

Research on Education Field and Teaching Mode of Colleges and Universities in Network Era

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Abstract: Starting from the challenges faced by the current higher education, aiming at the actual needs of the teaching reform in colleges and universities in China, this paper studies the teaching mode based on multiple fields, and puts forward the innovative ideas of the teaching mode in colleges and universities under the reform of the education field, so as to provide reference for the teaching reform in colleges and universities in China.

Keywords: higher education, education field, teaching mode

Introduction

The Internet era has built a new digital living space for people, which has led to dramatic changes in the mode of production, lifestyle and way of thinking of the whole society. Great changes have taken place in the educational concept, teaching objectives, teaching mode, teaching process and media means of colleges and universities. The classroom is no longer the only place to receive education, teachers are no longer the only knowledge authority, students are no longer blindly passive acceptance, but grasp the initiative of more choices.^[1] With the advancement of the pattern of information globalization, the network has entered the institutionalized university field with an irresistible trend, loaded with complex multi-information and cultural capital.

'Field' is a basic category of sociology. Bourdieu uses it to describe the relationship space, that is, 'the network or configuration of the objective relationship between various positions'. The educational field is an objective relationship network formed among educators, educatees and other educational participants, which is based on the production, inheritance, dissemination and consumption of knowledge, and aims at the development, formation and promotion of human beings. The connection between the participants in the educational field is maintained through the cultural capital of knowledge. In the process of production, dissemination and inheritance of cultural capital, the field of higher education is the knowledge, upbringing, skills and tastes obtained through higher education and become a part of the spirit and body, that is, the cultural ability including cultural knowledge and cultural cultivation. There is no doubt that the network has brought the education field into a panoramic view of time and space, which has led to challenges to the 'habitus' of space-time capital allocation pattern, traditional teacher-student relationship and teaching methods in the education field.

While contributing cultural capital, the network has also broken the original capital allocation pattern in the education field, and the legal identity of traditional classroom teaching has encountered unprecedented challenges. In this case, how colleges and universities face the challenges of the information age, create the gravitational field of teaching activities, and finally realize the ultimate value of education is an unavoidable topic of the times for college educators.

The research on the relationship between 'information technology' and 'higher education' began in 2000, reached its peak in 2013, and is still on the rise.^[2] Most researchers study the application of information technology in higher education and the strategy of improving the efficiency of information technology equipment in colleges and universities

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from the perspective of audio-visual teaching technology, or discuss information technology and education innovation, information technology and teaching reform, and the improvement of college students' information literacy from the perspective of educators.

The existing research mostly discusses how to effectively apply it in higher education from the perspective of information technology, or discusses how to realize educational innovation and promote teaching reform from the perspective of educators. From the perspective of 'field', there are few comprehensive and multi-angle discussions on the interaction between network resources and teaching models, and the impact of the information age on teaching behaviors, teaching strategies and methods.

1. Challenges and countermeasures of college teaching field in network era

With the in-depth development of the Internet age, information dissemination presents a new trend, which is mainly manifested in four aspects: first, information holography; second, the individual is always online; third, since the media communication is spectacular; fourth, micro-communication and micro-communication are becoming more and more popular.

In this case, the educational field of colleges and universities also presents new changes, which are mainly manifested in three main fields: first, the classroom teaching field based on traditional classrooms; secondly, based on the online teaching field of information technology, micro-courses, MOOCs, video courses and online courses can be provided; third, the individual social learning field can realize social network learning such as WeChat and Weibo.

