

Research on Cultural Industry Management Teaching Reform in the MOOC Era

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Abstract - Massive Open Online Course (MOOC) has a huge impact on the traditional mode of education. This paper analyzes the teaching characteristics of MOOC, combines with the current situation, discusses the inspiration of MOOC to the cultural industry management teaching reform, and puts forward ideas and suggestions to the teaching reform.

Index Terms - MOOC; Cultural Industry Management; Teaching Reform

1. Introduction

In 2008, the American scholar and Professor Jim Groom and Professor Branson Smith uploaded MOOC for the first time. They took the first letter of each word to form a new word, namely, "MOOC", and the Chinese scholar Jiao Jianli translated it as "Mu Class". Since 2012, more and more world-renowned universities have joined to launch their free online courses, MOOC began to emerge around the world, and not it has tens of millions of users. After 2013, Tsinghua University, Hong Kong University, Hong Kong University of Science and Technology, Beijing University, Fudan University and Shanghai Jiaotong University have also joined the MOOC platform, and some scholars said that the Chinese higher education would witness a drastic change for the arrival of MOOC era. As a new teaching model, MOOC is free and has the features of rich content, large learning freedom and easy access, which have been widely recognized by the learning subject. According to the statistics made by Coursera, the number of registered Chinese learners on the MOOC platform in 2014 increases fivefold over 2013, and there is a Chinese person per eight increased learners. The reasons are as follows. Firstly, the contradiction between the unbalanced Chinese high-quality teaching resources development and more and more students being eager to receive the world-class university education highlights; secondly, the world-renowned universities have realized that their global influences might be improved by opening the online courses to the social public; thirdly, the rapidly developed Internet technology has provided the technical assurance for promoting the free learning and diverse interaction of MOOC in the globe.

The cultural industry management in Mainland universities is controversial. On the one hand, due to the cultural industry potentials generally recognized by the society, it is promising to develop the cultural industry. On the other hand, since there is obvious difference between the Chinese mainland awareness and development level of cultural industries and the world together with the first-tier cities, such as "Beijing, Shanghai and Guangzhou", the cultural industry

management in mainland universities has encountered many problems, such as: teaching quality, teaching philosophy and practical applications. The global concern of MOOC makes people think about: whether its teaching characteristics and teaching methods can offer help to the mainland universities' cultural industry management? How to promote the teaching reform of current cultural industry management through this emerging teaching mode? Whether it is viable to introduce this method to the undergraduate teaching activity and improve the teaching quality? For these issues, this paper attempts to deeply understand MOOC, finds the MOOC teaching advantages, and provides a reference for the practical teaching reform of university cultural industry management.

2. Characteristics of MOOC Teaching

After several years of development, MOOC has formed a complete teaching process of video teaching, discussion interaction, assignment submission, taking the exam and obtaining certification. By analyzing this process, it is found that MOOC reflects the teaching characteristics different from the traditional classroom teaching.

A. Take Knowledge Topic as the Teaching Content

In the traditional teaching process, the teachers take the textbook chapter unit as the content, "class" as a unit, and the sheet courseware is of displaying organizational teaching, which is characterized by "long time, more contents and complex association". A teaching video of MOOC is usually a knowledge topic for 15-20 minutes, which is convenient for students to learn efficiently and learn repeatedly until have a thorough understanding.

B. Interactive Community Participation Mechanism Drives the Interactive Teaching

Traditional teaching methods focus on "teaching" by teachers with less interaction. even though there is an interaction, it is carried out in the classroom between teachers and students. In the MOOC open learning platform, the interactive discussion community might be established among hundreds of thousands of learners, and more discussions are carried out among the students. Through the learning evaluation system developed by Coursera, students may evaluate and score other classmates, in order to learn from each other. According to a survey about the participation in Coursera platform courses of students majoring in Cultural Industry Management, Tourism College, Inner Mongolia University of Finance and Economics, among all enrolled

students, 10% of the students often participate in the discussions, 83.33% of students occasionally participate in the discussion but often concern, and 6.67% of the students never participate in the discussion. According to feedback from students, students who participate in or often participate in the discussion will have higher learning satisfaction after learning and consider that they gain more.

C. Gather Massive Information Resources

In the traditional teaching methods, the teaching resources are delivered to students after finishing the organization. In MOOC courses, there are abundant information resources, including the courseware, papers, answers, and student feedback, discussions, as well as social events and news. In the information age, the individuals cannot grasp all the teaching resources, so the information resource gathering through massive interactive open platform has become a more active teaching method.

Based on these teaching characteristics, it can be seen that MOOC fully affirms the role played by students in the learning process, and students are transformed from purely acquiring knowledge to participants who actively providing knowledge. Students may learn independently according to their own interests, which greatly improve the students' enthusiasm for learning.

3. Inspiration of MOOC to Cultural Industry Management Practical Teaching

At present, the overall teaching quality of cultural industry management in mainland universities is not satisfactory, such as teaching resource scarcity, shortage of teachers, the disconnection between theory and practice and backward training mode, which have brought negative impacts on the healthy development of future cultural industry management. Since the cultural industry management course is characterized by a wide range of knowledge, rapid knowledge updating speed and innovation, the massive, open and online teaching mode of MOOC has provided a new idea for the teaching mode reform of traditional cultural industry management.

