

Thinking about Face-to-Face Teaching and Online Teaching of Business Majors in Open Education under the New Trend

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Abstract: With the increase in the penetration rate of undergraduates and junior colleges in general higher education, the enrollment of adult education schools has shown a sharp decline. The open education enrollment of TV universities is also facing a severe trend. Expanding cooperation with local enterprises has become a new direction to solve open education enrollment. The article analyzes the new difficulties that local TV universities face in teaching management under the new enrollment trend of open education, and proposes corresponding solutions.

1. Introduction

With the increasingly severe enrollment trend of open education, the Open Academy of Taizhou Radio and TV University has worked hard to open up a new way of school-enterprise cooperation in open education. From the spring of 2014 to July 2016, it has had five consecutive semesters with Xinzheng Motor, Jack Group, The military sub-district, Anbang security guards and Sino-Singapore Science and Technology and other units cooperate in running schools, and some units have also realized continuous cooperation for multiple semesters to open business management majors. The new path of open education school-enterprise cooperation not only realizes the due meaning of local colleges serving the local economic development, but also injects new vitality into the school's open education enrollment. This model will be the current and future open education enrollment and the new trend of talent training. How to adapt to the needs of enrollment and talent training under the new trend and train the talents needed by enterprises and cooperative units is a new topic for open education school-enterprise cooperation talent training, and it is also a new problem facing open education and teaching management. It needs to be carefully studied, innovative practice and continuous revision.

The main purpose of analyzing existing cooperative enterprises and units and schools to jointly run schools is not only the need to improve the academic qualifications of the employees before and after the listing, but also the requirements for the improvement of the professional knowledge and skills of the company's employees and their own comprehensive quality. Diversified needs are the common requirements of cooperative education enterprises and units, and compound talents are the common demands of cooperative enterprises and units for talent training. Enterprises not only hope to enhance the professional knowledge and capabilities of employees, but are also urgently needed

by the enterprise to match the practice of the enterprise. Professional knowledge and ability, and hope to improve the comprehensive quality of employees. For example, the Jack class has strong requirements for the teaching of professional knowledge and skills closely related to sewing machines and the Sino-Singapore Science and Technology class clearly stated that the middle and grassroots managers who participate in the study usually rely on personal experience to make more decisions, and generally lack system management knowledge and scientific decision-making management. They hope they can improve their comprehensive quality and scientific management decision-making ability through the study of business management major in open education.

In view of the fact that Taizhou Radio and Television University relies on the system of the National Open University. It does not have the right to self-host its own education and it is open to students to come to the school to study non-short-term training courses. It must not only meet the requirements of students to improve their academic qualifications and obtain diplomas, but also meet the diversification of enterprises and students. There are models in which trainees use their spare time to study in schools, and there are models in which cooperative enterprises are sent to enterprises and military camps. This has brought some new tasks and new problems to the teaching and management of open education. At this stage, open education needs key research and breakthrough new topics.

2. Scientifically Address the Issue of Equal Emphasis on Academic Education and the Improvement of Professional Knowledge and Skills

In the absence of autonomy in running a school, realizing the improvement of academic qualifications and professional knowledge and skills, especially the professional knowledge and skills required by enterprises, is the biggest problem faced in open education cooperative education and teaching. The improvement of comprehensive literacy and knowledge and skills learning is also a big problem. On the one hand, it is necessary to ensure that school-enterprise cooperation students complete the credits required for open academic education within the specified time, that is, to successfully pass the examinations of various subjects in academic education, especially in the central and provincial governments. There are many forms of two-level assessment of TV University. On the other hand, it must meet the individualized professional skills education requirements of enterprises, especially the time for students from cooperative enterprises to participate in face-to-face teaching is very limited. In addition, comprehensive literacy improvement and knowledge and skill learning combine to put forward higher requirements for teaching requirements and curriculum arrangements. In order to achieve this goal, we need to start from the following aspects.

2.1 School-Enterprise Cooperation and Joint Consultation to Develop and Adjust Teaching Plans

In order to meet the dual requirements of academic education and corporate professional talent training, the Open Academy can establish a teaching plan mechanism, which is led by the Open Academy, supported by the Academic Affairs Office, and professional The person in charge executes, and the company appoints the person in charge to assist. The professional education teaching plan specified in the academic education cannot meet the talent training requirements of the enterprise. The original professional teaching plan needs to be adjusted, and the teaching subjects should be replaced or added to meet the needs of school-enterprise cooperation talent training. The determination of the teaching plan is based on the current academic education professional teaching plan, combined with the professional skills training requirements put forward by the cooperation of the enterprise, and the comprehensive quality improvement requirements of

the students, and formulate a teaching plan suitable for the needs of the enterprise and the guarantee of the students' study time.

