



The Exploration and Practice of Curriculum Ideological and Political Education in the MOOCs of Colleges and Universities

Ren Wenxuan¹, Yuan Weilaing², Zhao Xiaoyan³, Wu Qinghao⁴ & Zhao Yifei⁵

¹Faculty of Education, Universiti Teknologi Mara

2021902003@student.uitm.edu.my

²Academy of Language Studies, Universiti Teknologi MARA (UiTM)

2020477402@isiswa.uitm.edu.my>

³Faculty of Education, Universiti Teknologi Mara

40415576@qq.com

⁴Faculty of Education, Universiti Teknologi Mara

2021552397@isiswa.uitm.edu.my

⁵Faculty of Education, Universiti Teknologi Mara

2021148531@student.uitm.edu.my

Corresponding Author: Ren Wenxuan, **Email:** 20219002003@student.uitm.edu.my

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ABSTRACT

The COVID-19 epidemic has severely affected the global economy and social life, but in another aspect, it has brought opportunities for the development of online education. Via the varieties of network platforms and digital learning resources, more than 200 million students ranging from primary and secondary schools to colleges and universities across China have achieved the goal of "no class suspension". Under such circumstances, the present study attempts to add ideological and political education into the online courses by modifying the existing online quality courses to some extent. It is mainly to try to carry out the localization reform in every aspect of the curriculum, and then to test whether such reformation can get the corresponding effect in the actual teaching process.

Keywords: online excellent courses; curriculum localization reform; curriculum ideological and political Education; MOOC

1. INTRODUCTION

Today, with the rapid advance of science and technology^[1], there is no guarantee that the knowledge taught in universities will not become obsolete or even be eliminated over a decade. Therefore, it has become an essential skill for today's college students to learn how to conduct self-study and constantly update their knowledge on the MOOC platforms^[2]. In April 2015, the Ministry of Education promulgated the "Opinions on Strengthening the Construction, Application and Management of Online Open Courses in Colleges and Universities", which aims to promote the development of MOOC from theoretical research to practical application and upgrade it to the development strategy of education informatization^[3]. Thanks to the investment made in previous years, during the epidemic period, various colleges and universities in China was able to organize teaching activities through online forms such as MOOC and SPOC, and completed teaching tasks in an orderly manner, ensuring the progress of teaching activities.

The so-called MOOC is a large-scale open online course ^{[4] [5] [6]}, which has the characteristics of wide audience, breaking through the number limit of traditional courses, and meeting the learning needs of large-scale course learners. MOOC extends the teaching content of the course, provides a more favorable form of course teaching under the condition of informatization and networking, and also expands the number and scope of course learners, exerting a profound impact on course teaching. In the meantime, it provides a wider range of content and a more convenient and feasible way for course teaching. Consequently, it has been a quite significant means of curriculum teaching in modern China's higher education ^{[7] [8]}.

It is certain that in the future, MOOC and online-and-offline hybrid SPOC teaching based on MOOC will be an important direction of teaching reform in domestic colleges and universities. And on the largest MOOC platform of China, we can find a large number of general elective courses, in addition to some public basic compulsory courses. Taking Zhejiang Ocean University as an example, most of the courses that has obtained the provincial quality online course certification basically belong to the category of general elective courses.

General courses often have the characteristics of comprehensiveness and generality, and their teaching content can be appropriately added and modified by the instructor according to actual needs. If some teaching elements can be localized and improved in Zhoushan in the existing provincial-level quality courses, it will surely serve the purpose of promoting the city image of Zhoushan City.

According to the statistics of the Admissions Office, when choosing a university, students give priorities to the geographical location, the level and ranking of the university and its professional characteristics. Judging from the admission situation of the college entrance examination in recent three years, a large number of outstanding first-line candidates have been enrolled in some low-level colleges and universities in Shanghai, Beijing, Hangzhou, Nanjing and other big cities. Zhejiang Ocean university is located in Zhoushan, the regional economic development is relatively slow, the transportation is not very convenient, and it is impossible to enjoy the "siphon effect" of developed cities.

