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Research on the Construction of “Golden Course” in Cross-regional Collaborative Development Universities



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Abstract : Objective To understand the status of "golden courses" in cross-regional collaborative development of western local universities and to explore the strategies of "golden courses" in cross-regional collaborative development of western local universities. Methods The online survey was conducted by randomly selecting teachers from western local universities through "Questionnaire Star". SPSS25.0 software was used to analyze and process the data. Results 66.9% of western local universities have already started the construction of "Golden Course", 83.2% of teachers think it is necessary to implement it and are willing to participate in the construction of "Golden Course" through cross-regional collaborative development; resource platform, curriculum team and informatization facilities are the most important factors in the construction of "Golden Course". "The lack of curriculum team support, teachers' excessive teaching tasks, limited personal IT skills, and teachers' teaching philosophy and ability to carry out teaching reform and innovation are the most lacking resources in the construction of "golden courses". The main problems of "Golden Course" and cross-regional collaborative development. Conclusion The construction of "golden courses" in western local universities is not optimistic, teachers are not sufficiently aware of "golden courses", information technology teaching facilities are backward, teachers are overloaded with teaching tasks, and there is a lack of resources for the construction of "golden courses" and cross-regional construction of "golden courses". The lack of resources for the construction of "golden courses" and cross-regional construction of "golden courses" can be achieved through policy formulation, incentive measures, strengthening training and learning, improving personal business quality and competence of "golden courses" construction, and sharing high-quality resources to implement cross-regional collaborative development and construction of "golden courses" and the "Golden Course".

Keywords: information technology, cross-regional collaborative development, integration, "golden course", sharing and building

In November 2018, The Minister of Education proposed the term "golden class" for the first time at the National Conference on Undergraduate Education in Colleges and Universities. The "golden course" has become the urgent demand of higher education at this stage (Jiang, 2019), and local universities are facing more complicated problems and challenges than traditional strong schools, resulting in the long-term low-level operation of curriculum teaching (Zhang & Yuan, 2019). The development and construction of "Golden Course" is a joint effort (Bo & Leng, 2019). For local colleges

and universities in western developed areas, the problems and challenges of "Golden Course" construction are even more serious. This study provides a reference basis for the cross-regional collaborative development of "Golden Course" from the perspective of "Golden Course" construction and the integration of information technology advantages.

1. Research Methodology

1.1 Survey Object

From June 15 to September 30, 2022, questionnaires were distributed to teachers of local universities in western China by using "Questionnaire Star", and each IP address could only register and answer once.

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1.2 Research tools

The questionnaire was designed on the basis of relevant literature (Lu & Chu, 2019) ("Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities," 2019) (Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Cultivation, 2019). The questionnaire was composed of two parts: a general questionnaire and a questionnaire on the construction of the "golden course" and the cross-regional collaborative development of the "golden course".

1.3 Statistical processing

SPSS 25.0 software was used for statistical analysis of the data, and the count data were expressed as percentages (%). The test level was $\alpha=0.05$.

2. Results

General information The survey showed that the teachers of western local universities participating in the survey were mostly female (66.9%), 31-50 years old (77.5%), with intermediate and associate senior titles accounting for 40.4% and 39.3%, respectively. 79.8% of the teachers in Gansu Province, 64.6% of the teachers in general undergraduate institutions in

non-capital cities, and only 16.3% in local double-class construction universities, and most of the teachers mainly Most teachers mainly teach professional courses, including theoretical and practical courses, accounting for 64.6% and 75.3%, and the target students account for 57.9%, 82.0% and 4.5%.

Analysis on the construction of "golden courses" and teachers' willingness to participate in cross-regional construction of "golden courses" in western local colleges and universities The results show that most western local colleges and universities have started the construction of "golden courses", but the construction situation is not very optimistic. However, the construction situation is not very optimistic, and 25.2% of colleges and universities still have inadequate information technology teaching facilities, which is a problem that needs to be solved for western local colleges and universities to use information technology to build "golden courses". 83.2% of the teachers think it is necessary to implement cross-regional collaborative development to build "Golden Course", which can learn from each other, complement each other's strengths, expand their horizons and improve their teaching ability and level.

Table 1 Statistical Table of "Golden Lesson" Construction of Western local Colleges and Universities and

The construction of "Golden Class"		number of cases	proportion
Start up condition	Is	119	66.9
	no	59	33.1
Effect of construction	Very good	7	3.9
	relatively good	36	20.2
	General	89	50.0
	Not so good	38	21.3
	Very bad	8	4.5
Teaching area network coverage and information teaching facilities	All covered, all improved	66	37.1
	All covered, some complete	67	37.6
	All covered, no information teaching facilities	7	3.9
	Some coverage, all perfect	7	3.9
	Partial coverage, partial perfection	27	15.2
	Part of the coverage, no information teaching facilities	2	1.1
	No network coverage, no information teaching facilities	2	1.1
The need for cross-regional construction	It's very necessary	77	43.3
	Be more than necessary	71	39.9
	Generally necessary	25	14.0
	There's no need	5	2.8
	Very unnecessary	0	0.0
Willingness to participate	Be willing to	69	38.8
	Willing to	83	46.6
	Kind of willing	17	9.6
	Be unwilling to	9	5.1
	Be reluctant to	0	0.0

teachers' willingness to participate in cross-regional Construction (n, %)

Analysis of the problems of teachers in the construction of "golden courses" and cross-regional collaborative development of "golden courses" in western local universities. The results show that the most lacking resources for teachers in the construction of "golden courses" are superior resources or platforms for courses and learning, famous teachers for courses, support of information

technology facilities and support of school policies. The lack of team support, excessive teaching tasks, and limited IT literacy are some of the problems in the construction of "golden lessons" and cross-regional collaborative development of "golden lessons". The main problems are the lack of team support, excessive teaching tasks and limited IT literacy (Wu, 2018).

