Research on Teaching Mode of Professional Degree Postgraduate in China: Based on Perspective of Network Environment

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Abstract Professional degree postgraduate education system reform and innovation is an important content of graduate education and management in new era. The arrival of the information age, network technology and multimedia teaching as the main features, brought profound change to the professional degree graduate training mechanism, given the new features and trends to professional degree postgraduate education mechanism. Based on this, in the framework of the network environment, this paper explores issues facing by our country professional degree postgraduate teaching model, tries to build four teaching models, including self – teaching model, resource – based teaching model, inquiry – based teaching model and collaborative teaching mode, in order to promote transformation and development of our professional degree postgraduate teaching mode.

Keywords Network environment; Professional degree postgraduate; Teaching mode

1 Introduction

With the development of modern science and technology, human society entered the era of knowledge economy and the information age, especially the modern teaching techniques characterized by computer multimedia technology and network technology which speed up the update of universities teaching methods, teaching contents and teaching methods, promote reform and optimization of classroom teaching, promote the modernization of higher education, and also greatly promote the reform and development of postgraduate training mode and mechanism[1]. National long – term Education Reform and Development Plan (2010 – 2020) pointed out: faced with unprecedented opportunities and challenges, Chinese higher education must deepen the reform of education, innovation and teaching methods, and explore a variety of training methods, through advocacy heuristic, inquiry, discussion, participatory teaching and learning, create independent thinking, free exploration and innovative environment. In today's knowledge economy, the quality of postgraduate level train-

ing for will have a significant and far – reaching impact for the country's economic and cultural development as well as overall national strength. However, on the view of reality condition, before enlarging postgraduate enrollment, the student scale of per master points is small, many courses can be carried out in the form of seminars, workshops teaching, but after enlarging enrollment, the number of students in a classroom reach nearly a hundred or more, the form of discussion, seminars teaching are often unable to be carried[2]. In the background of the network environment, the highest level of postgraduate training mechanism is facing new opportunities and challenges. Based on this, in the framework of the network environment, this paper focuses on the current problems facing by professional degree postgraduate teaching mode, and builds four teaching models, including self – teaching model, resource – based teaching model, inquiry – based teaching model and collaborative teaching mode,

2 Problems faced by postgraduate degree teaching model under the network environment

2.1 Excessive dependence on network.

As network information resources round opening without restriction, you can find any needed information and resources, and even solutions and answers to problems, which will lead the learners to abandon active thinking and problem – solving efforts in the learning process, and tend to seek ready – made results, this is undoubtedly very harmful the professional degree postgraduates' training of study and research capacity[3]. Easy access to network information curb the development of professional degree postgraduate's divergent thinking, reverse thinking and thinking in images, over time, will produce professional degree postgraduate inert, led to rigid thinking on research.

2.2 Lack of information literacy.

Network information resources collection, sorting, processing, transmission should be basic study skills for the professional degree postgraduate, but many professional degree postgraduates are lacks of retrieve network information resources and associated capacity, many literature search means and techniques are not mastered by professional degree postgraduate[3]. Vast information resources provided by the network environment, some are useless or even wrong, such breadth and ambiguity often make professional degree postgraduate difficult to persevere to focus on learning program curriculum, learning process and directivity therefore difficult to grasp. Because cannot utilize many network resources, they are in the "sea of ? information" prone to "information overload" and "resource lost" phenomenona[4], which restrict the professional degree postgraduate research and learning ability improvement.

2.3 Academic moral issues apt to occur.

Network information, making communication and access to information more convenient, while in the era of knowledge economy, as driven by economic interests, the university appeared copying, plagiarism, fraud and other academic moral corruption, especially in postgraduate education stage, these problems are more serious[5]. More and more jobs or thesis of postgraduate have a considerable part directly downloaded from the network, particularly postgraduate education started relatively late in some universities is particularly serious. In the education process, copy, plagiarism, fraud is a very bad behavior, is a serious academic moral corruption. This behavior makes the postgraduate lost excellent quality of study hard, diligent exploration, gradually develop bad indolent habits. Fraud not only seriously affects the quality of learning, but also affects postgraduate healthy growth, develop character and noble personality.

