

# Research on the Effective Management Mechanism of Online and Offline Teaching for Continuing Education in Local Universities

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## Abstract

Continuing education for academic qualifications is an important component of the national education system and a crucial element in building a lifelong learning education system[1]. There is a common situation in Chinese universities where continuing education is not given enough attention and is used as a means of income generation.[2] The Chinese government has recognized the existence of the problem and issued a series of institutional documents, which have made clear regulations on the teaching of continuing education for higher education degrees, especially the requirements for online and offline class hours. This article studies how local universities can effectively manage online and offline teaching of continuing education for academic qualifications, and proposes relevant methods and measures, hoping to provide reference for continuing education management departments.

## Keywords

Continuing education for academic qualifications, Online and offline, Class hours, Proportion, Management mechanism.

## 1. Introduction

In August 2022, the Chinese Ministry of Education issued the "Implementation Opinions on Promoting the Reform of Continuing Education for Academic Qualifications in Ordinary Higher Education Institutions in the New Era" (Jiao Jiao Cheng [2022] No. 2), which proposed that attention should be paid to the construction of the teaching management system for continuing education for academic qualifications, strengthening the full process management of online and offline teaching, and ensuring strict implementation of requirements for course teaching, experimental training, attendance, homework, assessment, graduation thesis (design), graduation defense, and review. At the same time, the Opinion also requires universities to reasonably determine the ratio of online and offline teaching hours based on the requirements of different majors and the characteristics of students. Offline teaching should not be less than 20% of the total teaching hours stipulated in the talent training plan. From this, it can be seen that the Chinese education management department is becoming increasingly strict in the management of continuing education in ordinary higher education institutions, and the learning requirements for students in continuing education are also increasing.

However, there are currently scattered student sources and difficulties in organizing teaching for continuing education in local universities; The contradiction between work and study is prominent, and the motivation for learning is weak; Face to face teaching time is limited, resulting in poor learning outcomes; The teaching management mode lags behind; Problems

such as insufficient teaching staff and difficulty in ensuring teaching quality. These issues have constrained the development of continuing education for local universities, and local universities must face the contradiction between the strict requirements of education management departments for continuing education for academic degrees and the many problems that currently exist in continuing education for academic degrees.

## **2. Methodology**

### **2.1. Research on Continuing Education Literature**

Its purpose is to explore the problems existing in the current implementation of continuing education for academic qualifications in universities; Understand some reform measures taken by universities to address the current issues in continuing education.

### **2.2. Research on the Talent Training Program for Continuing Education in Local Undergraduate Colleges**

Its purpose is to analyze talent training programs and understand the problems that exist in the training programs; Provide a basis for proposing solutions to these issues. In the paper, the electronic information engineering major (representing science and engineering majors) and the law major (representing humanities majors) of \* \* College will be used as examples for analysis.

## **3. Current situation**

### **3.1. Problems in Continuing Education for Academic Qualifications**

Scholar Hu Anhong, through investigation and research, believes that there are problems with the current management mode of continuing education in universities, such as outdated management models, unreasonable educational structures, and low educational quality; [3] Scholars such as Wang Wanying believe through investigation and research that there are problems in continuing education in domestic universities, such as incomplete laws and regulations, relatively weak practical teaching, and outdated management models. [4] Students do not approve of online teaching. The study by Han Sufen et al. found that 53.61% of students believe that using online platforms for learning is more likely to distract them. [5] Through observation, it was found that adult students have low participation in interactive modules such as topic discussions and forum comments in online teaching platforms, which to some extent indicates that adult students lack initiative in the learning process.

### **3.2. Measures and methods proposed by current scholars based on the problems existing in continuing education**

Taking Yunnan Agricultural University as an example, Yang Jingya and others have carried out the reform of the "online+offline" hybrid teaching mode for higher education continuing education by building a blended learning platform, configuring online education and teaching resources, formulating teaching management regulations, and reforming and optimizing offline teaching. [6] Teacher Yang Jiajia studied the teaching implementation plan and teaching mode design of blended learning mode based on the characteristics of computer science and technology major; [7] Song Min and other teachers used the course "Fundamentals of Computer Applications" as an example to study the implementation of blended learning mode classroom teaching organization, assessment and evaluation system, and the integration of the two. [8] Based on the analysis of the current management mode of continuing education for academic qualifications, Professor Liang Jiagui and others, combined with their own management practices, proposed that the management of continuing education for academic qualifications must follow the overall deployment and arrangement of "systematic thinking, overall planning,

step-by-step implementation, comprehensive support, and steady progress", scientifically designed and steadily implemented, in order to improve the teaching services and talent cultivation level of continuing education for academic qualifications[9].