2.2 Reasonably Arrange Teachers and Teaching Time Based on the Needs of Enterprise Students

School-enterprise cooperation in running schools means that dozens of employees have to leave their jobs for full-time learning within a certain period of time. This presents considerable difficulties for enterprises with serious production tasks. In addition, in order to meet the specific requirements of the cooperative enterprise, some courses or content in the original teaching plan need to be adjusted accordingly. In order to solve this problem, it is necessary to establish a teaching staff and teaching time arrangement mechanism that meets the needs of school-enterprise cooperative teaching plans. The students who are cooperating with enterprises must pass the academic education examinations. For the teaching courses that are replaced in the teaching plan, teachers must be arranged to provide necessary examination support to meet the needs of students to review and prepare for the examination. For the newly-added teaching plan, that is, the urgently needed courses of the enterprise, it is necessary to arrange high-quality teachers, and to supplement the need to hire superior teachers outside the school that cannot be satisfied. For some courses with particularly strong professional skills requirements, schools can even take advantage of the cooperation, including cooperative enterprises. Excellent talents from local enterprises, hire excellent professional and technical personnel from within the enterprise or other successful enterprises of the same type to enrich the faculty. According to the teaching plan and the effective face-to-face time of each semester, the face-to-face teaching time is allocated for each course, and whether to arrange remote teaching according to the professional nature of the students.

2.3 Establish Examination Arrangements and Assessment Mechanisms That Meet the Needs of School-Enterprise Cooperative Teaching

The examination arrangement is led by the Open College, supported by the Academic Affairs Office and Technical Education Center, carried out by the class teacher and professional leaders, and the designated person in charge of the enterprise will assist and cooperate with each other and coordinate together. Due to the gradual reforms of the current national open learning and provincial TV universities, the number of online exams and computer-based exams is gradually increasing. For school-enterprise cooperation students, it is difficult to arrange exams for students in special military divisions. It needs to be based on the appearance of the exam. New requirements and corporate characteristics are constantly being summarized, and exam arrangements for each course are optimized to better adapt to and serve companies and cooperative units. For courses added beyond academic education, it is required to establish an assessment method suitable for the course to ensure and improve the teaching effect.

3. Coordinating the Efficient Allocation of Teachers and Management Resources

After five semesters of school-enterprise cooperation, under constant negotiation between the school and the cooperative enterprise, the Open College of Taizhou Radio and Television University developed targeted and characteristic teaching plans, sent teachers to their homes, and sent them to military camps to send students to the cooperative enterprises. After going to the rich basic knowledge and professional teaching, all the students in the first co-run School of Credit Quality and Electrical Engineering until the summer of 2016 have successfully graduated and achieved a staged victory. However, the practice of sending teachers to enterprises in these five semesters also

reflects that there are some problems in the allocation of teachers and management resources of our school's open education, which need to be optimized and improved efficiency.

3.1 Insufficient Teachers in Schools, Especially Inadequate Teachers

In the case of the overall shortage of teachers in our school, there is only one professional responsible teacher for each major of the Open College. Although the teaching staff is adjusted across the school, the teachers in our school generally have a heavy curriculum workload, and there are particularly many requirements for school-enterprise cooperation classes. If the teaching time changes greatly, the content of the teaching is required, and the teaching needs to be delivered to the door, these will bring certain difficulties to the teacher arrangement and teaching work of the cooperative school. The external recruitment, the leverage of the enterprise, and the existing teacher training are new ways for the development. The improvement of students' comprehensive literacy requires the opening of general education courses, which can only be provided in the trend of lectures, and the requirements for teachers are relatively high. This requires the deployment of superior teachers in the school and the recruitment of a certain number of teachers as supplements. At present, the majors offered by cooperative units are converging, which has caused a shortage of teachers in academic education and teaching. This requires different classes to start courses at staggered peaks in order to allocate teacher resources efficiently.

3.2 Establish an Incentive System for Teachers and Managers to Send Education to the Enterprise

Schools can establish an incentive system to clearly stipulate the relevant subsidies for teachers' transportation, class hours, and remuneration for lectures or lectures in the enterprise. It can increase teachers' importance of sending teaching to enterprises and increase the popularity and reputation of school-enterprise cooperation in running schools. The system has certain incentives, inspire the enthusiasm of superior teachers to send teaching to the enterprise. For example, the teaching arrangements for sending teachers to the enterprise are determined according to the needs of the enterprise. There are weekends and daytimes and evenings on weekdays. When individual teachers do not own a car and it is not convenient to take a taxi, the school needs to provide school bus support and determine the contact system. The implementation will be announced to avoid problems that cannot be implemented smoothly by contacting the school bus and make contact or teachers unpleasant. The cost of the taxi and the subsidy standard for self-driving must be able to ensure that the teacher will no longer pay out of his own pocket. In addition, the class hours and remuneration of special courses should be appropriately increased. Some courses are more compressed. The teaching tasks, especially the task of guiding review and entrance examinations are heavy, and teachers have to pay relatively more, which requires proper consideration. Teachers hired externally or internally will be given reasonable standard of remuneration according to different requirements.

