An Exploration of Constructive Approach to the Higher Institutions’ MOOC with Chinese Local Characteristics

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Abstract. Although the paradigm change led by MOOC in the field of higher education has many supporters, and MOOC has been applied widely for many years in the world. Now, more and more people begin to pay attention to the disputes about disadvantages and advantages of the MOOC. At first, the article indicates that some innate bad genes of MOOC, such as the cultural erosion tendency, the high drop out rate, the low effectiveness of the teaching evaluation and the low reliability of the course credits. And then the article faces the process of Chinese MOOC construction in different colleges and universities, and focuses on how to improve the innate bad genes of MOOC. Finally, the article gives some suggestions to explore a constructive approach to the higher institutions’ MOOC with Chinese local characteristics.

1. Introduction
Although the paradigm change led by MOOC in the field of higher education has many supporters, MOOC has been applied widely for many years. Now, more and more people begin to pay attention to the disputes of the MOOC, especially in many Chinese well-known colleges and universities have built the MOOC. The people must change the bad genes of MOOC in the construction of local MOOC, to explore a constructive approach to the higher institutions’ MOOC with Chinese local characteristics.

2. The Innate Bad Genes of MOOC

2.1 The Cultural Erosion Tendency
Education sovereignty is the same as economic sovereignty, political sovereignty, cultural sovereignty and information sovereignty. It is the subordinate concept of state sovereignty. The economic sovereignty has always been of concern, but the importance of education sovereignty is often overlooked. The educational sovereignty is the logical extension of the state sovereignty and cultural sovereignty [1]. Educational institutions are the place of shaping the national personality and the cohesion of the people. In essence, safeguarding educational sovereignty is the maintenance of national education right and the national mainstream ideology and cultural values. Western countries take their own ideological penetration to influence the sovereignty of education in developing countries. At the same time, MOOC is a pushing hand of the internationalization of higher education, and it will become a new recessive infiltration tool in education sovereignty.

2.2 The High Dropout Rate
The cost of drop out of MOOC is almost zero, so it accompanied by a high dropout rate from birth, which is a very normal situation. Meyer (2012) reported that the drop out of MOOC in Stanford, MIT,
and University of California at Berkeley are between 80% and 95%. For example, 50 thousand students enrolled in "software engineering" course in University of California at Berkeley, only 7% of those who completed the learning courses of the MOOC. "social network analysis" MOOC, on the platform of Coursera, only 2% learners finish the MOOC and have the basic badges, 0.17% learners have achieved excellent certificates among them [2].

2.3 The Low Effectiveness of Teaching Evaluation
At present, the MOOC mainly adopts online short multiple-choice with automatic scoring evaluation as a learning tool, only a handful of MOOC adopt open short answer as test method. But considering the number of learners, it is hard to imagine the MOOC teachers have the time and energy to review so many operations [3]. Therefore, MOOC often relies on the peer assessment way of learning measurements, such as Coursera and Udacity.

The validity of this evaluation method has been questioned by many researchers. First of all, there are a large number of learners, dozens or hundreds of learners who will evaluate more than 10000 assignments. The assignments involved are very complex. Secondly, MOOC peers without teachers' participation, guidance or supervision, the quality of peer assessment is not guaranteed. Thirdly, MOOC learners are often distributed all over the world. They are different from language, culture, values and world outlook each other. Without the guidance and supervision of teachers, learners lack the sense of responsibility or effective motivation. As a result, it is difficult for them to deal with other students' assignments seriously. Therefore, the most controversial issue about peer assessment is the reliability of the results.

2.4 The Low Reliability of the Course Credits
MOOC is more controversial in the credit and certification issues. So far, most of the MOOC platforms only provide students with the certificate of the success in the course of examination, or the completion of the entire learning process, rather than the credit. The latest trend is that more and more universities began to recognize and accept the MOOC credits, because the activity can help schools increase visibility in the marketing, and thus bring more students registered in [4]. However, according to the survey of higher education in the United States, 72% of MOOC teachers think they should not be given class credits [5].

3. The Constructive approach to the higher institutions’ MOOC with Chinese Local Characteristics
MOOC era is the inevitable result of the development of information technology. China is completely different from the developed countries in higher education system, education idea, and mode of thinking, the level of information technology and other aspects. In view of the above MOOC controversy, we should change the innate bad genes of MOOC as much as possible, and explore a constructive approach with Chinese local characteristics in the MOOC construction course.

