

微课d慕课.基L * +! " * () 供给<式' e

X" Y¹, Z[\²

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- 2.HI EMNO\$K 567PQRSTU, HI VW 231131)

[+ ,]uz 3Hz 等* 字, - 资源形式#6l S合1 2\$M动B3~} 等三e" j l a构^ ~[A^上而诞i # 6HC, - " j a式.) i 动B%! J_ ' ! KF析bc比RF析b#通过+, - F务" j 3信息1 2HC, - " j a式. 历r \$a#a合" j l a构EGCo念#w1 LOM3Nh2" j 模式#- f, - GC速qDO.) 因^ 7l \$ 没B发i " j l a构E. 转H#利' uz cHz + 现B. zw" j ? n重构#可s打^ z统, - " j a式#让学s \$O bPH| - " zw_2. 2\#, 学. j w统7外包j AB#X认证. , - 者资格. 8' ^者9A#学i) | 为zw . 9T者% 通过zw_2. } . 3B. #o学i) 快适l 网络学习a式% uz 3Hz U种J 8可Ez E" j . x + # + } 常p5, - _2发展ABy时代. 重^(义% [- . /]uz & Hz & MOOC& 信息1 2&, - " j a式 [01 234]G434 [56789]A [: ; < =] Q竹G!1981' "#男#t < RS' % , 授#Bp#主^从事* 字化学习o & 3设计研究% E-mail(zmnie @126.com%

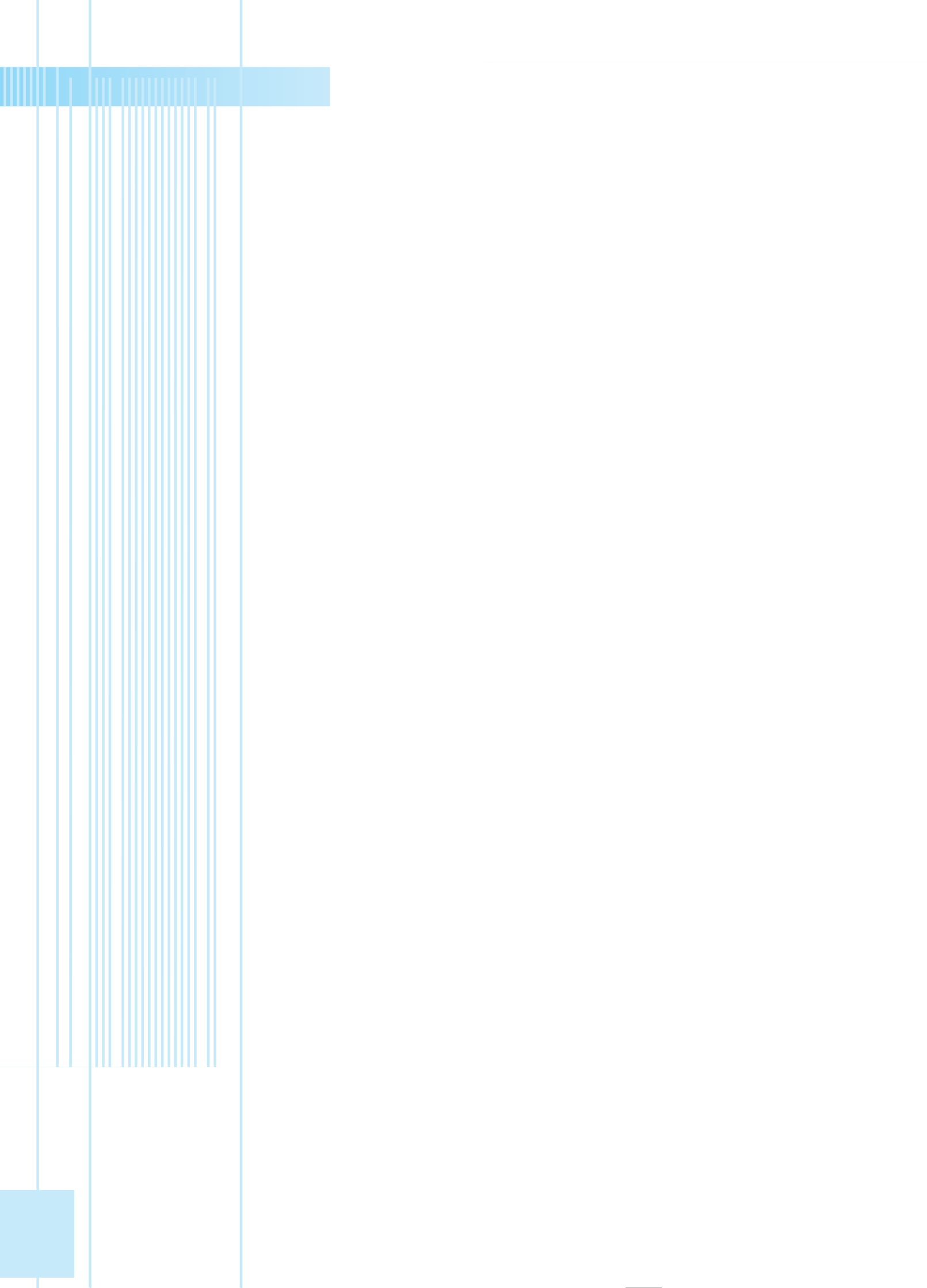
[\$ 信息1 2. " j a式HC已经GH了' : i 活#ZqU. f 现Vt了_些SV商W+hAX. Y. #Uber cZZ打[l 7定wq上GH了f \ [nA无] : . nA模式+ ^_f \ [- 高F务质J 等% +, - nAt说#uz cHz. f 现ce规模发展也+z统, - " j 带t了' ' #} ; . [\$ 互联网 . , - deo, - 资源. F配a构? 7@* 7y& 化#l { 重构现B. , - " j a式% 另7a面#)m# #q经@学! q发展(: *!2015"- 到#" j l a构 EGC. 重h主^ 6解决a构Eh* 过a问> ^解 i >. 4/就6^从hu" j >面3d% 从" j l GC. KnbK#, - nAZ[cH^ ~活B#p化 _2] : #解除" j de#6O1y速, - GC. a 7% l 互联网渗透| nA. UV#z统, - +学s+, 1+学i , . oB模式* f 适l _2经@5, - nA . 发展- z统. , - 资源\$, - " j a式* f) Q' ' =>增9. 物质! 化] 9-, - GC究gMN时候