Table 2 Statistical Table of the problems existing in the construction of "Golden Lesson" and the implementation of cross-regional construction of "Golden Lesson" by teachers in Western local colleges

"Golden Lesson" construction and implementation of cross-regional construction "Golden Lesson" existing problems		number of cases	proportion
The construction of "golden class" lacks resources	Course master (expert) or high-level talent	129	72.5
	Curriculum and learning advantage resources or platforms	133	74.7
	Information facility support	115	64.6
	The importance of the leader	95	53.4
	School policy support or incentives	109	61.2
	other	11	6.2
Building a "golden lesson" is difficult	Taking on too many teaching tasks	118	66.3
	Limited level of professional competence	103	57.9
	Lack of strong course team support	148	83.1
	Information technology level literacy is limited, lack of professional team support	106	59.6
	Existing information infrastructure conditions are limited	57	32.0
	The school has no basic policy, fund guarantee and incentive measures for the construction of "golden class"	69	38.8
	There is no good mechanism and platform to guarantee and promote implementation	70	39.3
	other	3	1.7
It is difficult to build a cross-regional "golden course"	Teachers' teaching concept and ability of teaching reform and innovation	127	71.3
	Taking on too many teaching tasks	118	66.3
	The lack of cross-regional collaborative curriculum team to build "golden course"	148	83.1
	It literacy level is limited, lack of professional team support	112	62.9
	The existing information infrastructure of the school is limited		
	The school has no policy, financial guarantee and incentive measures for cross-regional collaborative construction of "golden lessons"	66	37.1
	The school lacks resources for its own construction	109	61.2
	Influence of regional factors	99	55.6
	We are not willing to share the advantage resources of "golden Class" construction	87	48.9
	other	47	26.4
		2	1.1

and universities (n, %)

2. Discussion

3.1 The construction of "golden course" in western local universities is not optimistic, and teachers generally lack the understanding of "golden course". "As a new teaching mode and concept, teachers do not know its connotation in the process of actual application, which leads to the fact that the

established courses cannot meet the requirements of "Golden Course". Most teachers think that there is no need to build "golden course", mainly because they have no more time for teaching tasks, but will spend more time, plus the lack of policy support and incentives, teachers lack enthusiasm, which affects the progress of "golden course" construction.

3.2 Insufficient information technology wisdom teaching facilities in western colleges and universities, teachers generally lack the ability to apply information technology for teaching reform and construction of "golden course".

Under the background of "Internet+ education", if teachers do not actively acquire new technology and accept the challenge of new technology, it will affect the teaching level and quality of teaching to a certain extent, and the solution of these problems depends on whether the university can invest a lot of money in the construction of information technology teaching facilities to support teachers to build "golden courses". The "Golden Lesson". At present, due to the unbalanced regional economic development and uneven distribution of high-quality educational resources, the informatization teaching facilities of colleges and universities vary greatly, especially for western local colleges and universities, which are relatively backward in development, the construction of "golden course" is restricted due to the limitation of teaching resources, platform and environment.

3.3 Lack of resources and platforms for the construction of "golden course" in western local colleges and universities across regions, and lack of policy support and incentive measures

Most of the existing "golden courses" are mainly provided by "double first-class" universities, and the distribution of educational resources between traditional strong universities and local universities is unbalanced, if the advantages of "Internet+" can be brought into play, the "golden courses" can be developed across regions with the help of high-quality "golden courses". If we can take advantage of the "Internet+" and build "golden courses" through cross-regional collaboration, we will improve the inequality of educational resources and enable more students to enjoy high-quality resources, thus improving the quality of higher education teaching. If there are only resources and platforms, but there are no policies, financial guarantee and incentives, the teachers of universities will not have a positive attitude towards the construction of "Golden Course".

3.4 Insufficient competence of teachers in the construction of "Golden Course" in western local universities, lack of teaching concepts and teaching reform ability under the background of "Internet+Education".

The construction of "Golden Course" requires all aspects of teaching to meet the connotation and standards of "Golden Course", but some teachers still focus on teacher-centered teaching, ignore the comprehensive development of students, are not good at using information technology to assist teaching, and fail to implement the course thinking and politics in teaching. This teaching method can no

longer meet the learning needs of college students in the new era.

4. Conclusion

The construction of "Golden Course" is the inevitable requirement of education in the new era, and the close combination of modern information technology and college curriculum construction is the only way to produce and provide high-quality courses in colleges and universities. Cross-regional collaborative development and construction of "Golden Course" can share the advantages of education and curriculum resources, solve and make up for the geographical limitations, lack of high-level teachers and advantageous resources, reflect the equity of education, enable students in the backward areas to learn the best curriculum and educational resources, and truly achieve The "Golden Course" can be built and shared to improve the quality of teaching.

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Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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