Optimization of the Online Open Course Teaching Mode of the "Introduction to Communication" Based on WEB

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Abstract: Driven by multimedia technology and network technology, the learner-centered network teaching mode has developed rapidly.The popularization of Web technology provides a broader stage for the curriculum reform of Introduction to Communication.This paper introduces the technical characteristics of Web, and discusses the specific application of Web technology in the online open course teaching of Introduction to Communication.

Keywords: WEB terminal; Introduction to Communication science; online courses; open education; teaching mode optimization

1. Introduction

"Introduction to Communication" is a theoretical course, and the traditional teaching mode lacks necessary interaction, so it is easy to make students feel lazy. But in the teaching mode supported by WEB technology, the pre-class teachers integrate and process the collected teaching materials and send them to the students, and the students carry out independent exploration and preview and complete the examination. The wide application of WEB technology in college students and teachers has provided a carrier guarantee for the teaching reform of Introduction to Communication Science [1-2]. Teachers can publish relevant teaching resources on the platform in time according to the teaching needs, which is convenient for students to learn before class, expand and supplement after class, facilitate online communication and feedback between teachers and students, perfect classroom teaching design, and improve teaching pertinence and teaching effect.

2. Features of the Web technology

Generally speaking, Web technology is a new type of Internet applications collectively. The main feature of the Web is that users access information through browsers and focus on the interaction of users, who are both consumers (viewers) and producers (publishers) of the content of the Web site.

The main application elements of the Web include: blogs (blogs, which are weblogs), podcasts (podcasts, personal videos, audio distribution, subscriptions), SNS (social networking software that expands your network based on friends you know and forms links between people), Iag (a more flexible way of classifying blogs and thus generating more communication and sharing with other users), RSS (aggregated content services that are used to generate content and automatically distribute and subscribe to it). WlKI (wiki, a collaborative writing tool for multiple people), Twitter (a representative of microblogging, Twitter allows users to send short messages and connect mobile phones with the social networking network on the Internet) and other social software.

The Web is the user-centric Internet. Users can edit, collect, organize and publish information on their own, uploading new content through blogs in an easy and casual manner. Web is well informed and highly knowledgeable. The Web is dominated by P2P (user-to-user) communication. People are free to share the information they see, then work together to organise the knowledge through the power of each user's browsing, and in the process continue to deepen the knowledge and spark new ideas.

3. The importance and necessity of quoting WEB technology into the Introduction to Communication teaching classroom

Web-based classroom reform is a way to enable students to study autonomously at home through modern information technology. This model is based on modern technical means and resources. Students complete the tasks assigned by teachers and the problems found in the process of learning. Then they realize the intensive learning of knowledge through WEB technology, and carry out activities such as assessment, discussion, exchange, display and evaluation in class through the Internet, so as to achieve the autonomy, individuation and efficiency of students' learning [3-4].

The classroom reform based on WEB technology is conducive to innovating educational ideas and learning methodsIn the traditional teaching ideas, students lack the spirit of study and the initiative of after-class learning. But the classroom reform based on WEB technology has subverted the traditional teaching idea and the student study way. To this end, the traditional "teacher-centered", Web-based technology in the classroom reform has completely changed this situation.

First of all, it changes the traditional idea of learning in class. In the reform of class based on WEB technology, the concept of time and space has broken through the traditional understanding. As the main body of independent learning, students do not need to point to a designated place as before to focus on learning, but in any place accessible to the Internet to listen to lectures, learning. Moreover, "learning first" has become the norm for every student, so that every student can bring questions into the classroom. Through watching WEB technology, reading relevant materials, thinking about relevant problems and carrying out tasks, students can make their own way of independent learning which is suitable for them and free from external interference. Thus causes in the modern education idea the student is the teaching main body to be able to realize truly. In the learning environment of Web technology, learners are not only the collectors and absorbers of knowledge, but also the distributors and producers of knowledge. The learning method develops from simple "reading" to "writing", and the basic unit of learning material develops from "web page" to "published/recorded information".

Secondly, the traditional teaching mode of irreversibility and irreversibility has been a fundamental change. In the course reform based on WEB technology, curriculum video is the main task of teachers and students. The practicality of this resource makes students' autonomous learning lively. The Web technology environment realizes the individuation of learners' participation in information exchange. For example, learners can categorize their own content on the Internet according to their own will, recording their own experiences and reflections: they can view others' attitudes and comments on their own recorded content, or they can join a group of related information or fields to understand others' thoughts. In this process, Web technology environment, characterized by participation, sharing and decentralization, enables learners to change their roles between disseminators and audiences around the learning information they pay attention to.

Third, the finiteness of resources has been completely improved. WEB technology is based on the Internet, which can make infinite choices of course- related resources, teachers can also be relieved from heavy materials and simple repetition of lectures, thus making it possible to teach students in accordance with their aptitude.