3.1 Highlighting the Guiding Role of Local Culture
The globalization of MOOC will inevitably bring about conflicts and integration between different cultures and ideologies. MOOC is not only a theoretical problem, but also a practical one. The rise of MOOC in the United States is, on the face of it, the advocacy and practice of individual Elite Teachers. In essence, it is jointly promoted by University, government and enterprises. It can be said that the key role is precisely the government, which has a deep purpose behind the spread of American culture.

This requires the construction of local MOOC in China and should put the national cultural safety, education safety, information security, ideology and even political stability into the research vision. We can carry forward the unique charm of Chinese culture through MOOC, let more people all over the world understand China, and improve China higher education in Higher Education of the world's right to speak. Therefore, Chinese MOOC should adhere to education, technology, commercial, and security in the localization process. From the perspective of education, we mainly study the problem
of MOOC and educational reform, which involves the global competition of higher education and even basic education. From the perspective of technology, we mainly study the research of MOOC platform technology, which need the experts and scholars in technical field (not only educational technology) to participate the construction widely. From the perspective of business, we mainly research the operation mode of Chinese MOOC platform, to provide a solid economic foundation for Chinese MOOC, which requires the addition of economic theorists and practitioners. From the perspective of security, we should mainly study the penetration of the MOOC with western national ideology.

3.2 Enhancing the Attraction of MOOC
Although the overall dropout rate of MOOC is high, there are statistics which show that some of the MOOC in terms of teaching design, course display, or learning feedback, teaching evaluation, do some more attractive than the other MOOC, the dropout rate is much lower. Therefore, it is necessary to conduct the analysis of learners in the construction of MOOC. For example, if the learner are Chinese learners or foreigners, we should analyze their learning and cognitive style respectively. How to design an attractive MOOC is worthy of attention in the course of Chinese MOOC construction.

3.3 Improving the Effectiveness of Teaching Evaluation and Promoting the Learning Achievement Certification
The credit degree is a relatively fair evaluation standard of the learning experience and learning ability. In order to make the MOOC learning into effective learning and social recognition, the people must take practical measures to promote the effective development of teaching evaluation, and ultimately promote the MOOC learning achievement; it has been widely recognized by society.

First, we should strengthen the face-to-face interactive teaching. Through it we can eliminate the lonely feeling of MOOC learners. Face to face teaching and teaching evaluation can greatly make up for the defects of online teaching evaluation with low confidence.

Secondly, the establishment of standardized professional examination room and the improvement of the online education evaluation system can improve the effectiveness of MOOC teaching evaluation. For example, we can establish enough standardized professional examination rooms in all colleges and universities which have joined the MOOC construction union, similar to the Chinese Foreign Language Examination or Computer Professional Examination. One can participate in the teaching evaluation of the candidates through the network registration, and choose the test site and test matches freely. The evaluation can base on the results obtained from the site invigilation mode has its own higher reliability. At the same time, we can rely on the remote monitor software which can provide full supervision of the whole process of assessment and the video data. These auxiliary file materials are helpful and creditable for future queries.

Finally, we should construct an influential Chinese MOOC platform through the strong combination among colleges and universities. In July 2013, Shanghai Jiao Tong University joint with Peking University, Tsinghua University, Fudan University, Zhejiang University, Nanjing University, University of Science and Technology of China, Harbin Institute of Technology, Xi'an Jiao Tong University have completed the construction of "China C9 University alliance". Tongji University, Dalian University of Technology, and Chongqing University and other colleges and universities construct online open curriculum standard and sharing mechanism synergistically, sharing platform, sharing course, have developed a high level inter-university program for students to choose courses, join training of minor professional, and jointly implement the open online course resources to the public, expand and enjoy high-quality teaching resources in the domestic users. In the same year, both sides of the five Jiaotong University (Shanghai Jiaotong University, Xi'an Jiaotong University, Southwest Jiaotong University, Beijing Jiaotong University, Taiwan Jiaotong University) jointly established the MOOC platform, launched the online learning consortium. The joining of the famous universities in China will help to build up MOOC platform with high social influence, so that the results of the study will be of high credibility.
4. Conclusion
In general, in order to explore a constructive approach to higher institutions’ MOOC with Chinese local characteristics, highlighting the guiding role of local culture, enhancing the attraction of MOOC, and improving the effectiveness of teaching evaluation and promoting the learning achievement certification are effective way to go much further.

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