



REVIEW

On the Development of Teachers' Competence in Local Open Universities under the Impact of MOOCs

Xiaohua Peng*

Dongguan Open University, Dongguan, Guangdong, 523000, China

ARTICLE INFO

Article history

Received: 8 April 2019

Revised: 13 May 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Competence

MOOCs

Local Open University

ABSTRACT

With the rapid development of network technology and digital construction, the era of "Internet +" has come, and "MOOCs" has brought a new revolution to education circles. The Open University, which takes modern distance education as its basic education model, has put forward higher requirements for its teachers' competence. This paper analyzes the difficulties of teachers' competence under the impact of "Internet +" in order to improve the development of teachers' competence in local Open University.

1. Introduction

In the "Internet +" era, the curtain of MOOCs has been opened in China. MOOCs are Massive Online Open Courses, which are available to anyone in the world. MOOCs can meet the diversified needs of learners. Many colleges and universities have offered MOOCs.

As the main mode of modern distance education, Radio and TV University, which is now renamed Open University, needs to use modern advanced network technology to create high-quality digital learning resources, and provide a better network learning environment and learning platform. Teachers are required to provide abundant teaching

modes to meet students' needs. With the introduction of MOOCs in major universities in China, local open universities now face not only an impact, but also an opportunity. The new teaching mode puts forward new and higher requirements for teachers of local universities. It has changed the traditional idea that teachers should only teach face to face. Teachers of local universities should have solid professional knowledge. In addition, they also need to master the technical ability of modern distance education, innovative teaching design and organizational ability, and innovative ability of teaching methods. In order to better adapt to the era of MOOCs, local open universities need to reorganize teaching content and establish

*Corresponding Author:

Xiaohua Peng,

born in October, 1982, Lecturer;

Correspondence address: Dongguan Open University, No. 157 Canal East Road, Guancheng District, Dongguan, Guangdong, 523000, China;

E-mail: 495236086@qq.com.

Fund Project:

Guangdong Open and Distance Education Research Fund Project: Research on Human Resource Management of Open University Teachers Based on Competency in the Era of "Internet +"—Taking Dongguan Open University as an Example (Project No.: YJ1705).

equal and harmonious teacher-student relationship. Therefore, based on the theory of teachers' competence, this paper analyses the development of teachers' competence in local open universities under the impact of MOOCs. The improvement of teachers' competence in local open universities will help to improve the development and teaching quality of MOOCs, and promote the innovation of teaching mode, teaching methods and teaching means in distance education, and promote the professional development of teachers in open universities.

2. Theoretical Basis

2.1 The Concept of Competence

The term "competency" comes from the ancient Roman era and mainly refers to the attribute of "a good Roman soldier". At the end of the 19th century and the beginning of the 20th century, Taylor, the father of scientific management, put forward "time-action research" and "management competency movement", which became the beginning of competency research.^[1] Mc Lagan (1990) pointed out that competence is an individual's comprehensive ability to achieve excellent results.^[2] At present, there is no uniform definition of competency in academic circles. Zhengdong Wang (2008) studied the competency structure of teachers in distance education institutions through behavioral event interviews. He believed that the competency of teachers in distance education institutions includes three aspects: technical skills, human skills and instructional design skills.^[3] But Honglan Luo from the former Central Radio and Television University, which is now the Open University of Chian, put forward that the success of distance education teachers mainly includes: Professional knowledge (professional knowledge preparation, teaching process, after-school counseling, evaluation and support), professional character (self-confidence, enterprising and challenge, responsibility, professional enthusiasm), social adaptability (communication, cooperation, organization and management) and vocational skills (information ability, professional and technical ability).^[4]

2.2 The Connotation and Characteristics of MOOCs

MOOCs generally refer to large-scale open online courses. MOOCs has the characteristics of openness, large-scale, autonomy, diversity and high-quality. It is a new teaching form. Teachers are no longer simply speaking to students in the classroom, but they can play at random. This kind of open online course puts forward higher requirements for teachers, and offers the teaching content to students by recording video lessons. Facing the camera, teachers are facing great challenges in teaching content, teaching form

and teaching language. Needless to say, the operation and mastery of modern information technology should be constantly studied. Due to limited funds or resources, teachers of local open universities can be said to be writers, directors, actors and producers.

3. The Dilemma of the Development of Teachers' Competence in Local Open Universities under the Impact of MOOCs

Under the background of MOOCs, how can teachers be better qualified to teach? This question asks more for teachers' competence.

3.1 The Enthusiasm of Teachers' Work Needs to be Improved and Their Ideas Outdated

MOOCs are to show the content of learning to the students through videos. It is required that teachers should mobilize students' enthusiasm and make them acquire knowledge in a short time. Teachers spend a lot of energy and time on teacher-student interaction, PPT design and micro-video presentation. And students are the main body. Teachers should provide timely service to answer their questions and solve their puzzles. For teachers of local open universities, some are accustomed to the traditional three-foot platform, explaining the textbooks. Many teachers are frustrated in their work. And they are unwilling to accept the form of MOOCs. The competence of teachers' professional character in local open universities needs to be strengthened.

