

Construction and Application of Online Open Courses in Higher Vocational English Education Principles and Practices

Hui Zhang¹

¹ Wuhan Vocational College of Software and Engineering, Wuhan, Hubei 430205, China

ABSTRACT

This article explores the principles, applications, implementation, effectiveness evaluation, and improvement of online open courses in higher vocational English education. In this article, the author has proposed principles such as student-centered and practice-oriented curriculum design, introduced the selection and design of course content, including teaching content, selection and design methods of teaching resources, as well as design elements such as interactivity and interest. In terms of course application and implementation, the author has introduced the processes of course release, student learning, and teacher guidance, and conducted an analysis on the application of modern technology and the selection of online education platforms. Then, the author has proposed a method for evaluating course effectiveness and continuous improvement strategies, and summarized the experience of constructing online open courses in higher vocational English education.

Keywords: *Higher vocational English, Online open courses, Curriculum design, Course implementation, Effect evaluation.*

1. INTRODUCTION

As an important part of cultivating students' international vision and cross-cultural communication skills, the innovation of teaching models and methods in higher vocational English education is particularly important. Online education, as a new form of education, provides strong support for higher vocational English education with its flexibility, personalization, interactivity, and other characteristics. Online open courses, as important components of online education, not only break the limitations of time and space, allowing students to learn anytime and anywhere, but also provide rich and diverse teaching resources and interactive learning environments, which help stimulate students' interest in learning and improve learning outcomes. [1]

The construction and application of online open courses in higher vocational English education can help expand the coverage of higher vocational English education and provide more students with opportunities to receive high-quality English

education. Therefore, it is necessary to study the principles and practices of the construction and application of online open courses in higher vocational English education, explore and summarize a new path suitable for the development of higher vocational English education, and make it play a more important role in cultivating high-quality international talents.

2. PRINCIPLES FOR THE CONSTRUCTION OF ONLINE OPEN ENGLISH COURSES IN HIGHER VOCATIONAL EDUCATION

2.1 Curriculum Design Principles

The basic principles of course design play a crucial role in the construction and practice of online open courses in higher vocational English education. These principles not only guide the macro layout and micro content arrangement of the curriculum, but also directly affect the effectiveness of curriculum execution and the acceptance of

learners. Among them, the student-centered principle and the application-oriented principle that emphasizes practice jointly support the foundation of the design of digital open courses for higher vocational English.

Firstly, in the process of curriculum development, it is necessary to implement a student-centered approach to ensure that teaching content fully integrates students' needs, interests, and ability considerations. [2] Specifically for English online open courses in higher vocational education, this means that the course arrangement and teaching interaction need to closely fit students' current practical needs and future career planning. For example, by carefully analyzing the specific demands of students' industries for English skills, the course should focus on organizing practical listening, speaking, reading, and writing training modules aimed at enhancing students' ability to apply English in the future workplace. In addition, the student-centered principle emphasizes that curriculum design should take into account the individual differences of students, construct differentiated learning paths and resource supply systems, in order to adapt to diverse learning levels and preferences, and promote the learning effectiveness of each student. [3]

In addition, guided by the principle of practice orientation, curriculum development should pay attention to the integration of practical aspects and practical applications. In view of the purpose of higher vocational English education to enhance students' English practical application ability, online open courses should give full play to the potential of Internet technology, create a colorful practical operation platform, and provide multi-dimensional practical opportunities. For example, course content can be integrated into virtual business/industry environment simulations, online English communication areas, project driven learning, and other sections, allowing students to immerse themselves in a real language environment and use English to enhance their language communication and problem-solving skills. Furthermore, this principle also advocates for collaboration between curriculum and industry enterprises to develop teaching materials and projects that are close to real-life situations, in order to ensure a seamless connection between teaching content and workplace needs.

In the planning and design of English online open courses at the higher vocational level, the student-centered principle and the practice-oriented

principle form a complementary and mutually reinforcing relationship. The former ensures the relevance and personalized features of the course content, while the latter ensures the effectiveness and application orientation of the curriculum. Only by deeply integrating these two principles can teachers create vocational English online courses that meet the actual needs of students and are rich in practical elements, thereby effectively promoting the dual improvement of students' English practical ability and workplace quality.

