

The Role of Teachers in Teaching Cross-School Courses

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Abstract. Taking credits across schools is a new teaching model and a bold attempt for design courses in the context of new media. The rise of online teaching has made many people exclaim that real-life teachers will also quit the podium, and courses taken across schools will be Teaching practice still needs continuous exploration, research, improvement and development, and it also requires the joint efforts of teachers from both the construction and use of courses in order to maximize teaching results.

Keywords: Cross-school study, teachers who build curriculum, teachers who use curriculum, communication.

1. Introduction

New media is a form of communication that is supported by digital technology and network technology, and uses computers, smartphones, digital TVs, etc. as physical media to provide users with information and services through the Internet, wireless communication networks, satellites and other channels. New media is "communication by everyone to everyone" [1]. With its characteristics of strong interactivity, rich content, fast communication speed and vivid form, it occupies an increasingly important position in the modern communication industry; at the same time, the new media The emergence of mobile phones has satisfied people's needs for personalized expression and communication, and has become an inseparable part of modern people's lives.

Characteristics of cross-school courses The emergence of new media has broken the dominance of traditional media and has had a profound impact on social production and life. New media has a wide coverage, especially for young students who have a strong ability to accept new things, which can be said to be one of the largest groups of netizens. In the field of teaching, new media can no longer be said to be a simple information dissemination medium, but also provides us with a beneficial space for learning and communication, and has become an open virtual interactive platform for us to obtain information, communicate and learn.

2. The Significance of Teaching Cross-School Courses

Simply put, cross-school courses break the boundaries between colleges and universities. Students can choose independently. The credits taken for the same course at a different school can be equivalent to the credits of the same school. Cross-border exchanges between teachers and students in colleges and universities have been realized. Taking courses across schools is a bold innovation and useful attempt in the teaching model. It complies with the requirements of the times, makes full use of the advantages of the Internet platform, and fairly shares high-quality course resources [2].

2.1. Innovation-driven and Innovative Teaching Methods

The establishment of cross-school credit online courses by the Liaoning Provincial Department of Education is a bold innovation that follows the trend. The design of curriculum courses, the recording of online teaching videos, the setting of classroom questions, the management of operating platforms, and the specification of score entry systems are all brand-new changes.

2.2. Benefit Students and Share High-Quality Resources

The establishment of online courses for cross-school credit not only allows teachers and students to experience a flexible teaching model, but more importantly, gives every student the opportunity to enjoy high-quality courses. This enables students from relatively remote colleges and universities with relatively weak teaching staff to be eligible to receive high-quality online education, truly achieving resource sharing. Well received by the majority of students.

2.3. Benefiting Teachers from Cross-Border Communication and Learning

Survival of the fittest and survival of the fittest are natural choices and the laws of competition for social survival. Taking credits across schools not only opens up the boundaries of disciplines, but also opens up the boundaries between colleges and universities, making competition more intense and obvious, promoting cross-border communication and learning among teachers, and benefiting teachers' self-examination and self-reflection in the teaching process. Reflection is conducive to the continuous improvement of teaching quality and the continuous narrowing of the differences in teaching quality among universities.

3. Problems Faced by Teachers in Cross-School Courses and Their Countermeasures

After two years of teaching practice and research on "Brand Studies" in cross-school courses, I personally believe that online courses have expanded the content of the course and also brought new knowledge to students. learning experience. However, some problems have also arisen in teaching. In the actual teaching research and practice, we are also constantly discussing and learning in order to find better countermeasures and improve the teaching model of cross-school courses so that teachers and students can learn more. Well benefited from this.

3.1. Current Situation and Problems

3.1.1. Teachers of course developers should constantly update teaching content

Under the background of new media, cross-school courses have shown many new characteristics, which requires us to make corresponding adjustments to teaching content. Teachers are important guides for cross-school courses and have great responsibilities. They must constantly guide students to correctly evaluate new media and traditional media. Only by integrating and advancing together can a "win-win" be achieved. The teaching content cannot simply stay there. In two-dimensional, static, one-way communication, it is necessary to keep pace with the times and update teaching content.

3.1.2. Teachers from both sides should constantly update the teaching model

Taking courses across schools is a change in the teaching model, so that students can deeply feel that teaching is in sync with the times. Students can not only sit in the classroom and receive relevant course knowledge, but also receive relevant knowledge on the virtual platform of the Internet. You can also receive the highest quality teaching content online. This change in the teaching model has also given us a lot of inspiration. There is definitely more than one channel for students to receive knowledge, and our classroom is not just a classroom.

Teachers from both sides should strengthen communication and constantly explore new teaching models, instead of "each taking their own responsibility" and not communicating with each other [3]. Keep innovation on paper. On the one hand, we can introduce corporate practical projects as design tasks in the studio, allowing students to fully participate in the design proposals of the training base, restoring a real "battlefield" to students, and allowing students to understand the design process, design requirements, and design processes. Personal feelings and specific concepts allow them to discover their own shortcomings in learning in the classroom and turn them into motivation for conscious learning; in addition, we can also actively organize students to participate in various design

competitions, and continue to learn through inter-school work exchanges and learning. Improve the design concept and improve the design level.

