

# Research on the construction and application of online open course resources--taking the course of "Web Design and Production" as an example

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**Abstract:** By studying the construction and application of the online open course resources of "Dreamweaver Web Design and Production", and adopting a blended teaching mode combining online and offline methods, students' interest in learning and subjective initiative can be enhanced. At the same time, establishing a diversified evaluation system can help teachers assess students' daily learning habits and attitudes from multiple dimensions, rather than solely relying on final exams for evaluation. The exploration of online open course construction and application opens up more innovative educational and teaching reform models.

**Key words:** online course; development of applications; multivariate evaluation

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## 1 Introduction

With the gradual deepening of education modernization and reform, online open teaching has increasingly become a conventional teaching means, and its importance has become the consensus of the teaching industry and even the whole society. How to use online open education technology to deeply integrate professional course education with ideological and political education, and lead college students to establish the socialist outlook on life, values and world in the new era, has become an urgent problem to be solved in colleges and universities [1].

## 2 Problems with the "Dreamweaver Web Design and Production" course

Online open teaching is very different from the traditional teaching mode in terms of management, assessment and evaluation. Therefore, improving the effect of online open teaching and constructing teaching quality evaluation indicators in line with the characteristics of online open teaching is one of the important means to ensure the healthy and orderly development of online open teaching quality. However, there are following problems still existing in online open courses.

For students: Compared with traditional teaching, open online teaching has no fixed classroom, which breaks the boundary of time and space, requires students to have higher independent learning ability. Whether students are engaged in open online learning, and the authenticity of the online learning results are unavoidable issues in open online learning.

For teachers: Compared with traditional teaching, online open teaching does not allow teachers to observe students in class in time and lacks the atmosphere of common learning. Online open courses need excellent teachers to design the teaching early. Especially in the context of the teaching reform of optimizing quality education, how to design the whole class according to the characteristics of online open courses is a key problem to be solved.

### **3 The "Dreamweaver Web Design and Production" online open course design ideas**

Online open courses break the traditional disciplinary curriculum model characterized by knowledge transmission, and adopt online open and offline hybrid teaching mode, which breaks down the course content and knowledge points into effective modularized teaching according to the characteristics of online open courses, so that students can master the skills and knowledge points through the micro-class learning. Online open courses can also review the exercises submitted by students after class, provide a Q & A discussion area to make students always interact with the teachers. The online open courses conduct online and open live broadcast classes from time to time to draw in the distance with students and provide students with more detailed online open learning services; at the same time, establish a diversified evaluation system to evaluate students in multiple dimensions, perspectives and through online open test results + after-class practice submission + course participation and other aspects, rather than a single final exam result.

The online open courses adopt online and offline hybrid teaching mode. In the course teaching of "Dreamweaver Web Design and Production", the integrated education mode of "post course certificate" has been actively explored. The course content follows the industry system, actively explores the new mode of school-enterprise integration, and the students can obtain relevant "junior web designer" qualification certificate; the course content introduces new technology, new process of the industry enterprises, allowing students to complete the course learning from the "single thread" knowledge system structure to "multiple process" skills architecture; it can be aligned with the information technology vocational education, and lays the foundation for the vocational college skill competition.

### **4 "Dreamweaver Web Design and Production" online open course construction and application**

The teaching effectiveness of online open courses requires teachers to design the course content in advance. Teachers should mobilize students' participation and enthusiasm through different task-oriented chapters and carry out effective and diversified evaluation of students in multiple dimensions of "learning behavior, learning ability, learning attitude, cooperative spirit and exploration spirit" [2]. The evaluation content should run through the three stages before, within class and after class.

Before class: Teachers assign preview tasks in advance through online course platforms, guide students to learn relevant content in advance, and require students to record their learning process questions in a timely manner. Through the establishment of study groups, students can summarize and generalize the questions without specific restrictions on the number of questions. Students are encouraged to send the summarized questions to teachers through the platform before class, so that students can start learning new courses with questions, which is more convenient for teachers to design targeted course teaching.

In-class: For the problems raised by students, first students are guided to think about the solution to the problems, then teachers should give students more inspiration and motivation. Through the teacher's analysis and interpretation of the problem, as well as the students' own thinking, the teaching effect of the online open course is effectively improved.

After class: Students can learn, practice and consolidate knowledge points through the online open course. In practice, the content and time for completing exercises or homework can be designed according to the needs of learning tasks. At the same time, by utilizing the homework and group activity functions of the online platform, teachers can try to assign groups or designated graders to complete the homework, and give timely feedback on the results.

According to the changes in the internal and external environment of network open teaching, it is necessary to integrate new ideas, dynamically adjust them, build a real teaching quality evaluation system, and provide guarantee for the mixed online and offline teaching.

## 5 Establish a diversified and comprehensive evaluation system for project tasks

5.1 Assessment ratio of "3 (ideological and political education) + 3 (knowledge) + 4 (ability)"

The "3 + 3 + 4" assessment ratio was established. The first "3" is 30% of the total score in the ideological and political education course, the second "3" is 30% of the total score in the knowledge competency course, and the "4" is 40% of the total score in the comprehensive competency course, leading to the final grade of the entire course.

5.2 Cooperation + operation + comprehensive application

In the evaluation system of the whole course, there are not only parts that need to be completed by students independently, but also parts that need team cooperation. Students not only have to rely on their own skills and knowledge points to complete the assessment content, but also need to work together to strive for an excellent level of assessment.

5.3 Teachers + teaching assistants + students + enterprises

The establishment of diversified evaluation system is not based solely on teacher discourse, but on the comprehensive evaluation of teacher score + teaching assistant score + student mutual evaluation + enterprise personnel score. Through the perspectives of different teachers, students' works are scored. In this way, the evaluation of students' works is more comprehensive and objective. Teachers consider students' works from the aspects of students' usual classroom performance and skill application proficiency; teaching assistants can evaluate students based on their participation in teamwork and online participation in Q & A, tests, etc; enterprises evaluate student works based on actual needs and the latest industry standards. Through multi-dimensional, all-dimensional and other forms, it can help students to improve their knowledge and ability from different angles and different dimensions [3].

## 6 Conclusion

Through the construction of an online open course resource called "Dreamweaver Web Design and Production", benchmarking against the talent training model of related majors, introducing new technologies and processes from industry enterprises, and shifting from a "single thread" knowledge system structure to a "multi process" skill system structure, the course aims to cultivate skilled talents in web design, development, and application for enterprises. The curriculum is led by project tasks, combined with real cases from schools and enterprises, constantly updating the construction of the curriculum resource library, so as to provide reserve forces for the high-quality development of the regional economy; it also integrates ideological and political education, skill enhancement, innovative spirit, sense of responsibility, and patriotism into knowledge transmission and ability cultivation, so as to cultivate qualified successors for socialist construction.

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### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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