2.2 Course Content Selection and Design

In the development and practice of English online open courses in higher vocational education, selecting and designing course content is a crucial step. This step not only directly affects the quality of teaching activities, but also has a profound impact on students' learning experience and learning outcomes. Therefore, there is a must to adopt rigorous methodology and scientific strategies to guide the selection and design of course content.

The selection of teaching content forms the foundation of curriculum design. In this process, comprehensive consideration should be given to the specific situation of higher vocational college students in terms of English proficiency and practical needs, ensuring that the selected teaching materials are not only in line with students' cognitive processes, but also serve their future career development needs. At the same time, the teaching content should emphasize timeliness and practicality, timely integrate the latest concepts and practical effects of English teaching, and ensure the forefront and leadership of the curriculum. In addition, in order to enhance students' cross-cultural communication skills, the teaching content should also moderately integrate Chinese and Western cultural materials, so that students can deepen their understanding of Chinese and foreign cultures while mastering the language, and strengthen their sense of identity and love for excellent traditional Chinese culture.

When selecting educational materials, it is necessary to actively leverage the favorable conditions of modern information technology, integrate various high-quality teaching resources, and provide students with a dazzling array of learning materials. Specifically, teachers can create their own micro courses, or use online media to search for the latest English teaching videos, audio, and text materials, and even collaborate with sister

universities and educational institutions to share educational resources. These multidimensional teaching tools not only effectively stimulate students' learning enthusiasm, but also provide a solid support for their independent inquiry learning and personalized learning needs.

When planning course content, interactivity and fun are considered as the two core design dimensions. Interactive design aims to enhance students' active participation in course content, activate their learning autonomy and innovative thinking. The ways to achieve this goal include conceptualizing diverse interactive activities, such as online debates, team collaboration projects, role-playing games, etc., to enable students to learn and use English in practical communication. In addition, with the help of intelligent teaching platforms to monitor students' learning progress and provide real-time feedback, teaching methods can be dynamically adjusted to meet the personalized learning needs of each student. As for interesting design, it focuses on awakening students' learning enthusiasm and drive by creating a pleasant and relaxed learning environment. This requires teachers to plan a series of attractive teaching activities and tasks based on the specific interests and characteristics of higher vocational college students. Examples include incorporating English songs, movie clips, educational games, and other media to create lively and interesting learning scenarios, or organizing English speech competitions, cultural immersion activities, and other forms to enhance students' practical skills and cross-cultural communication skills. These creative designs not only enrich students' learning experience, but also effectively promote their comprehensive improvement in English proficiency.

In short, the selection and construction of course content for the development and practice of English online open courses at the higher vocational level is a tedious and core process. It is a must to take meeting students' learning needs and their long-term development as the premise, fully tap into the potential of modern information technology and integrate high-quality educational resources, emphasize the interactive characteristics and interesting design of courses, and aim to build a high-quality and efficient online English learning system, thereby effectively empowering vocational college students' English learning process and ability improvement.

3. APPLICATION AND IMPLEMENTATION OF ONLINE OPEN ENGLISH COURSES IN HIGHER VOCATIONAL EDUCATION

3.1 Course Implementation Process

The entire implementation process of online open courses for vocational English must be executed properly. This process includes multiple indispensable stages such as the online release of courses, student participation in learning, and teacher guidance. Each stage plays an indispensable role in ensuring course quality and improving learning outcomes.

The process of course release is considered a key starting point for the implementation of online open courses. Prior to this, teachers must carefully prepare course materials to ensure that the knowledge points are accurate and the content is rich. In the publishing process, it is crucial to select a suitable online platform to enable students to easily access course materials. In addition, details such as course overview, teaching plan, and learning objectives should also be included in the public announcement to assist students in fully grasping the content and expectations of the course.

The key component of online open courses is the process of students' academic progress. At this stage, students need to self-manage their learning schedule and complete established learning tasks according to the curriculum standards. In order to enhance students' learning engagement and effectiveness, educators can plan diverse learning activities, including online seminars, team collaboration, and coursework submissions. In addition, through online testing and practice sessions, students can immediately verify their personal learning outcomes and adjust their learning methods and strategies accordingly.