Professor Cui Lin et al. analyzed survey data on continuing education students and provided two representative types of students and their distribution. Based on the characteristics of different types of continuing education students, they proposed different teaching management suggestions[10].

Yang Jiang, Wang Qiang and other teachers analyzed the current development status of the teaching management platform for higher education continuing education, and combined their own practice to plan the functions of the intelligent teaching management platform for higher education continuing education from the aspects of academic management, teaching management, and support services; [11] Lu Wanglin and other teachers studied how to use the "Internet plus" adult education network teaching and management platform to integrate and optimize teaching resources, improve teaching effectiveness and improve teaching management efficiency[12].

#### **4. Effective Management Mechanism for Online and Offline Teaching of Continuing Education in Local Universities**

##### **4.1. Adjusting the talent development plan**

Delete or reduce the proportion of public basic courses in talent development programs. For example, in the talent training program for telecommunications and law majors at \* \* College, "College Physical Education" accounts for 7.5 credits, "College English" accounts for 8 credits, and "College Student Mental Health" accounts for 2 credits. These public basic courses have too many credits and should be appropriately deleted or reduced in class hours. At the same time, increase the number of experimental and practical training courses. The telecommunications major is a science and engineering major with high practical requirements, but the experimental training hours are less than 20%. The law major also has strong practicality, with less than 15% of experimental training hours.

##### **4.2. Adjust online and offline courses**

One is curriculum adjustment (overall or partial). Telecommunications and law majors are two practical majors that require operation or imitation. However, in the talent training programs of telecommunications and law majors, online courses are public basic courses, and no professional courses are set as offline courses. In order to improve the quality of student training, it is recommended to select core professional courses and set them as offline courses. The second is to reduce online class hours and increase offline class hours. Analyzing the talent training programs for telecommunications and law majors, we found that the law major line accounts for about 23% of the class time, while the telecommunications major line accounts for about 21% of the class time, which is lower than the national standard of 30%. And offline courses are mainly public courses, with almost no professional courses available. Therefore, it is necessary to reduce online class hours and increase offline class hours, so that the proportion of offline class hours is not less than 30%. For science and engineering majors, the proportion of offline class hours should be higher.

##### **4.3. Effectively implement the combination of online and offline teaching in the curriculum**

Implement segmented teaching for practical professional courses, with theoretical content teaching as the first stage, mainly conducted online, and practical content teaching as the second stage, conducting centralized offline practical teaching. Offline teaching can be

implemented at teaching stations or at the school headquarters. For independent practical training and experimental courses, as the main part of offline teaching, they are unified to the school headquarters for offline teaching.

#### 4.4. Enrich online teaching methods

Make good use of live teaching. Live teaching has the characteristics of instant feedback and strong classroom atmosphere. For public courses and professional basic theory classes, this teaching method can be adopted with great consideration.

Establish teaching stations and actively promote dual teacher classrooms. Based on the learners' geographical location, establish teaching stations nearby, centralize online teaching at the teaching stations, manage offline in different locations, and improve the quality of learning.

Enrich online video resources. Improve high-quality course video resources, enhance students' visual experience, improve teacher-student emotions, and reduce students' learning difficulty. Increase the construction of micro video resources for key and difficult knowledge, which is beneficial for students to understand the key and difficult knowledge. Video resources are beneficial for students' fragmented learning and enable them to learn quickly.

### 5. Conclusion

Continuing education for academic qualifications in colleges and universities is an important form of lifelong education for the people of the country, and the country attaches great importance to it. Colleges and universities should have the correct educational philosophy, strictly abide by relevant national regulations, overcome their own difficulties, give full play to the school's initiative, standardize management, improve teaching management level, and ensure the quality of offline and online teaching. Only in this way can it be conducive to the sustainable development of continuing education for college degrees.

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