Research and Discussion on the Teaching Model of Cross-School Course Selection Based on the Internet

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Abstract. With the rapid development of internet technology, internet-based cross-school course selection has become a new trend in the field of education. This paper the teaching model of internet-based cross-school course selection, analyzes its advantages and challenges, and explores the practical strategies of this teaching model through actual cases. It aims provide useful references for promoting the sharing of educational resources, improving the quality of teaching, and cultivating innovative talents.

Keywords: Internet, Cross-school course selection, Teaching, Sharing of educational resources.

1. Introduction

In the current information age, internet technology has profoundly transformed people's lifestyles and learning methods. The field of education is no exception, with the internet bringing new opportunities and challenges for education. The internet-based cross-school course selection, as a new teaching model, breaks the time and space constraints of traditional education, achieving sharing and optimal allocation of educational resources. It not only provides students with richer learning resources and diverse learning options but also offers teachers a broader teaching platform and opportunities for exchange and cooperation. Therefore, researching the teaching model of internet-based cross-school course selection has significant practical significance.

2. Overview of the Teaching Model for Cross-School Course Enrollment Based on the Internet

2.1. Definition

Internet-based cross-school course selection refers to a teaching model that utilizes internet technology to integrate high-quality course resources from different schools, allowing to select courses across schools. Students can engage in course learning, interactive exchanges, homework submission, and exam evaluation activities through online platforms, thereby achieving remote learning and-school course selection.

2.2. Characteristics

(1) Resource Sharing

Through the internet platform, high-quality course resources from different schools can be shared. Students can have access to more outstanding and teaching content, broadening their knowledge and vision.

(2) Flexibility in Time and Space

Students can arrange their learning according to their own time and space free from the restrictions of traditional classroom teaching. This enhances the autonomy and flexibility of learning.

(3) Strong Interactivity

The network platform provides a variety of interactive tools. Students can interact with teachers and other students in real-time, share learning insights and experiences, and improve learning effectiveness.

(4) Personalized Learning

Students choose courses according to their own learning needs and interests, formulate personalized learning plans, and meet the learning needs of students at different levels and types.

3. Advantages of the teaching model based on cross-school course selection via the internet

3.1. Facilitating the Sharing of Educational Resources

There are disparities in educational resources between different schools. By leveraging the internet to enable cross-school course enrollment we can integrate high-quality educational resources, thereby facilitating resource sharing and optimal allocation. Students will have access to more outstanding teachers and educational content, which will enhance the efficiency of resource utilization.

3.2. Broadening Students' Horizons

Taking courses across different schools allows students to experience diverse teaching styles and cultural atmospheres, broadening their horizons and ways of thinking. Additionally, students can interact with peers from different schools, enhancing mutual understanding and fostering friendships.

3.3. Enhancing the Quality of Education

Internet-based cross-school course enrollment provides teachers with a broader teaching platform and opportunities for exchange and cooperation. Teachers can share teaching experiences and resources with other through online platforms, thereby improving their own teaching skills. Meanwhile, students' learning feedback can be promptly conveyed to teachers, helping them to refine their teaching methods and, and thus enhance the quality of teaching.

3.4. Cultivating Students' Autonomous Learning Ability and Innovative Spirit

Internet-based cross-school course enrollment requires students have strong autonomous learning and self-management abilities. Students need to arrange their own learning time and pace, formulate learning plans, and independently complete course learning tasks. This mode helps to cultivate students' autonomous learning ability and innovative spirit, thereby improving their overall quality.

4. Challenges Faced by the Internet-Based Cross-School Course Enrollment Teaching Model

4.1. Technical Issues

The internet-based cross-school course enrollment requires a stable network environment and advanced technical support. If there are any failures or technical issues, it may affect the normal progress of the course. Additionally, differences in technical equipment and software platforms between schools can also bring certain difficulties to implementation of the course.

4.2. Educational Management Issues

Cross-school course enrollment involves the educational management of multiple schools. How to coordinate the teaching arrangements and exam between schools is a challenge. At the same time, a scientific and reasonable management mechanism needs to be established for the management of students' learning process and the recognition their academic performance.

4.3. Teacher Qualification Issues

Internet-based cross-school course enrollment requires teachers to have high levels of information technology literacy and teaching ability. need to master the use of online teaching platforms and be able to design and implement effective online teaching activities. Moreover, teachers need to have good communication skills and a of teamwork to effectively interact with other teachers and students.

4.4. Student Learning Motivation Issues

Since the learning mode of cross-school course enrollment is relatively, students' learning motivation may be affected. How to stimulate students' interest and enthusiasm for learning, and enhance their learning motivation is a problem that needs to be.

