the content and form of the network education standard provisions, American to network education technology standards are very strict, the

standardization of these technologies more can guarantee the quality of network education in Universities between.

The standardization of network curriculum in our country should covers two aspects: the hardware and the software. The standardized hardware refers to the support of network course technology standardization. The standardization software refers to the network curriculum standard. Standardization technology network course of formulation and hardware problems can be solved directly influence the effective implementation of network teaching quality. For example: take unified standard for recording of network video courses, are quantified unified regulations for recording format, video file playback time, video resolution, also unified specification for network hardware facilities of the network teaching, such as setting a minimum requirement of network traffic, set for network routers and adapters specification parameters, makes the premise of technical specification requirements, ensure that all network video courses can be clearly viewed students fluency.

The network curriculum content standard refers to the same course to course objectives, course teaching, the depth and breadth of curriculum composition unit and class requirements, course syllabus and the task of learning and teaching resources and related operations such as data files to practice teaching content factors of conformance requirements. "University basic computer application technology" course as an example, different teachers from different colleges and universities to open this course, in the process of teaching design and teaching, to prepare lessons and explained in accordance with the unified syllabus, class requirements and the learning task difficulty, ready to close exercises provide students with schoolwork with the students, and the unified agreement online instant online communication time, answering questions on the knowledge difficulty. Students can use the computer will do a good job of course work for the preservation of the uniform requirements of the naming format file upload feedback to teachers for correcting.

Third, to Enhance China's university teachers for the ability and willingness of network teaching. to improve the evaluation of teachers' network teaching ability standard in China should be for the specific situation of colleges and universities set their information and digital campus construction evaluation focus, for the weakness of the school setting some remote areas, the basic, natural need to improve the hardware facilities. But for those infrastructure construction to achieve the basic network teaching standard of University, it should be evaluated for the teachers' network teaching ability, strengthen the construction of network teaching skills of teachers. For example: for the teaching ability of teachers of criteria moderate reform carried out in certain range. On the qualified digital hardware conditions in Colleges and universities, the network

teaching ability one of the criteria for the evaluation of teachers' teaching ability. In China, one of the basic conditions of teachers in Colleges and universities can carry out teaching in Colleges and universities is to obtain the certificate of qualification of teacher, but the traditional obtain the certificate of qualification of teacher measure concentrated in the traditional and the means of teaching knowledge of teachers evaluation, teachers also naturally can strengthen the corresponding ability. If it can be classified as one of the modern network teaching ability of teachers' qualification examination way for new teachers in Colleges and universities, and carries on the reasonable training and guidance, I believe will comprehensively improve the teaching skills of teachers in Colleges and universities network. To provide the network teaching "a comfortable environment for" first of all ,the teachers teaching network, should solve the problem of teaching skills, and need to resolve some technical problem. University in addition to informationization teaching ability and network teaching skills of teachers are reasonable and scientific training, but also need the teaching assistant technology equipped with professional support team, help the teachers to solve some of the computer and the network teaching facilities problems, let the teacher's attention from solving the problem solving teaching problems of network technology back up. Secondly, the network teaching in Colleges and universities should set up reasonable policies and measures to encourage teachers in Colleges and universities, network teaching activities more and offer professional network course different, let teachers benefit from the network in the process of teaching, teachers will enhance the network teaching.

CONCLUSION

The network education of the college in China is now in an important period of development, the pressure and challenges will be more and more. We ought to be able to make practical positive measures to improve the network quality of teaching according to the actual problems of the construction of standardized and effective network course and high-quality strong ability in network of teachers always is the fundamental guarantee for the quality of network education in our country. The essence of our network of education to have international competitiveness. Only both quantity and quality, can give full play to the advantages of network education, providing a good service platform for China's lifelong learning so as to cultivate excellent talents.

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