The key to the development of a city is the introduction of talents. Zhoushan city not only needs high-end talents, but also needs a large number of people with ordinary university degrees to participate in the construction. Although Zhoushan is located in China's developed urban agglomeration around Hangzhou Bay, due to the siphon effect of the surrounding cities, the talents interested in the development of urban agglomeration tend to pay more attention to Shanghai, Hangzhou, Ningbo and other cities around Hangzhou Bay. As far as Zhoushan local graduates are concerned, the employment rate of graduates from 2019 and 2020 is about 12%, which is lower than that in previous years, and also lower than the municipal government's target of 15%. In recent years, in addition to choosing major cities such as Shanghai, Hangzhou, and Ningbo, graduates have become more and more likely to return to their birthplaces for employment, resulting in a decrease in the number of employment in Zhoushan city. There is a certain gap between this and Zhoushan City's expectations of the school's talent contribution.

This study introduces Zhoushan elements into local MOOC courses, so as to encourage a large number of non-local students to have certain understanding of Zhoushan when studying online. If there is an appropriate opportunity when they graduate, they may consider staying in Zhoushan for development, so as to improve the rate of staying in Zhoushan City.

2. Current Problems

2.1. The number of provincial or national excellent online courses owned by local universities is relatively small

In Zhoushan, there are only five colleges and universities: Zhoushan Campus of Zhejiang University, Zhejiang Ocean University, Donghai College of Science and Technology of Zhejiang Ocean University, Zhejiang International Maritime College, Zhoushan Tourism and Health College. In terms of the list of excellent online open courses at provincial level released in March of 2020, only 7 courses of Zhejiang Ocean University were newly certified, while

none of the other Zhoushan schools got the certification, so the overall number is relatively small.

2.2. Localization elements are not considered in the content of the constructed courses

Judging from the 11 influential provincial-level quality online courses currently approved by Zhejiang Ocean University, the main ideas of the teachers when constructing the courses are still focusing on the construction of teaching content and course resources, without much consideration of localization elements. The provincial quality courses usually operate for a long time after construction and will continue to exert influence. Knowledge is constantly updated, and teaching content must also change with the updating of knowledge. From the perspective of the national quality courses that our course team has contacted, the content of courses that can be active on the teaching platform for a long time must be constantly changing and improving. It is an important means to keep the vitality of the course by constantly updating the existing course content. It is necessary to carry out some exploratory attempts and practices in the localization direction of the curriculum content reform, so as to create a unique approach in "marine ideological and political education" of the school.

2.3. Through the actual investigation of the course, it is found that the students lack on-the-spot understanding of Zhoushan

In the actual class process, we have launched a number of investigation experiments on the students in the class, and the findings are as follows. More than half of the students have not been to Shenjiamen(a district close to the school in Zhoushan), about 43% of the students have not been to Zhujiajian(One of the Tourist attractions in Zhoushan City), and nearly 70% of the students have not been to Putuo Mountain(the most famous Tourist attraction in Zhoushan City). However, about 80% of the students know that Ningbo and Zhoushan port is one of the top three ports in the world in terms of container throughput. This shows that students' understanding of Zhoushan comes from the publicity rather than their own field visits.

3. The localization of curriculum should be changed on the selection of curriculum material

"decipherment of photography and post production technology in Movie and TV" is a general selective course for all majors and all grades of the school. The knowledge objective of this course is "to make students understand the basic knowledge and principles of photography and video shooting, master the basic shooting skills of photography, and be able to skillfully use the camera for creation by systematically learning the basic knowledge of

digital camera and non-linear editing.” The ability objective is “students are required to use premiere for non-linear video editing, to make simple video independently, and to make corresponding video special effects technology closely combined with corresponding courses”. The emotional goal is to cultivate students' life philosophy of loving life and lifelong learning. Photography and post production is a highly technical and operational course. If students can master this technology, it will be very helpful for students' future employment. In addition, the experiments set in this course can effectively improve students' practical ability and creativity, and also help to improve students' comprehensive quality. The course started in 2009 under the name of "decipherment of photography and post production technology in Movie and TV". In 2016, it was reproduced and we applied for the provincial excellent online course by the name of "Ocean film-and-television video shooting and post production technology decryption". In 2018, it won the provincial excellent online courses, and in 2020, it was recognized as the provincial excellent online course. The cumulative number of visitors to the course on the platform is more than 200,000, and about 9900 people have studied the course on the platform.



