

The Function of Virtual Currency in “High-Quality Course”

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Abstract: *As the Ministry of Education proposed in 2018 that colleges and universities should eliminate "low-quality courses" and create "high-quality courses", many people questioned the way of its evaluation and curriculum change. this policy puts forward new requirements for classroom development and curriculum evaluation. Virtual currency refers to the non-real money used in the study and life of colleges and universities. this paper introduces how to carry out "high-quality courses", and analyzes and discusses the application of virtual currency in it.*

Keywords: Curriculum Reform "High-quality courses" Virtual currency

1. Research Background

On April 29, 2019, Wu Yan, director of the higher Education Department of the Ministry of Education, said at a meeting that it is necessary to greatly increase the difficulty of the course and reasonably "increase the burden" on college students. In recent years, due to some unreasonable teaching evaluation systems, there is an abnormal phenomenon that low-quality courses reverse eliminate high-quality courses, only scientific research and papers are the only way. As a result, the tendency of emphasizing scientific research rather than teaching has spread and caused a certain impact, and the reform Brooks no delay.

2. Research Goal

Due to the lack of evaluation of curriculum quality in teaching assessment in most colleges, they pursue "quantity" too much and ignore the requirement of "quality"; because the curriculum quality is unsupervised, the classroom interaction is not smooth, or ignore the demand, the curriculum is outdated, and the technical content is too low. Lack of knowledge and ability quality training. Courses with this characteristic belong to "low-quality courses". On the contrary, "high-quality courses" refer to those high-level classes, conversational classes, knowledge-and-practice classes that combine learning and thinking. This paper is devoted to studying how to carry out "high-quality courses" through the introduction of "tools".

3. Reform Method-the Introduction of Virtual Currency

3.1 Course selection

3.1.1 Use background

The information age is also an era of personalization, which makes it easier for diversified personalized products to find their markets and consumers. More and more people in the market begin to pursue "tailor-made" and "private customized". In addition to the products that fit their body and mind, these labels can better reflect their unique treasure. In view of this psychology, some colleges have carried out private customization of curriculum schedules, that is, students choose suitable courses according to their own preferences and expected time.

3.1.2 Existing problems

Voluntary course selection requires students to fill in the volunteer before the deadline according to their own wishes, and then systematically register, and finally carry out the by-election work. There are still many loopholes in this way of course selection, which brings a lot of trouble to the course selection work of the academic Affairs Office, there are no established course selection rules, and to a certain extent, students cannot achieve their desired course selection goals.

3.1.3 Usage and effect

Virtual currency can quantify things that are difficult to measure and compare to form a unified standard.

The virtual currency is introduced into the course selection system by using the value scale, which is one of the three major functions of currency. Students use their own virtual currency to fill in voluntarily and buy courses according to voluntary bids. Here there are two sources of virtual money for purchasing courses. The first part is the base currency allocated by the academic Affairs Office for electing courses, or the virtual currency accumulated by the student through scientific research projects, practical activities and so on. The bidding price for the course is decided by the student, but the course bid price is between zero and several times of the course price, which can effectively avoid inflation. The students will fill in the volunteer and bid within the specified time, and then make up the registration according to the voluntary report of the unsuccessful students and the specific distribution of the current course number after the bidding, or fill in the volunteer and bid in the second round on the basis of bidding.

In this way, the application of virtual currency in course selection stimulates students' demand and mobilizes students' initiative. Because of the demand, they take the initiative to learn, explore and practice. Secondly, when the student is aware of the limitation of the amount of virtual money, he will think twice about the daily use and distribution of virtual currency, so as to exercise the students' mind of "management" and planning ability. Finally, the virtual currency also has a good grasp of another kind of psychology of the students. That is to say, in the process of bidding for the course, in addition to the basic currency allocated by the academic Affairs Office, all the virtual currency comes from its own savings, so that it can be more profound when holding the fruits of the spend. that is, virtual currency teaches

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yourself how to cherish the fruits of labor. To a certain extent, owning a course is tantamount to having new learning opportunities, but also new opportunities to earn "labor reward". This and this forms a virtuous circle.

3.2 The change of teaching mode

3.2.1 Use target

There are five requirements for high-quality courses. First, the results of the courses must be fed back in time. The second is to cultivate students' high-level thinking. The third is the dialogue classroom, which is mainly characterized by knowledge dialogue, thinking dialogue and spiritual dialogue. Fourth, open classroom. Fifth, the unity of knowledge and practice, learning by doing, doing while learning, and realizing active practice.

3.2.2 Usage and effect

In order to improve the quality of the classroom, virtual currency can be used to quantify teachers' efforts and use it to evaluate teachers, which is used not only to evaluate a teacher, but also to evaluate a course. The latter is more specific, and the evaluation of a certain course will, to a certain extent, avoid the occurrence of being too subjective in grading teachers. The score given by the student to the course only indicates the teaching situation of the teacher in the course, thus affecting the pricing of the students' bidding and voluntary selection of the course the next time the course is offered. Relatively speaking, the evaluation of the teacher is more comprehensive, which can reflect the teacher's teaching achievement and popularity. For the evaluation of teachers, or the anonymous scoring method, which has been widely used, students who set a deadline and actively participate in the teaching evaluation activities organized by the school within a limited period of time will receive a quantitative virtual currency as a reward, the amount shall be determined by the relevant organizations that organize the evaluation activities. In this way, the enthusiasm of the students to receive the questionnaire will be aroused, and the number of teaching evaluation questions will be greatly increased, and in the face of the after-class evaluation of courses purchased by themselves, the students will fill in the questionnaire more conscientiously than before, and the authenticity of the teaching evaluation results will be guaranteed. This idea can not only be used for teaching evaluation questionnaires, but also distribute a part of virtual currency when any research project needs to conduct a mass questionnaire survey in the school, so as to achieve the purpose of collecting high-quality and large quantity of questionnaires. the number of questionnaires distributed and the number of questionnaires required depends on specific questions, and it is up to the issuer of the questionnaire to decide on its own. Through the simple and persistent evaluation of teaching, it promotes the circulation of virtual currency, which not only completes the original intention of stimulating students' initiative, but also gives teachers confidence and motivation to teach.

3.3 Innovation of teaching system

3.3.1 Use background

A concept is mentioned here called "discount factor", also known as discount coefficient.

The discount factor here differs from the discount rate in finance or finance in that it is determined by the degree of "patience" of the participants. In essence, "patience" refers to the psychological and economic bearing capacity of the participants. different participants may have different psychological bearing capacity in the negotiation, and those with strong psychological bearing capacity may eventually get more bargains. Similarly, if they have stronger financial affordability than other participants, they will take more advantage. If you want to optimize the effect of education, you must "visualize" the long-term interests.

3.3.2 Usage and effect

Virtual currency can be divided into different categories, one of which can be used for the general evaluation of the academic year, the promotion and exemption of graduate students, and so on.

If you win a prize in a competition, you can exchange it for b when you publish a paper, or if you actively participate in club activities, or if you break the record in the sports meeting, the exchange and reward will be realized immediately. Compared with the scholarship awarded according to the academic year, it is more specific and flexible, it exists after each payment, after each breakthrough, to guide and urge impatient people to climb the peak. Virtual currency mobilizes the positive energy in the heart in the form of reward, and makes study and life really inseparable with itself. It opens a richer aspect of university life, urges students to actively discover the opportunities around them, firmly grasps and fits in with the new educational concept, and at the same time makes the talents trained from the university have more possibilities.

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