The students of the cooperatively-run school have to take into account the work of the enterprise and open teaching, so the course arrangement is adjusted more. In addition, due to basic learning and other reasons, more test guidance and other support services are required. The school can appropriately increase the subsidies for the professional leaders and head teachers of the school-enterprise cooperation major to stimulate their enthusiasm for work. In the past five semesters of cooperation experience, we can clearly see that there are more special requirements in the service work of school-enterprise cooperation. The workload of class teachers, professional leaders, teaching and student management staff has increased, especially the work of class teachers. They need to spend more energy and time than the school's internal class management. In addition,

the professional person in charge needs more effort in the development of teaching plan, graduation design arrangement, and final review implementation. This will better stimulate the enthusiasm of the head teacher and the professional leader.

4. The Issue of Establishing an Open Education School-Enterprise Cooperative Research Team and Discussion Mechanism

As mentioned above, the school-enterprise cooperation of local TV universities in open education can not only give full play to the services of local universities in serving local economic development and enterprise development, but also solve the problem of declining school enrollment trends. It will definitely become the future development direction of open education. In this process, different from the teaching support services for ordinary open students, in order to provide corresponding teaching services for the local economy and enterprises in a more targeted manner, the school needs to form an open education school-enterprise cooperative research team to investigate and study this.

4.1 Establish a Research Team for School-Enterprise Cooperation in Open Education

In order to expand the road of school-enterprise cooperation under the new trend, a research team led by the Open Academy and supported by the school, the Academic Affairs Office, and the Technical Education Center has been established. Regularly or irregularly summarize, discuss, and promote the teaching and management of school-enterprise cooperation, so as to form a summary experience, and facilitate the optimization of the school model and the replication of cooperation.

4.2 Establish an Open Education School-Enterprise Cooperation Seminar Mechanism

Led by the School's Open School or the Academic Affairs Office, with the school-enterprise cooperative research team as the main member, regularly or irregularly conduct discussions, research and solve problems for new problems or new requirements that arise in the process of running a school. And they try to put forward a new model of open education on the basis of experience summaries.

4.3 Collecting and Compiling Taizhou Local Characteristic Teaching Cases to Meet Teaching Needs

The textbooks used by our school's open education are the textbooks formulated by the Open University of China and the Provincial TV University. The cases in the textbooks are mostly so-called classic cases from tall universities, but there is a big gap between these and the actual cognition of the employees of the company. In the classroom of open education, teaching cases with local characteristics can be combined with the past success and failure experience of local enterprises in Taizhou, which can easily resonate with employees of cooperative enterprises and stimulate their interest in discussion and learning. However, the writing of local characteristic teaching cases requires a large amount of work and requires the collective strength of school teachers. It is best to set up a writing team to write in the form of a team.

5. Opening Up the Innovation and Development of Online Teaching for Business Majors

5.1 Pay Attention to the Innovation of Online Teaching

Online teaching is carried out through the Internet and mobile communication tools. Compared

with traditional paper resources and face-to-face multimedia courseware, online learning has the characteristics of electronic and fragmented learning. How should online learning teaching resources be combined with business professional courses? Display and provision can not only give full play to the advantages of the network, adapt to the characteristics of online teaching, but also meet the needs of independent learning of the students of cooperative enterprises. Attracting them to participate in online learning is the main content of the curriculum project reform.

5.2 Reform the Online Teaching and Learning Mode

There is an essential difference between the online teaching model and the traditional face-to-face teaching. Can the mode of combining “non-real-time topic discussion” and “real-time important and difficult online Question and Answer” used in open education can be improved? Can the course discussion cases be improved? Grounding, such as finding more successful cases of TV university employees' entrepreneurship and local business management to replace the teaching cases in the original textbook. Organizing students to study and discuss may be more reflective and attract everyone's interest in learning.

5.3 Improving the Incentive Methods for Online Learning

Online learning is learning under the condition of separation of teachers and students, students and students. The learning environment is relatively lonely. How to stimulate students' interest in independent learning through reasonable incentives and guide learning into online courses is the part that needs to be considered. Compared with face-to-face teaching, online teaching has the characteristic of continuity, so the evaluation of the effect of online learning should also have the characteristic of continuity, instead of using four assignments and a final exam. So how to reasonably evaluate the effect of students' online learning is also the research content of the curriculum reform project.

In summary, under the new trend of open education, the diversified needs of school-enterprise cooperation and the realization of the goal of compound talent training are a long way to go. It requires the joint efforts of schools, colleges, enterprises, teachers, managers, and students, close cooperation, sincere cooperation, and joint research and practice.

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