In the online open course system, the tutoring session of teachers is a crucial component. Educators need to regularly monitor students' learning progress and feedback information, and quickly respond to students' questions and challenges. By utilizing diverse channels such as online forums, email, and instant messaging software, teachers can maintain close communication and interaction with students, and provide personalized learning strategies and guidance based on each student's learning characteristics. In addition, educators can flexibly

adjust the depth and breadth of course content based on students' actual learning situations, ensuring high-quality teaching activities.

It is worth emphasizing that the implementation mode of online open courses in higher vocational English education is not fixed and unchanging. The continuous advancement of educational technology and the dynamic changes in students' learning needs require teachers to constantly explore new paths for curriculum implementation and innovate. For example, virtual reality (VR) and augmented reality (AR) technologies can be integrated to create more immersive learning scenarios, or big data and artificial intelligence can be used to analyze students' learning behavior patterns in depth, thereby achieving personalized and accurate teaching guidance.

In promoting the practice of online open courses in vocational English, several core elements are worth considering. The first priority is to ensure the sustainable operation and easy accessibility of the curriculum, so that students can engage in learning activities at any time and any place without restrictions. Secondly, attention should be paid to adopting students' feedback and course evaluation, flexibly adjusting course content and teaching modes to better adapt to and meet students' learning needs. Furthermore, strengthening cooperation and connections with the industry is also crucial. By closely following the latest development trends and talent demand dynamics in the industry, it is aimed to cultivate high skilled English professionals who are more in line with the actual market needs.

3.2 Technology Application and Platform Selection

In the development and practice of online open English courses in higher vocational education, the application of technical tools and the choice of teaching platforms play a crucial role. Given the unique characteristics and advantages of various online education platforms, it is particularly important to compare and evaluate these platforms in depth during the initial stage of curriculum construction, with the aim of selecting the platform that best meets the educational goals and needs.

When selecting an online education platform, multiple aspects need to be taken into consideration. Firstly, the stability and security of the platform form the cornerstone for the smooth implementation of teaching activities. A stable platform can ensure a smooth teaching experience

and prevent technical malfunctions from interfering with the teaching process; A highly secure platform can effectively protect the personal privacy and information security of teachers and students. Secondly, the completeness of platform functionality and its ease of operation cannot be ignored. A comprehensive platform can meet various teaching needs and enhance teaching flexibility; A user-friendly platform can help reduce the adaptation time for teachers and students, and accelerate the improvement of teaching efficiency.

4. EVALUATION AND IMPROVEMENT OF THE EFFECTIVENESS OF ONLINE OPEN COURSES IN HIGHER VOCATIONAL ENGLISH EDUCATION

4.1 Methods for Evaluating Course Effectiveness

In the development and practical application of online open courses in English subject of higher vocational education, the evaluation of course effectiveness constitutes a crucial link. It not only profoundly affects people's understanding of the actual effectiveness of the curriculum, but also provides a solid empirical foundation for the continuous optimization and upgrading of the curriculum. It is necessary to conduct multi-dimensional evaluation of course effectiveness, and students' learning outcomes and satisfaction are the two core criteria for measuring course effectiveness.

The assessment of learning effectiveness forms the cornerstone of testing the effectiveness of the course. In the field of online open courses, there are various methods for evaluating learning outcomes, covering multiple dimensions such as online quizzes, assignment submissions, course interaction activity, and project completion status. These diverse assessment methods can comprehensively reveal students' comprehensive performance in knowledge absorption, skill enhancement, and learning attitude. Especially in the context of higher vocational English education, students' language proficiency and cross-cultural communication skills have become the focus of evaluation. Through regular testing and homework feedback mechanisms, educators can instantly grasp students' learning dynamics and problems, and make timely and targeted adjustments to teaching strategies.

In addition, student satisfaction constitutes another key evaluation criterion. This indicator can be obtained through various means, such as distributing questionnaires, conducting online surveys, or organizing face-to-face communication. These methods aim to delve into students' personal insights and emotional responses towards curriculum structure, educational methods, interactive activities, and technological assistance. Student satisfaction not only has a direct impact on stimulating their learning motivation and improving learning outcomes, but also provides essential feedback for the continuous improvement of the curriculum. For example, if students express confusion or dissatisfaction with a certain teaching module, teachers can use this to accurately identify the problem and make corresponding optimization and adjustment strategies.