A. Share High-quality Educational Resources

“Due to relatively unreasonable allocation of domestic higher educational resources, good universities are mostly set up in Beijing, Shanghai and other first-tier cities. However, young people in other regions also have strong demand for knowledge”. Similarly, according to the questionnaire about the participation in Coursera platform courses of students majoring in Cultural Industry Management, Tourism College, Inner Mongolia University of Finance and Economics, a question is designed that “the impacts of Peking University on Your Motivation of Choosing the Coursera Platform”, 76.67% of the students think the impact was very large. MOOC has opened the door to the world-class universities for students, so that they can share the high-quality educational resources with the education developed regions. Therefore, it relieves the disconnection between cultural industry management course

and the reality that is generally reflected by students, backward teaching method, the disconnection between theory and practice, and lack of cultivation of innovative ability.

B. Alleviate the Shortage of Teachers

China officially opened the cultural industry management in 2004. Different universities respectively set up the major of cultural industry management, and they have different training directions and set up different courses. As a new major, there are no sufficient teachers within a short period, and the vast majority of teachers come from the original culture and arts, economics and management, tourism, media and other majors related or close to cultural industry management. There are insufficient expert teachers with knowledge complex, practical experience and the cultural industry development trend, which is not conducive to the sustainable and healthy development.

Through MOOC teaching mode, students can choose the front theoretical course or classic courses given by other university teachers, and the university teachers will teach according to students and local conditions, in order to improve the teaching quality, and enhance the professional level of students and teachers.

C. Broaden the Cultural Horizon

After mastering certain systemic knowledge, the cultural industry management students shall fully understand the cultural resources and play the groundbreaking thinking. At this point, it is controversial with the traditional teaching model that focuses on systemic knowledge and lack the innovation ability. Through MOOC platform, students can get different course contents from other schools, experience different teaching and learning methods, and even experience the cultural differences between different countries. According to the statistics made by one of the global MOOC platform providers - Coursera, now they have nearly six million students in the world, and the most popular courses on the platform include “Basic Conflicts in the Muslim World” of University of Copenhagen, “Italian Architecture in the Early Renaissance” of University of Rome, as well as “Introduction to Astronomy” of Duke University. If students can study similar courses, the cultural collision will be a rare experience for cultural industry management students to broaden their cultural horizon.

More importantly, teachers can also broaden their horizons, learn and exchanges, make cultural industry management truly integrate into the global cultural development, and bring the innovation vitality through MOOC platform.

4. Reflection and Suggestions on Teaching Reform of Cultural Industry Management

MOOC teaching characteristics and its enlightenment on teaching practice of culture industry management provide some constructive ideas to carry out the teaching reform.

A. Encourage Students to Master Teaching Resources

In the era of MOOC, teachers and even famous universities are no longer the sole owner of teaching resources,

so it is essential to organize the teaching resources with an opener attitude and build the dynamic management system for the teaching resources. For learning experience, difficult issues and relevant online information, students may access the teaching resource database, so as to fully activate the learning interest and initiatives of students, and establish the two-way communication channels between teaching and learning. In such a way, students no longer simply receive the teaching resources, but ensure the effective extension of teaching resources.

Surely, while extensively gathering the teaching resources, teachers should set up the appropriate audit and inspection system, designate relevant personnel to control, and ensure the quality and updating frequency of teaching resources.

B. Build the Independent Learning Platform

More and more universities attempt to build an independent learning platform adapting to the school situation, integrate the teaching resources, and encourage teachers and students to enrich the teaching resource database; use smart phones and social media to penetrate the channels between “teaching” and “learning”, and enhance the interactive sharing. However, there are still many difficulties in the process of platform construction: lack of innovative curriculum design, lack of independent learning oversight mechanisms, and difficulty in assessing the test results.

By learning from MOOC mode, the researchers adjust the length of instructional videos, segment the past long video into 15-20 minutes “Micro Lesson” conforming the efficient human body time length, which is convenient to learn; each lecture corresponds to the assessment, and only by answering questions correctly can continue the next topic; establish a sound assessment system, incorporate students’ participation in the discussion, contribution to teaching resources, peer assessment into the final assessment methods, and ensure that the assessment results truly reflect the student learning situation.

C. Rely on the Learning Platform to Make Teaching Process Digital

By relying on the learning platform, always concern about the student conditions, and make the key points, difficulties and feature information digital. Make quantitative analysis of these data, assess the teaching effectiveness, and timely feedback. On this basis, carry out an effective instructional design, and conduct educational reform in a targeted manner.

D. Small-class Teaching Explores the Interactive Active Learning Mode

In addition to advocating massive teaching resources sharing, MOOC also pays attention to students’ implementation of exchanges and learning initiatives. Therefore, it is advisable to shrink the class capacity, and guide students to learn actively and individually. For example, randomly separate the cultural industry management students into a small class with 15 students, compress the teaching contents within 20 minutes in the form of knowledge topic, each class requires students to participate in analysis, discussion and sharing after “listening to class”; teachers play the roles of organization, coordination, motivation and recommendations, and examine respective learning effects by assessing each other.

5. Conclusion

Massive Open Online Course (MOOC) has a huge impact on the traditional mode of education. This paper analyzes the teaching characteristics of MOOC, combines with the current situation, discusses the inspiration of MOOC to the cultural industry management teaching reform, and puts forward ideas and suggestions to the teaching reform.

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