Figure 3.1. the course screenshot of the decipherment of photography and post production technology in Movie and TV

In the original course, the course production team designed a large number of examples of using premiere video production software to edit videos. For example, one of the lessons was about how to make tourism souvenirs based on the materials in the previous textbooks, and later replaced by shooting the scenery of Zhoushan tourist attractions.

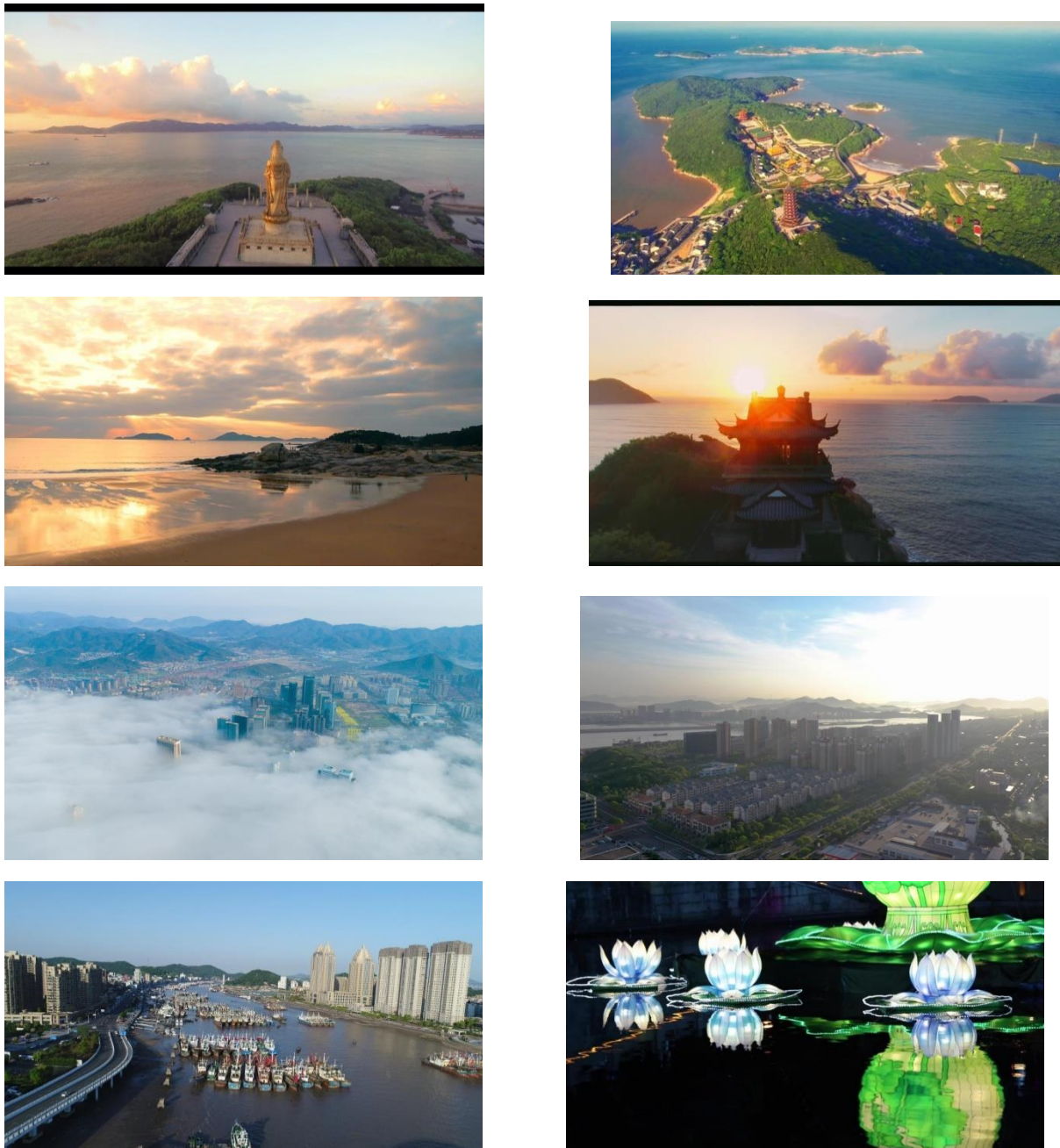


Figure 3.2. Screenshots of a large number of Zhoushan local videos used in the course

