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Research Article

Impact Analysis of MOOC on Chinese Media Education in the New Media Environment

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Abstract

With the expansion of the Internet influence on human social life, higher education in all countries of the world is increasingly being promoted by the development of the Internet. As one of the most remarkable achievements of online education in the past decade, MOOC has been positioned as the benchmark model for the innovative development of higher education and is highly regarded by the education circles of all countries in the world. Through the in-depth study of the MOOC, the article analyses its development status and its influence on Chinese media education. It believes that MOOC has posed challenges to the teachers of journalism and communication in the level of knowledge accumulation and the ability of communication. It also has an impact on the teaching philosophy of traditional journalism and communication education, and has a significant effect on the improvement of students' interest in learning. But MOOC cannot replace the practical course in the traditional teaching course of journalism communication. The article believes that enhancing users' recognition and stickiness to the MOOC education platform is the core factor affecting the development of the platform, and puts forward the development path of the professional MOOC teaching mode from the expansion of curriculum resources, the development of diversified teaching methods, and the strengthening of interactive links.

Keywords

MOOC • New Media • Media Education

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MOOC is meant to be "Massive Open Online Courses". MOOC is a new teaching method and mode in the Internet 2.0 era, characterized by teacher-student interaction and "Flip type" class. It is a large-scale open online course education platform, which includes teaching, learning, training, testing, and certification in the traditional college education mode. MOOC indicates that there is a possibility of subversive changes in the education field, which means that the campus wall is being broken, and the sharing of quality educational resources has become an inevitable choice in the current era of globalization. University functions, in the traditional sense, will undergo subversive changes. Education will go beyond the existing traditional education and will become an important carrier for the export of national culture and soft power.

Online distance education and video courses are the predecessors of the origin of MOOC. In 2001, MIT first announced the free online placement of the course, setting off the first online course construction boom.

In 2011, Jonathan bergman and Aaron sames summarized years of experience in flipped Classroom teaching and published Flip Your Classroom research monograph Flip Your Classroom: Reach Every Student in Every Class and Every Day.

However, the new 2.0 version of MOOC, which began in the United States in 2011, truly reflects the internationalization of higher education. Since then, it has spread rapidly to the world. 160,000 people from more than 190 countries have also registered a lesson which named artificial intelligence of Stanford University. High-quality educational resources are shared globally through the Internet, triggering an international educational revolution.

So far, in the United States, thousands of schools have abandoned factory-style centralized education and adopted mixed learning for personalized teaching. The new generation who grew up in the Internet environment has access to knowledge far faster than the traditional. MOOC is being like a global digital tsunami, which has brought tremendous impact to the world's higher education and triggered an education a storm. Large-scale open online course institutions represented by Udacity, Coursera, and edX swiftly swept the world, and countries around the world have being accelerated the development of the platform, curriculum construction, and teaching applications. Under the active promotion of the government, colleges, teachers and learners, MOOCs have shown a rapid development trend in the world higher education field.

In China, Shenzhen University united 56 local universities in China and initiated the establishment of the "UOOC (Excellent Courses) Alliance of Local Universities and Colleges on May 13, 2014, in accordance with the principle of co-creation, sharing and sharing, through the alliance mechanism. Bringing together members' strengths, selecting outstanding teachers, building a large-scale online open online course, and providing course learning choices and services for Alliance students and social students.

Integrating MOOCs into university classroom teaching, improving students' interest in learning, improving teachers' networked teaching quality, and deepening the quality of classroom teaching are an important trend and direction for the development of MOOCs around the world.