* S现质. Nh- f 然现l ; * j f Gi . i { #f 可sB定. 6#互联网. f 现v然%&z统, - _2 发i 重eHC+f 现zw_2#| ^OOOn代现B学 szw" j . 地] c* B%

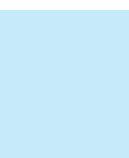
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, - " j 6根据' 1.] 9\ - " . , - #Bb . , - " j 就6指3当5. E会发展#h_+l #) Q+适l \$; 8种: ' j . , -] ^#d# ' ^ 8V \ - " . , - 资源等!%l 现代E会m#, - 678# X. 立# ^本#+ #Xc8' . 发展gB} 重e. 作 ' #Z[: ; 合o\$Bb. " j a式7y' - " x质 , - 就Hm. 为重^% (B)E供和生w:() 服务供给* 基本活m , - " j 包括=Q活动#Q, - F务. - " c, - F务. i h%x者主^ 6指特定. 主V通过SV: ; ht #? n, - &资\$t - i h者\$规定- " F务.

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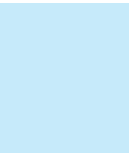
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Micro-course and MOOCs: Reform of Educational Supply Mode Based on Information Technology

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[Abstract] The emergence of digital educational resources, such as micro-course and moocs, is based on three structural elements of supply side, namely technology, labor force and innovation, which is the raw power to transform the supply mode of education. By literature analysis and comparative analysis, this paper first summarizes the history of educational service supply and reforming supply modes in education made by information technology. Then with the help of structural reform ideas of supply-side and supply modes between Wal-Mart and the airport, this paper puts forward that one of the reasons for the slow reform of education is that there is no structural change in supply side. It is possible to use micro-course and moocs to break the traditional educational supply mode and reconstruct the supply of existing courses. As a result, schools and libraries become markets to provide courses, the teaching is uniformly outsourced to individuals or enterprises with national certifications, and students become consumers of those courses. Owing to the promotion and popularization of course markets, students can adapt to online learning methods as soon as possible. The sustainable supply of micro-course and moocs are of great significance to the development of current educational markets.

[Keywords] Micro-course; MOOCs; Information Technology; Educational Supply Mode