In order to gain a deeper insight into the effectiveness of the course, other evaluation methods and techniques can be adopted, such as learning analytics. This method collects and analyzes a series of behavioral records of students on digital learning platforms, such as login frequency, learning duration, and data search volume, in order to more comprehensively depict students' learning behavior patterns and personal preferences. This type of data provides educators with real-time feedback on students' learning dynamics, which is beneficial for teachers to adjust their teaching strategies in a timely manner to promote the improvement of learning outcomes.

In addition, the evaluation of course effectiveness should not be limited to students' feedback, but also take into account teachers' teaching experience and effectiveness. Teachers can use various channels such as self-reflection, peer review, and student feedback to examine their personal teaching achievements [4], as a basis for continuously improving teaching quality.

The evaluation of the effectiveness of online open courses in higher vocational English education is a complex process that involves multiple considerations both online and offline, and must take into account the comprehensive analysis of students' learning outcomes, satisfaction levels, and related variables. [5] Through rigorous and comprehensive evaluation methods, teachers can not only gain insight into the true effectiveness of the course, but also provide solid data support and clear guidance for the continuous optimization and upgrading of the course.

4.2 Continuous Improvement Strategy of Curriculum

In the development and practice of online open courses in higher vocational English education, continuous optimization of course strategies is a crucial step to ensure teaching quality and meet students' learning demands. The essence of this strategy lies in the precise adjustment and upgrading of course content and teaching methods based on evaluation feedback.

One of the key measures to improve the quality of online open courses is to continuously optimize course content. [6] The way to achieve this goal involves regularly implementing a course evaluation mechanism to collect multidimensional feedback from educational participants - students and teachers - on the current course content. These feedback opinions may revolve around multiple aspects such as course difficulty, practical application value, and information timeliness. Based on these valuable feedbacks, course designers can adjust the course structure in a targeted manner, such as adding or streamlining chapters in a timely manner, innovating knowledge transmission methods, and incorporating the latest information in a timely manner. In addition, the vividness and practical orientation of the course content can also be significantly enhanced by incorporating more real-life cases and adding interactive exercises, aiming to stimulate students' learning motivation and increase participation.

In addition, continuously optimizing teaching methods constitutes a key component of continuous improvement strategies. Online open courses should adopt flexible and diverse teaching modes to cater to the characteristics and needs of different learners. Through systematic evaluation, teachers can gain insight into students' recognition and satisfaction with the current teaching model. Based on these feedbacks, teachers can explore the integration of novel teaching strategies such as flipped classrooms, team discussions, project-based learning, etc., with the aim of enhancing students' learning engagement and effectiveness. At the same time, it is necessary to make good use of contemporary educational technology tools, including virtual reality, artificial intelligence technology, etc., to innovate teaching methods and create a deeper immersive and personalized learning journey for learners.

In the process of implementing continuous improvement strategies, it is particularly important

to emphasize the integration of theory and practice. In theory, teachers can absorb the essence of the frontier research in pedagogy, psychology and other disciplines to guide the specific practice of curriculum optimization. In practice, by deeply analyzing teaching examples and systematically collecting and analyzing data on student learning performance, teachers can accurately evaluate the effectiveness of course improvement measures and flexibly adjust their strategies. This strategy of closely integrating theoretical knowledge with practical operation is the key to ensuring that curriculum improvement work is both scientifically rigorous and effective.

To promote the effective implementation of continuous improvement strategies, there is a must to establish a systematic evaluation mechanism. This mechanism needs to integrate multiple aspects such as periodic student satisfaction surveys, teacher peer evaluation mechanisms, and professional evaluations, aiming to comprehensively and fairly grasp the actual effectiveness and potential deficiencies of the curriculum. In addition, teachers can make good use of big data technology and artificial intelligence methods to deeply analyze and explore the large amount of data generated during the learning process, in order to more accurately understand students' learning needs and preferences, and provide scientific guidance for curriculum optimization.

5. CONCLUSION

In summary, the continuous optimization strategy for online open courses in higher vocational English education constitutes a iterative process that requires teachers to systematically collect feedback, deeply analyze problems, adjust strategies in a timely manner, and repeatedly verify effectiveness. This series of measures ensures the freshness and synchronization of course content with the times, and the teaching model closely follows students' learning demands, jointly promoting the improvement of teaching quality and the optimization of students' learning outcomes.

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