The pictures in Figure3. 2 are all photography works with independent intellectual property rights, which were independently shot by members of the course team.

Similarly, in the lesson “landscape display design”, the course originally used flowers taken in Xikou, Ningbo. Then we changed them to landscape photos taken in Zhoushan and marked them.

In the lesson “wedding album”, the team used matting technology to change the original photos of the new couple taken in the studio into wedding photos taken outside the scenic area of Zhoushan, and changed the background of the video material into the scenery video of Zhoushan.

In the lesson “production of the Course Title Project”, the team replaced the original network photos with the new local scenery photos of Zhoushan.

In the lesson “mask keying project production”, the team replaced the original network video material with the new Zhoushan local landscape video and life news video.

In this way, the 7 of 16 lessons are all replaced by localized video courses. And the corresponding videos will be labeled to mark the specific place of the video, so as to facilitate people's identification.

4. The effect evaluation of curriculum implementation

Now, the students of the three classes in the spring semester of 2021 are tested in class to see if they are aware of the changes in the course content of the new semester.

As the first lesson is an introduction lesson, it mainly talks about the general content of the course and explains the assessment methods, so the content of the homework is relatively simple. The main setup problems are shown in Table 1

The in-class test is sent to the students through the superstar learning app at the beginning of class and the students are required to complete the test within 3 hours after class. All the tests are simple multiple-choice questions. The answers of the three classes are as follows:

Table 1. In class test 1

Did you notice that Zhoushan local video was used in the course?	Multiple choices
What is the resolution of HD video?	Multiple choices
What is the resolution of 4K?	Multiple choices

What is the score ratio of this course?	Multiple choices
What is the percentage of the score of the network part?	Multiple choices
The proportion of offline fraction is?	Multiple choices
What are the digital media competitions?	Multiple choices
Which of the following cities will be widely used in this course?	Multiple choices
What is our platform for online courses?	Multiple choices
Offline check-in and homework are?	Multiple choices

It can be seen that although the accuracy rate of the homework in the classroom is not 100%, all students have realized that the course uses the local shooting video materials of Zhoushan in large quantities in the teaching materials. The accuracy of the three classes is 100% in Question 1: “Did you notice that Zhoushan local video was used in the course?” and Question 8: “Which of the following cities will be widely used in this course?”

Judging from the students' reaction to the teaching scene of the beautiful scenery of Zhoushan taken by the course team in the classroom, the students are willing to understand and appreciate Zhoushan. Moreover, in terms of the results of the in-class test, all students noticed that the course will be reformed locally^[9], and the correct answer rate is even higher than that of the course's score ratio question. The correct answer rates of the three classes are 72.5%, 75%, and 87.5% respectively.

At the end of the course, the questionnaire analysis was made to understand the students' acceptance of this kind of curriculum reform. The first question is about the degree to which students accept the replacement of course content with local videos. It can be seen that 75% of the students welcome the reform and 22.9% of them can accept it. Only one student thinks it doesn't matter and no one does not accept it.

The second question is about the actual effect of the course. 93% of them think that the reform of the course content has helped him understand Zhoushan better. 6.3% chose “I don't know”.

The third question is about the students' willingness to stay in Zhoushan after graduation. The result shows that 29.2% of them are willing to work in Zhoushan, 47.9% want to see the

specific opportunities, 12.5% have not considered this problem, and 10.4% have made it clear that they will not. This figure is significantly higher than the employment rate of graduates of the year 2019 and 2020 in Zhoushan (12%), and also significantly higher than the municipal government's target of more than 15%.