2.4 Moral quality produces alienation.

The purpose of postgraduate education is to cultivate talents with innovative spirit and the spirit of cooperation for nation – building, but the network is often easy to make a lot of students indulge in it, unable to extricate themselves, format extreme self – enclosed character, so that the emotional alienation, interpersonal skills decreased, ability to other work under the net has also been weakened, become "persons with disabilities" of network society[5]. Network

can be both good propagation path of educational resources, but also may serve as a carrier of various psychotropic drugs, produce poisonous effect on people's moral quality. Therefore, when postgraduate obtain useful information, at the same time will be contaminated spam, seriously interfere with the postgraduate's right judgment for the value of information, and even ideological alienation.

2.5 Neglect postgraduate tutor's guidance.

Under network environment emphasizing professional degree postgraduate study and conduct research independently, may cause contempt for postgraduate tutor's mentoring role, resulting in research ideas is unclear[3]. Meanwhile, the learning mode provided by network environment cannot achieved the traditional emotional blend between teaching tutor and students, students and students, cannot reflect the human side of social intercourse, especially students cannot feel tutor's teaching arts and emotional care, unable to experience tutor's language and charisma, which will lead to educational missing in the professional degree education.

3 Build teaching model of professional degree postgraduate under the network environment

3.1 Self – teaching model.

Self – teaching can be carried out fully accordance with individual needs, whether teaching content, teaching time, teaching methods and even teachers, learners can follow their wishes or needs to select[6]. In network environment, the professional degree postgraduate will be active to receive information, to construct a new body of knowledge, can choose teaching time and teaching place on any networked computer, as long as visit the school website home page or via e – mail can receive instructional support services timely, and through the internet and other information technologies, participate in discussion topics set by mentors, initiatively collect all kinds of useful information, thereby activate thinking, enhance understanding and promote the construction of new knowledge system. In addition, self – teaching model can promote professional degree

postgraduate to undertake scientific research activities due to interest, make teaching become the pursuit of knowledge, internal needs of proactive, namely active learning, and the internet also provides a wealth of information resources for exploring and seeking answers of questions[7].

3.2 Resource – based teaching model.

Resource – based teaching through developing and using a variety of different resources to complete the curriculum goals and objectives of information literacy, which is a self – updating knowledge and expand knowledge teaching[3]. Resource – based teaching is a new educational idea and model adapting to the information society teaching characteristics. In this teaching model, target of professional degree education is not only to teach specific professional degree postgraduate academic knowledge, but more importantly is to train professional degree postgraduate into a lifelong learners with the ability to learn, that is with the information literacy of independent collection, processing, processing, use, evaluate information, with the ability to solve practical problems.

3.3 Inquiry – based teaching model.

Inquiry – based teaching refers to teaching activities that learners under the guidance of teachers, from the natural, social, life select and determine the study topics, take the initiative to acquire knowledge, applicant knowledge and solve problems in the research process[8]. The network platform provides a good support system for inquiry teaching mode, such as resource support, interactive support and management support, etc[8]. In fact, the biggest change brought by the network to professional degree postgraduate study m odel is the emergence of inquiry – based teaching model[9]. In the network environment, professional degree postgraduate is problem – based learning, thinking, and then collects information from the network, analyses and evaluates, thereby solves the problems, while the process itself is the process of study.

3.4 Collaborative Teaching Model.

Collaborative teaching refers to learners involve in the study in the form of team members, in order to

achieve common learning goals, under certain incentives for individuals and teams to maximize available achievement while cooperation and mutual assistance all relevant actors, there are consultations debate, cooperation, competition, partners, role – playing and other collaborative approach[3]. In the collaborative teaching process, for the same question multiple learners use a variety of different viewpoints to observant, compare, analysis, synthesis, these interactions deepen understanding of the issues, access to external conditions of higher cognitive skills. Information technology can generate an atmosphere of group learning, give full play to group dynamics and collaborative synergies, and then further strengthen innovation spirit of research team.

4 Conclusions

The implementation of professional degree postgraduate system promote China's degree and postgraduate education to change from the past focusing on training research personnel to focusing on training applied talents, adapt to the social and economic development's actual need for the application high – level talent. In the culture of innovation education model for professional degree postgraduate, need to actively explore, continue to discover and solve problems about improving postgraduate degree's application ability and quality assurance, then can make the professional degree system spread in more colleges. Only implementing online teaching reasonable and effective, maximizing its beneficial complement to traditional classroom teaching, actively promoting the reform and development of traditional classroom teaching, can ultimately promote the continuous improvement of the professional degree postgraduate teaching quality from the root.

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