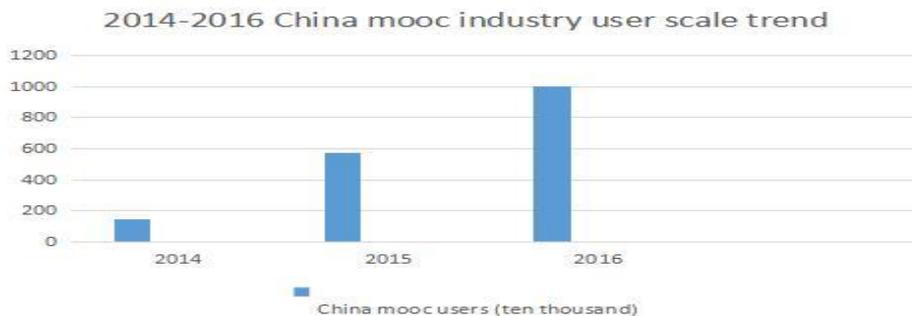


Figure 1. 2014-2016 MOOC industry user scale trend in China

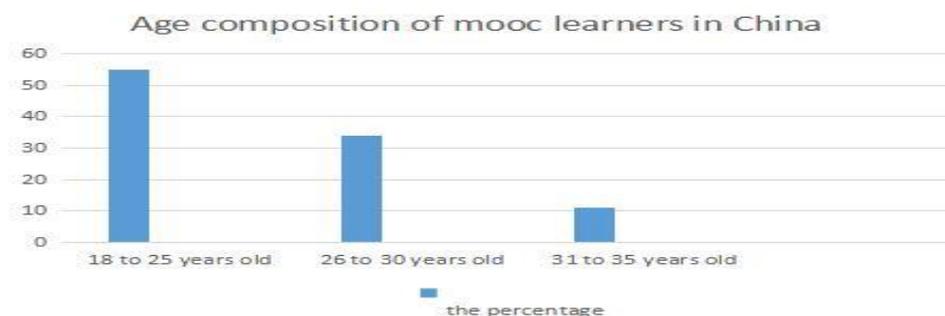


Figure 2. Age composition of MOOC learners in China

Some researchers believe that MOOCs contribute a lot to personal empowerment, and gamification has proven to play a vital role in the success of MOOCs (Manuela, Tiago, Fernando, & Marco, 2018). Some people think that the extensive information exchange on the MOOC platform often causes confusion from the teacher's point of view, thus affecting the use of MOOC (Almatrafi, Johri & Rangwala, 2018).

Learners participating in Massive Open Online Courses (MOOC) have a wide range of backgrounds and motivations. Many MOOC learners enroll in the courses to take a brief look; only a few go through the entire content, and even fewer are able to eventually obtain a certificate (Li, Men, Du, Liu, Li & Zhang, 2017).

The status quo of the MOOC in the application of media education in China.

The impact of information technology in our day-to-day life has been profound. Among many cross disciplines that have been enriched (or benefited) by information technology, educational media is not an exception (Sadhasivam, 2017).

Compared with traditional course materials used in the classroom, the massive open online course (MOOC) forum that delivers unlimited learning content to students has various advantages. Yet MOOC has also received criticism recently, notably the problem of extremely low participation rates in its discussion forums (He, Ma,

Zhou & Wu, 2018). The rapid evolution of MOOCs in recent years has produced a change in the education of students and in the development of professional skills (Alcarria, Bordel, Andrés & Robles, 2018). Some researchers detail the design of a unique self-paced online course that incorporates a focus on parallel solutions, personalization, and hands-on practice to familiarize student-users with their target system (Mullen *et al.*, 2017).

The teaching mode is a set of teaching systems that contain various internal factors and relationships of teaching thoughts, theories, methods, and processes. The hybrid teaching mode has its own unique advantages. It combines the strengths of traditional teaching and online teaching, making the process of learning resources for learners simple and convenient. The learning method can be classroom teaching or learning alone in information environment. Communication can be achieved through multiple channels, promoting the fairness of education.

In the traditional industrial society, due to hardware reasons (photography, video, editing, publishing, broadcasting), media education is largely monopolized; However, in the web2.0 society, because of the popularity of digital technology, media education does not necessarily need to be supported by large laboratories, and it is easier to achieve in terms of network sharing and sharing than other professions.

One study showed: "by setting up medal systems in the MOOC discussion area, students who were active in the discussion area were able to get virtual MEDALS. Students were randomly assigned to study MEDALS in different BBS Settings, some of which BBS stimulated more BBS activity.

Over the years, China has implemented a teaching model based on knowledge inculcation in the traditional education of colleges and universities. The educational methods are not novel and inflexible, and the educational concept is backward. With the "teaching" as the center, the teaching form of knowledge is static and passive, and the absorption of knowledge is passive. With the rapid development of science and technology, the forms of personal communication are constantly enriched, and the limitations of traditional teaching models are increasingly prominent.

The sharing of inter-school courses based on MOOCs has adapted to the wide-ranging needs of social development. The inter-school curriculum sharing of MOOC has changed the previous teaching mode, and has moved towards a new model of student-centered mixed teaching development, which has gradually gained the attention of colleges and universities. Universities around the world also promote mixed learning teaching models in various fields.

In the era of "content-driven", the journalism and communication profession has always belonged to the liberal arts field, but as "technology-driven" became more and more obvious, some of top journalism schools in the world began to make new attempts, such as Dual Degree Master's program in the Dual Degree of Journalism & Computer Science in the School of Journalism of the Columbia University. The current media industry is moving in the direction of multidisciplinary integration.

The practical courses of media education are generally welcomed by students, but the theoretical courses are often lacking of interest. Many times, students evaluate them boring and tasteless. Students must reflect on their own learning attitudes, but the rigid and rigid teaching methods cannot be separated.

In the MOOC environment, the interaction between students can be lively and interesting. The entertainment teaching has successfully mobilized the enthusiasm of students to learn, and aroused their motivation and enthusiasm for learning.

The network society has led to the downward shift of information and knowledge, which means that the ways and means of acquiring knowledge are very young. In order to adapt to the changes of "knowledge power", the fun and pleasure in the process of absorbing knowledge is also a factor to be considered. Mechanical teaching plans and boring methods have been unable to adapt to lively, multimedia media education.

From traditional networks to mobile networks, new media has experienced the process of "breaking monopoly" and "pan-media". Now its development relies heavily on users to survive. These new courses on the MOOC platform provide media workers with the opportunity to improve their professionalism. On the other hand, they also teach the general public how to obtain information on the Internet and how to make big-data news, especially for the producers of citizen news and crowdfunding news.