3.1.3. Teachers on both sides should continuously improve their professional capabilities

The rapid development of new media has caught many people off guard. In the Internet era, teachers and students receive information at the same time, which puts greater pressure on teachers. A lot of common sense design knowledge is no longer suitable to be transferred to the classroom. There is also a lot of cutting-edge and fashionable knowledge and skills to learn, which must be received and mastered by students before teachers. This requires us to continuously improve the comprehensive quality and professional capabilities of teachers, constantly enrich teaching content, and change teaching forms. For some interdisciplinary and highly professional subjects, professionals should be hired to provide in-depth explanations. Teachers themselves should also expand their knowledge system and master more relevant knowledge. At the same time, colleges and universities should also provide teachers with more time and platform for study and further training, so that teachers have the opportunity to go out and go to design companies, planning companies, marketing companies, and agency companies to learn relevant professional knowledge and understand the types of talents needed by enterprises. . Bring the most cutting-edge design concepts, design skills, and social needs back to the classroom to ensure that the teaching content keeps pace with the times.

3.2. Countermeasures

3.2.1. Strengthen the functions of teachers using curriculum and improve teaching quality

In the new media era, online learning has frightened many teachers, and many people have cried out that there is no need for real-life teachers in the future. In particular, the establishment of cross-school credit courses has put some courses with weak teachers in jeopardy. Although online teaching has many advantages and saves a lot of manpower, this does not mean that teachers using curriculum are no longer needed. After two years of online teaching practice and research, I personally believe that not only are curriculum teachers needed, but their functions must be strengthened in order to ensure the quality of teaching and that cross-school courses have real meaning [4].

Most of the schools that use online courses are ordinary universities or private universities with relatively weak teaching staff. Compared with students from key universities, students in such universities have a relatively weak learning foundation and poor self-discipline in learning. If students are simply allowed to study the entire course online, the effect cannot be guaranteed. This requires teachers to reasonably arrange the proportion of online and offline course hours and arrange homework reasonably to ensure that students can truly benefit from cross-school courses.

In addition, teachers who teach online courses generally have higher qualifications and rich teaching content. The teacher chosen by our school to teach "Brand Science" is Mr. Zhao Chen, a professor with rich teaching and practical experience. For Mr. Zhao Chen, who has rich experience, Teaching case teaching is easy to learn, and students are very interested in it. However, some abstract theoretical knowledge in video teaching itself is a blind spot for students' knowledge accumulation, and students themselves avoid accepting these abstract concepts that are quite laborious to understand. In addition, online teaching The lack of interaction and communication between teachers and students can easily lead to the misreception or omission of specific knowledge points. This requires course teachers to observe keenly when students are learning online, discover students' problems, and provide timely guidance and solutions. This will be beneficial to students' continued learning in online courses. And education itself also needs this kind of one-on-one, face-to-face communication, which can detect and solve problems in time through students' expressions and classroom performance.

3.2.2. Strengthen communication and exchanges between teachers from both sides and achieve complementary content

Choosing to take courses across schools closely links the teachers who create the curriculum with the teachers who use the curriculum. Teachers from both schools should actively participate in the

construction and improvement of teaching. Communicate frequently, meet frequently, and effectively connect online courses with offline courses so that the contents are complementary to each other. Let students really enrich their understanding of brand image design through learning online courses and classroom content, instead of you talking about yours and me talking about mine, with overlapping content and wasting students' learning time. Not only the teaching content must be related, but the homework arrangements must also be reasonable. The brand image design course itself pays more attention to the cultivation and improvement of students' practical ability. Therefore, the homework settings must also be reasonably arranged and carefully coached by teachers from both parties to ensure quality.

Taking cross-school courses under the background of new media is a new attempt and a new beginning. We are also constantly exploring and researching in teaching practice, hoping to guide students to use online platforms more effectively to maximize learning effects. As a teacher who uses the curriculum, he will continue to improve his teaching level and improve the teaching content through in-depth exchanges and discussions with teachers who create the curriculum.

4. Conclusion

In the teaching practice of cross-school courses, the role of teachers transcends traditional knowledge disseminators and becomes an important promoter of educational reform and practice. They are not only the guides of subject knowledge, but also the designers, organizers and implementers of cross-school cooperation projects. In this process, teachers need to have a high degree of flexibility and adaptability. They must not only be proficient in their own professional fields, but also be good at using modern information technology tools to promote remote collaboration and learning.

Teachers are responsible for creating an inclusive and interactive learning environment, which requires them to transcend institutional barriers and establish effective communication channels with multiple parties to ensure that course content meets academic standards and inspires students' enthusiasm for learning. At the same time, they also need to pay attention to individual differences among students, provide personalized guidance and support, and help students overcome various challenges they may encounter in cross-school learning.

More importantly, teachers' work in cross-school courses is not only to impart knowledge, but also a key link in cultivating students' lifelong learning capabilities and global perspective. Through multicultural exchanges and collisions, students can broaden their horizons, and all of this is inseparable from the wisdom and efforts of teachers as guides. In this process, teachers themselves can continue to absorb new knowledge and realize the growth and development of their personal careers. In short, in cross-school courses, teachers become the bridge connecting different educational resources and have irreplaceable value in building an open and shared higher education system.

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