3.2 The Application Ability of Modern Information Technology Needs to be Improved

MOOCs itself is based on the network environment. To solve the problem how to more effectively disseminate knowledge in the network environment, teachers of local open universities must have certain ability to use information technology. The application of modern information technology has become a basic skill for teachers in local open universities. From the production of PPT to the production of micro-video and micro-audio, as well as the interaction with students through internet, all of these are inseparable from the application of modern information technology. As for local open universities, their practice of distance education is relatively short, the faculty is insufficient, and the daily affairs are too many. It is very difficult for teachers from local open universities to adapt themselves to the modern teaching of MOOCs. Due to the limitation of local open universities' own resources, teachers should personally do all aspects of the implementation of the course. For example, teachers should not only be able

to record video, teach face-to-face and offer online counseling, but also know how to direct and produce, which is a great challenge for teachers.

3.3 The Ability of Network Teaching Needs to be Improved

In the era of “Internet +”, MOOCs are very different from those of traditional face-to-face teaching. From the formation of curriculum resources, the production of micro-lessons, the specific operation of the implementation of MOOCs, pre-class preparation, interaction with students in class and after-class counseling all test teachers’ online teaching ability. For the teachers of local open universities, from the traditional face-to-face teaching to face teaching and network teaching, it is very difficult for them to implement MOOCs teaching on their own, due to the lack of experience, limited resources. Thus their ability of online teaching needs to be further improved.

3.4 Management System Does Not Adapt to Modern Development

In the era of “Internet +”, teaching mode of teachers in local open universities has changed to some extent. Teachers are required to adapt to distance education in which the main form of teaching is coursework. From the preparation of lessons, the form of lessons and the guidance after class, it is different from the traditional teaching mode. Inevitably, the original management model of school teachers also needs to be reformed. Especially in the aspect of human resource management of teachers, there are many contents that need to be reformed. For the planning of teachers’ human resources in local open universities, the original human resources planning can no longer meet the new situation of modern distance education. Teachers’ competencies have changed. Human resource planning should also be adjusted accordingly. In terms of teacher training, the traditional teacher training can no longer adapt to the work content of modern local open universities. There is a need to add new training content that meets the development needs of distance education. In terms of performance appraisal, nor can the calculation of teachers’ workload be the same as that of traditional face-to-face classes. In the era of “Internet +”, teachers’ class hours cannot be simply counted as the last few classes. It also includes a large number of resources construction, online student counseling, online follow-up after class, etc. In the aspect of performance appraisal, we should try our best to conform to the work content of teachers in modern local open universities.

4. Strategies for the Development of Teachers’ Competence in Local Open Universities

Although the arrival of MOOCs has a certain impact on teachers of local open universities, it can also promote teachers to improve their self-competence. Facing the predicament of the development of victorious force under the impact of MOOCs, the following countermeasures can be taken.

4.1 Maintaining Work Enthusiasm and Changing Teaching Concepts

Local open universities are faced with students who are on-the-job learners, and students’ learning time is more scattered. Teachers in open universities should set up the concept of lifelong learning, keep working enthusiasm, constantly learn new things and knowledge, set an example for students and create an atmosphere of lifelong learning. In order to further improve the competence of teachers in professional character, adapt to the teaching of “Internet +” era, the management of local open universities should embody the concept of human-based management and give teachers a voice in teaching and scientific research.^[5] Local open universities should arrange the path of teachers’ career promotion and provide financial support so that teachers’ work enthusiasm is strengthened. The current teaching in local open universities is mainly focused on training-like lectures, such as a course that covers a lot of content a day. The learning form of MOOCs directly tests the teaching design, the arrangement of teaching content and the teaching form of local open university. MOOCs are based on student-centered learning form, and students can learn MOOCs anytime and anywhere. Teachers in local open universities must face such a new situation, change their previous teaching concepts, consciously change themselves and keep pace with the times, and improve self-competence in professional character in the modern information age.

4.2 Enhancing the Application Ability of Information Technology

Under the impact of MOOCs, teachers’ success requires that teachers should first improve themselves. Teachers in local open universities should constantly improve their ability to learn information technology. Teachers can consciously learn new information technology knowledge through books and networks. Teachers can also learn by doing micro lessons on their own. Ask colleagues and professionals for advice when facing problems. Keep a positive and humble attitude. Don’t be afraid to ask ques-

tions. In the face of new things and new technologies, teachers have to learn to master them. And also teachers can establish a learning, which can give full play to member's respective advantages. For example, the design of a course and the construction of resources, several teachers can set up a team to study and work in groups. Improve the competence of teachers in local open universities in terms of social adaptability (communication, cooperation, organization and management).