4. Optimization of the online open course teaching mode of the Introduction to Communication Science under WEB technology

In the process of actively exploring teaching reform and innovation based on WEB technology in the big data era, educators should pay attention to forming a correct understanding of the actual situation of the big data era, clarify the impact of the big data era on the education and teaching reform and innovation of teaching assessment and evaluation methods in combination with specific education and teaching needs, strengthen the compatibility between the reform and innovation of teaching assessment and evaluation system and the overturning classroom, and be able to provide students with corresponding education and guidance in combination with the construction of the overturning classroom, effectively ensure the education effect, and provide good support for the smooth promotion of the education reform. In terms of specific operation, teachers can combine the application of big data technology and practical exploration in teaching reform, build an online learning supervision and assessment system, comprehensively evaluate students' classroom performance and online learning effects, make objective judgments on students' learning, effectively enhance the scientificity and rationality of teaching evaluation, highlight the value of teaching reform, and create good conditions

for the development of education. The specific methods are described below.

4.1. The construction of the teaching quality evaluation system is a process of multi-party participation and long-term interaction

In the process of actively exploring teaching reform and innovation under the WEB technology, educators should pay attention to form a correct understanding of the actual situation of the big data era, clarify the impact of WE technology on the education and teaching reform, and and innovation of teaching assessment and evaluation methods in combination with specific education and teaching needs, strengthen the compatibility between the reform and innovation of teaching assessment and evaluation system and the overturning classroom, and provide students with corresponding education and guidance in combination with the construction of overturning classroom, effectively ensure the effectiveness of education, and provide good support for the smooth promotion of education reform. In terms of specific operation, teachers can combine the application of web technology and practical exploration in teaching reform, build up thonline learning supervision and assessment system, comprehens evaluate students' classroom performance and online learning effect syn, make objective judgments on students' learning, effectively enhance the scientific nature and rationality of teaching assessment, highlight the value of teaching reform, and create good conditions for the development of education.

In the teaching reform of the course "Introduction to Communication Science", the process evaluation mechanism is introduced. The assessment index has three links: teachers' evaluation, students' mutual evaluation and students' self-evaluation. Each part has specific quantitative index and score distribution. Teacher assessment mainly focuses on students' presentations, participation in discussions, interaction on the platform, and homework completion. Student assessment mainly focuses on students' participation in and contribution to group activities. Different forms of process assessment can not only improve students' enthusiasm in and out of class, but also help teachers find out the effect and insufficiency in teaching, adjust teaching arrangement and optimize teaching design.

4.2. Integrate teaching content

First of all, the teaching content is integrated into six distinct independent units, which are communication, disseminator, content, media, audience and communication effect. Teachers shall be good at using audio, video, text and other forms to present teaching contents on the WeChat public platform, and may appropriately use open resources (national quality courses in China, open classes at Yale, etc.). Of course, teachers can also record original teaching videos and share them on WeChat public platforms, so as to facilitate the exploration and interactive teaching between teachers and students based on WeChat public platforms; secondly, they shall pay attention to the use of case teaching methods, and select video cases that are sometimes new and reflect professional characteristics for foreshadowing and guidance, so as to enhance students' interest in learning; and they shall also release links to corresponding knowledge expansion on WeChat public platforms for students to extend reading and learning after class.

After constructing the teaching mode of Introduction to Communication under the WEB technology, there are essential differences between the teaching resources and electronic teaching contents prepared for students before class and the video teaching resources provided by teachers for students in class. In the process of designing classroom teaching resources, teachers should comprehensively analyze and examine students' self-study ability, the design of teaching guidance goal, the determination of teaching syllabus, the selection of teaching method and the setting of teaching rating links, etc., and should take students as the center and combine students' learning characteristics and learning needs to design short, exquisite and exquisite videos with relatively clear educational information, so as to provide effective support for students' personalized learning. Only by rationalizing the teaching video in the overturning classroom, can we provide a good support for the smooth promotion of the overturning classroom teaching mode.

5. Conclusion

To reform and innovate the teaching idea of Introduction to Communication Studies based on Web technology, we should keep pace with the development of the times, reform the traditional classroom teaching mode, promote the further improvement of teaching level with the support of information

technology, and then actively encourage students to realize individualized development in brand-new teaching mode and teaching activities, and achieve good development results. Specifically, in the process of innovating traditional classroom teaching values with big data, teachers should correctly understand the important role of students' subjective initiative in promoting students' in-depth learning, the restriction of traditional classroom teaching mode on students' learning thinking and its adverse impact on teaching effects, and take this as a starting point, introduce more advanced scientific teaching ideas, hoping to break through the space-time limit of traditional teaching mode, achieve the cultivation of students' comprehensive quality, and promote students' in-depth learning and exploration of relevant knowledge. Based on the above problems, teachers and researchers can bring into full play the role of reversal of classroom teaching, return the classroom to students, enhance students' independence and autonomy in learning, provide an important guarantee for students to study relevant knowledge deeply, and effectively promote the cultivation of students' individualized self-learning ability.

Acknowledgements

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