In the network era, the challenges faced by teaching activities in colleges and universities are as follows: first, the traditional teaching ethics has been subverted, and teachers are no longer the only supreme teachers. With the help of the network, students can access to rich and diverse information in various ways, and the way to acquire knowledge is no longer unified as a teacher on the podium; secondly, the dominant position of teachers' teaching is lost. Students are no longer simply passive recipients of information, but masters of various complex information. It is worth noting that due to the limitations of age experience and knowledge, students' information is not necessarily correct, but it is easy to become a stubborn believer in wrong information. Moreover, in classroom activities, students are not satisfied with simply accepting knowledge, but are more willing to take the initiative to express their views and explore problems; thirdly, students' learning tends to be emotional and utilitarian. Due to the distance of the network, young students are extremely vulnerable to the utilitarian values of the Western consumer society. They often use short-sighted 'useful' and 'useless' as a measure of things, and then despise or neglect non-practical courses.

In view of this, we have taken the following countermeasures: First, build a multi-teaching field, and use online courses and other platforms to provide students with high-quality learning resources, which can not only effectively filter bad and wrong information, but also extend learning behavior from the classroom to the extracurricular, providing resources and opportunities for students to achieve ubiquitous learning; second, interactive teaching is adopted to fully satisfy and mobilize students' enthusiasm for exploration and desire for expression. Based on the task-based teaching method, the teaching objectives are decomposed, and the students complete the tasks of information collection, finding and solving problems, and exploring the truth. The teachers are responsible for setting goals, leading directions, and organizing the teaching process; thirdly, organize teaching in the direction of learning body. In-depth understanding of students' interests, demands, knowledge reserves and ability levels, in order to improve students' individual ability as the starting point, in order to improve the overall level of students as the foothold, organize and arrange teaching activities.

2. The innovation of teaching mode under the change of education field

Based on the above field changes, we have tried the following innovations in the teaching mode: First, the ability to point to learning goals is improved. The traditional teaching goal pays more attention to the teaching of knowledge. The information in the network era is convenient, and the acquisition of knowledge can be completed by students independently. The teaching goal is oriented to the improvement of ability, which is not only the mission of the times of education, but also the internal needs of students. Second, the learning method is mainly interactive. In the learning process, students,

teachers and students, and human-computer two-way communication and interaction are truly tried. Teachers can use the network to master students' knowledge reserve, learning ability and level, capture students' learning habits and interest, and can also track students' learning dynamics and understand students' development status. Students can use the network to obtain high-quality learning resources provided by teachers, and discuss and debate with teachers and classmates in real time; third, learning organization from being organized to self-organization. Teachers are more as a behind-the-scenes guide, from the initial group cooperative learning, and gradually cultivate students to form learning self-organization, and truly grasp the learning initiative; fourth, the learning process groups into each other. The introduction of competition mechanism and cooperation mechanism to help students form a virtuous circle of learning. Fourth, change the direction of information flow. The information flow from the traditional teacher-student, to the student-student, student-teacher, and the teacher becomes the controller and tester of the student's learning situation.

In the process of teaching process design, the following three methods are adopted: first, appreciation-identification-discovery-improvement. In the teaching of literature courses, guide students to learn to appreciate works, identify advantages and disadvantages, and find problems in their own expression, through comparison, find a suitable method for themselves, and then improve their expression ability; second, bedding-training-research. In the practical training courses, the case has been introduced, as a foreshadowing, and then train students to solve practical problems, and lead to thinking, and then in-depth study of theoretical issues; thirdly, multidimensional-stereo-interaction. In the teaching activities, network tools are introduced in an all-round way, and all senses, feelings and experiences are mobilized to acquire knowledge and improve ability in the way of pictures, texts, audio and video. In the process of teacher-student, student-student and human-computer interaction, the teaching objectives can be realized efficiently.

3. Conclusion

In a word, with the rapid development of the new generation of information technology, the teaching mode, teaching activities and teaching behavior should also be gradually open. The teaching mode is no longer limited to the past stereotypes, but can make full use of convenient and easy-to-use information technology to realize holographic and ubiquitous learning. Teaching activities are no longer limited to the classroom, but can provide any resources needed for any learner at any time and any place; the protagonist of teaching behavior is no longer limited to teachers, but supports all learners who want to show their views, problems and resources.

Conflicts of interest

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

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