Schools should regularly arrange training in the use of information technology. The forms of training can be diversified. It can be a professional computer teacher who trains ordinary teachers in the use of information technology. It can be an experienced teacher who introduces the experience of making micro lessons. We can also regularly study the use of information technology outside school, expert lectures, practice visits and other forms. In short, schools should use all available resources to provide teachers with various training in the use of modern information technology, enhance their ability to use information technology, and improve the competence of teachers in local open universities in terms of vocational skills (information ability, professional technical ability).

4.3 Training Teachers' Network Teaching Ability

It is an urgent task for local open universities to cultivate and improve teachers' online teaching ability. In the era of "Internet +", The Internet has brought a lot of convenience to life. At the same time, as for the characteristics of adult students' learning in Open University, such as: students are scattered, learning time is unstable, and it is difficult to provide face-to-face teaching. MOOCs teaching and other forms of online teaching can make best use of students' fragmented time, so that students can learn anytime and anywhere.

Local open universities should attach importance to network teaching, and provide a simple, powerful and easy-to-operate teaching platform for teachers. At the same time, schools need a series of training in line with the teaching characteristics of local open universities and the promotion of teachers' network teaching ability, so as to improve teachers' competency level in the era of "Internet +". School training design can not only improve the current level of timely competence, but also predict the future requirements of teachers' competence for local open universities.^[6]

Teachers in local open universities must strengthen self-learning and constantly implement online teaching. In the process of network teaching practice, they should accumulate experience, constantly reflect and improve. They should try their best to enhance self-competence in

professional skills (information ability, professional and technical ability).

4.4 Improve the management system to alleviate job burnout

The local open university should adapt to the demand of distance education with MOOCs as the main situation in the era of "Internet +". In terms of management, it should be in line with the work content of teachers in local open university and suitable for the development of teachers' competency. In the aspect of human resources planning, we should pay attention to the direction of teachers' career development, and bring teachers' career management into the school human resources management system. Local open university help teachers to clarify the path of career development and guide the design of teachers' career from the aspect of management system.^[7] Local open universities should establish a supporting service-oriented system to reflect teachers' sense of value and achievement, alleviate teachers' job burnout and psychological pressure, and achieve a coordinated development between teachers' personal goals and the organizational goals of open universities. The local open university needs to establish and perfect the teacher training system suitable for the "Internet +" era, and enhance the professional competency of teachers, such as enhancing the ability to use modern information technology, multimedia technology, network technology, etc., paying attention to training the adaptability of teachers to live webcam and the communication skills and skills with students. Performance appraisal system is the bottleneck that local open universities need to break through. Open universities are different from ordinary institutions of higher education and primary and secondary schools. In the evaluation system, it is necessary to establish an evaluation system suitable for the characteristics of local open universities, which not only reflects fairness, but also reflects multi-level. For full-time class teachers and professional backbone teachers, appropriate rewards should be given in quality courses and scientific research. For teaching managers and counseling teachers, they should break through the career plateau, embody incentives, and payment should be adjusted appropriately to strengthen their awareness of management and service.^[8]

In the era of "Internet +", the development of education in local open universities needs the participation and contribution of teachers. Only by constantly changing their concepts and improving their competence in professional knowledge, teaching skills, professional personality and social adaptability, can teachers in local open universities better adapt to distance education teaching in the era of MOOCs. Teachers are both participants and designers.

The local open university should be suitable for the new content of teachers' work in the era of "Internet +" in management, integrate into the new system, guide and encourage teachers to do professional development, enhance teachers' sense of belonging, identification and self-confidence, so that teachers can work hard, study hard and improve their competency continuously.

References

- [1] Maohua Li. Competence of university teachers[D]. Xi'an: Shanxi Normal University, 2009:1.
- [2] David Du Bois. Performance Leap - the Ultimate Use of Ability Assessment Method[M]. Fangling Li, Translated. Shantou: Shantou University Press, 2003:13.
- [3] Dee H alley. The Core Com petency Model Project[J].*Corrections To day*, 2001,63(12):154.
- [4] Honglan Luo, Tingting Yang. Research on the Competence of Full-time Teachers in Distance Education[J]. *China Audiovisual Education*, 2008(9):32-35.
- [5] Fengxue Qian, Ying Wang. Analysis of Teachers' Competence in Local Radio and Television University——Taking Anhui Radio and Television University as an example[J]. *Journal of Anhui Radio and Television University*, 2015(01):78-82.
- [6] Fengxue Qian. Exploration of Human Resource Management of Teachers in Provincial Radio and Television University from the Perspective of Competence[J]. *Journal of Gansu Radio and Television University*, 2015, 25(03):78-81.
- [7] Na Luo. Exploration on the career management path of RTVU teachers from the perspective of role competency[J]. *Education and Teaching Forum*, 2015(19):29-31.
- [8] Zhengshu Yan. Research on the Construction of Competency Model of College Teachers' Mucour Teaching[J]. *Open Education Research*, 2015, 21(06):104-111.