Some researchers make the design of a unique self-paced online course that incorporates a focus on parallel solutions, personalization, and hands-on practice to familiarize student-users with their target system (Mullen *et al.*, 2017)

Mark Zuckerberg once stated that his original intention of creating Facebook was that "it is very important to connect with people online." The results of MOOC assignments are mostly generated by students 'mutual evaluation: students enrolled in the same course can join the local learning group or the discussion in the online forum to promote and learn from each other, the value of this assessment is that the information through the sharing and public publication, changing the traditional education process.

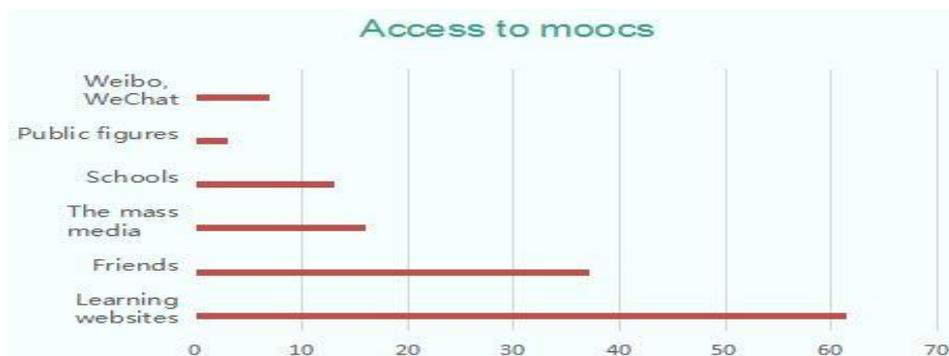


Figure 3. The channel for Chinese MOOCs users to access MOOCs

Influence of MOOCs on education of Chinese media in the context of social media

In the network society, "information asymmetry" is no longer the lack of information, but can not catch up with the speed and quantity of information, so it can not absorb and process the information. The reasons and truth behind those appearances are of increasing value. In the big data era, a key research topic for MOOC is

how to mine the needed courses in the massive course databases in cloud for each individual (course) learner accurately and rapidly as the number of courses is increasing fleetly(Hou, Zhou, Wang, Hu & Wu, 2016).

On the basis of the analysis of the MOOC, cloud learning environment as the breakthrough point, some researchers expound the influences of the MOOC mode of cloud learning environment (Wang & Gao, 2014). Yin Minghua, professor of Fudan University, proposed that the advantages of the media industry had disappeared and education resources must match the social requirements. Chen Changfeng, a professor at Tsinghua University, said that Internet technology has created a more complex media ecology. Professor Zhang Kun of Huazhong University of science and technology believes that the changes of information consumption pattern and news production process have brought about the development of professional segmentation and integration.

MOOC brings challenges to the concept of Journalism and communication teaching

In the MOOC mode, traditional teaching methods and teaching concepts are challenged. Thousands of students in the MOOC class, and the restrictions without any entry threshold, indicate that the teaching philosophy of MOOC is quite different from the concept of traditional elite education. It has become a kind of popular teaching. With the further development of Internet technology, the direction of popularization of elite culture represented by MOOC will become an irresistible cultural trend, and the traditional concept of journalism communication education will also encounter greater impact.

MOOC brings enormous challenges to teachers' educational behavior

In the era of web2.0, the characteristics of journalism and communication are different from those of other disciplines: news communication itself constitutes an important content and carrier of web2.0, and is also an important participant in its development and transformation. Therefore, in the history of mankind, no knowledge update and technological development of news communication in the past can be as different as today. In this context, journalism communication teachers in universities will face a challenge to their own intellectual literacy.

Third, MOOC cannot replace the practical courses in the traditional teaching courses of journalism and communication. The journalism and communication profession is a highly practical discipline. For some practical courses, the best teaching method is still the traditional way of teaching: teachers and students use the class as the teaching unit to promote students' knowledge and skills through on-site teaching, on-the-spot guidance and comments on student works. The practical courses of these operational classes must be completed by face-to-face professors, and students can learn the use of equipment and software through the hands-on teaching of the teachers, and get the professional guidance of the teachers on the technical handling of some details, and finally complete the course.

Conclusion

The MOOC teaching mode brings opportunities for traditional teaching of journalism and communication and offers new ideas for traditional journalism and communication education. The teaching of MOOC class enhances the students' interest in learning through the video display.

Secondly, the MOOC can strengthen interpersonal communication between teachers and students in the traditional teaching mode of journalism and communication. The biggest difference between humanities and social sciences and other disciplines is its humanistic care and value judgment, and these contents are largely influenced by the teachers' own words and deeds in the traditional teaching mode.

Finally, the traditional teaching methods of journalism and communication can enrich by the teaching philosophy of MOOC and pay full attention to the subjectivity of student learning. Under the concept of MOOC, the students will be given more voice in teaching and more opportunities to express their opinions, discuss, ultimately the quality of teaching will be improved.

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