5. Strategies for the Implementation of Cross-School Course Enrollment Based on the Internet

5.1. Enhancing Technological Support

The school should increase investment in the construction of online teaching platforms to ensure a stable network environment advanced technological equipment. Meanwhile, there should be an emphasis on technical training for both teachers and students to improve their information technology literacy and operational skills.

5.2. Establish and improve the teaching management mechanism

All schools should enhance communication and coordination, and establish and improve the teaching management mechanism for cross-school course selection. This includes clarifying teaching objectives, content, methods, and evaluation ways of the courses to ensure the quality and effectiveness of the teaching. Additionally, a mechanism for managing students' process and recognizing their academic achievements should be established to protect students' learning rights.

5.3. Improving Teachers' Qualifications

The school should strengthen the training development of teachers to improve their information technology literacy and teaching ability. Teachers should be encouraged to participate in online teaching training and exchange activities to learn advanced online teaching concepts methods. Moreover, a team cooperation mechanism for teachers should be established to promote exchanges, cooperation, and resource sharing among teachers.

5.4. Stimulating Students' Motivation

Teachers should adopt a variety of teaching methods and means to stimulate students' interest and enthusiasm for learning. For instance, they can use case teaching,-driven teaching, and other methods to allow students to learn and master knowledge through practical operations. Additionally, an effective incentive mechanism should be established to honor and reward students excellent academic performance, thereby enhancing their motivation to learn.

6. Analysis of Practice Cases on the Teaching Model of Cross-School Course Enrollment Based on the Internet

6.1. Case Background

This project encompasses a wide range of disciplines, including computer science, economics, and management. Students can choose to study courses other universities through an online platform and earn corresponding credits.

6.2. Implementation Process

(1) Course Development

Each university, based on its own disciplinary advantages and teaching resources, has selected a number high-quality courses for development. The course development includes the formulation of course outlines, design of teaching content, recording of teaching videos, and construction of homework and exam banks.

(2) Network Platform Construction

The university has built a dedicated network teaching platform to provide students with services such as course learning, interactive communication, homework submission and exam evaluation. The network platform has stable performance and a good user experience, capable of meeting students' learning needs.

(3) Teaching Implementation

Teachers conduct course through the network platform, including online lectures, answering questions, grading homework, and exam evaluation. Students can learn the courses according to their own time and pace, interact with teachers and other students through the network platform.

(4) Educational Administration

Each university has established a dedicated educational administration team responsible for managing the teaching of courses taken at other institutions. The educational administration team developed a scientific and reasonable teaching management mechanism, including course scheduling, academic credit recognition, and student management, to ensure the quality and effectiveness of the courses.

6.3. Practical Effects

(1) Sharing of Educational Resources

Through the cross-school course selection project, the high-quality course resources of various universities been fully shared. Students can come into contact with more excellent teachers and teaching content, broadening their knowledge and vision.

(2) Improvement in Teaching Quality

Teachers their teaching skills by exchanging teaching experiences and sharing teaching resources with other teachers through the network platform. Meanwhile, students' learning feedback can be promptly conveyed to teachers, teachers to improve their teaching methods and content, thereby enhancing the teaching quality.

(3) Enhancement of Students' Comprehensive Qualities

The requirement of cross-school course selection is that students need to have strong self-study ability and self ability. Through the learning of courses, students' self-study ability and innovative spirit have been cultivated, and their comprehensive qualities have been improved.

(4) Ngthening of Inter-school Cooperation

The cross-school course selection project has promoted the exchange and cooperation among various universities, strengthened the connection and friendship between schools, and the foundation for future educational cooperation.

7. Conclusion

The internet-based cross-school course selection is a new teaching model that features resource sharing, temporal and spatial flexibility, strong interactivity and personalized learning. This teaching model has significant advantages in promoting the sharing of educational resources, broadening students' horizons, improving teaching quality, and cultivating students autonomous learning ability. However, it also faces challenges such as technical issues, teaching management problems, teacher quality issues, and student learning motivation issues. To better implement internet-based cross-school course selection teaching model, it is necessary to strengthen technical support, establish and improve the teaching management mechanism, enhance teacher quality, and stimulate students

learning motivation. Through the analysis of practical cases, it can be seen that the internet-based cross-school course selection teaching model has broad development prospects and application value. future educational teaching, we should actively explore and innovate internet-based teaching models to make greater contributions to the cultivation of innovative talents and the advancement of educational causes.

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