Figure 4.6. Survey on students' willingness to stay in Zhoushan after graduation

In the follow-up course, evaluation of students' learning emotions and the comparative evaluation of teaching effects will be carried out step by step. From the current teaching evaluation of this course, the teaching effect is excellent. If there is a long-term follow-up survey that lasts as long as 3 to 4 years to further investigate the final work of the students who have taken these courses, more reliable results will be obtained.

At the end of the course, some students made a graphic design with Zhoushan characteristics as the theme, as shown in Figure 4.7 below. Some of these works will take part in the competitions in China in the form of competition works. At present, they won a national second prize in 2020 National College Students' Advertising Design Competition. Students, who made art works with Zhoushan as the theme, participated in the 2020 "National Youth Cup" National University Art and Design Competition, and won two national second prizes and one national third prize.



Figure 4.7: one of the students' final assignments at the end of the course

5. Conclusion

Talents are the foundation of economic construction. The development of economy needs the support of talents. The serious brain drain and the arrival of aging population have restricted the future development of Zhoushan. Therefore, it is necessary to study the impact of Zhoushan brain drain on regional economic construction and put forward countermeasures.

Under the background of Yangtze River Delta co-development, the siphon effect of Shanghai, Hangzhou and Ningbo makes the local youth talents in Zhoushan show a trend of flowing to Shanghai, Hangzhou and Ningbo. Moreover, talent introduction programs in surrounding cities are emerging in an endless stream and frequently appearing in hot searches. In August 2020, a recruitment announcement of Yuhang District in Hangzhou was a typical example. On this announcement list, all the selectees graduated from Tsinghua and Peking University, with master's degrees and even doctoral degrees. Some of the posts are just in the street office.

This is enough to prove the strong attraction of big cities near Zhoushan. How to let the graduates of local universities stay in Zhoushan and how to attract the students from other places to Zhoushan or the local students to return to the city is what we should think about as

teachers of local colleges and universities in Zhoushan.

In fact, from the perspective of data, it is shown in Table 2 below:

Table 2. Latest GDP ranking of Zhejiang cities in 2019 (data)

GDP ranking	City name	GDP (100 million yuan)	Permanent resident population (10000)	GDP per capita (yuan)	Ranking of GDP per capita
1	Hangzhou	11050.5	918.8	120271.01	1
2	Ningbo	8541.1	787.5	108458.41	2
3	Wenzhou	5045.4	917.5	54990.74	11
4	Shaoxing	4710.2	498.8	94430.63	4
5	Taizhou	3842.8	608	63203.95	8
6	Jiaxing	3760.1	461.4	81493.28	5
7	Jinhua	3635	552	65851.45	7
8	Huzhou	2243.1	297.5	75398.32	6
9	Quzhou	1245.5	216.2	57608.70	9
10	Zhoushan	1228.5	115.8	106088.08	3
11	Lishui	1200.2	216.5	55436.49	10
12	Yiwu	1118.1	125.9	88822.69	11
——	whole province	46484.98	5590	83157.39	——

Although Zhoushan's economic aggregate ranks low in the Zhejiang Province, its per capita GDP can reach 106088.08 yuan, exceeding the provincial average per capita GDP of 22930.69 yuan, ranking third in the province. Moreover, the urban planning, overall urban appearance and natural environment of Zhoushan City are better than most cities in China and even in Zhejiang Province. At present, the biggest problem restricting the development of Zhoushan City is the small population and the increasingly serious problem of population aging.

I believe that by introducing the scenery of Zhoushan and the cultural history of Zhoushan into the course, our team members' online excellent courses on the MOOC platform will attract

a large number of students from our school or other schools to learn and have a further understanding of Zhoushan City.

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About the author: Ren Wenxuan (1983 -), male, born in Jinan, Shandong Province, Ph.D. experimenter, deputy director of the teaching information support center of the academic affairs office, with research interests in modern educational technology, computer application technology and Education.

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The general topic of social science research of Zhoushan in 2020 is "exploration and practice of promoting Zhoushan city image publicity in local colleges and universities MOOCS".