

Research on the Construction and Application of Online Open Courses for Continuing Education in Management

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Abstract: This article delves into the strategic construction of online open courses (MOOCs) for management continuing education at Lingnan Normal University, outlining a holistic approach to enhance the quality and recognition of these programs. By tailoring course content to reflect local context and industry trends, the university ensures that learners acquire knowledge and skills relevant to the Chinese market. The emphasis on strengthening teacher-student interaction and comprehensive learning support services fosters an environment conducive to active engagement and personalized learning experiences. Furthermore, upgrading the technical capabilities of the course platform ensures seamless access and a user-friendly interface, catering to diverse learner preferences. Collaborations with industry partners for internship training and real-world projects deepen the practical relevance of the courses, bridging the gap between theory and practice. By refining the evaluation and certification system, Lingnan Normal University guarantees the rigor and validity of its online management courses, attracting both domestic and international learners. With a commitment to open cooperation and continuous innovation, the university strives to pioneer new avenues for online education, nurturing future management leaders who will drive socio-economic progress and contribute positively to society.

Keywords: Continuing Education; Management Studies; On-line; Online Courses; MOOCs

1. Introduction

In the rapidly changing 21st century, as a widely applied and practical discipline, the

continuous updating of its knowledge system and educational philosophy is crucial for cultivating management talents that meet the needs of the times. Lingnan Normal University, as a higher education institution with a long history and profound cultural heritage, has always been committed to educational innovation and improving teaching quality, especially in the field of continuing education, actively exploring teaching models and paths that meet the needs of modern society.

With the rapid development of information technology, online education has gradually become an important form of continuing education due to its advantages of crossing time and space limitations, abundant and diverse resources, and flexible and convenient learning. Among them, online open courses (MOOCs) have triggered profound changes in education models worldwide due to their openness, large-scale participation, and high-quality educational resources. Lingnan Normal University keeps pace with the times, actively responds to the national call to promote educational informatization and develop online education, and is committed to building a high-quality online open course system in the field of continuing education in management.

As one of the key disciplines of Lingnan Normal University, the construction of online open courses in management is not only related to the improvement of the teaching level of the college, but also to the cultivation of high-quality talents with modern management concepts and practical abilities for society. However, the current construction of online open courses in management still faces many challenges, such as how to better meet the personalized needs of learners in course design, how to improve teaching interactivity and learning effectiveness, and how to establish a scientific course quality evaluation mechanism. These issues urgently

require in-depth research and exploration. Based on this, this study takes the construction of online open courses for continuing education in management at Lingnan Normal University as the research object. Through literature review, case analysis, questionnaire survey and other methods, the current construction status, existing problems and deficiencies are systematically analyzed, and targeted improvement strategies and suggestions are proposed. Intended to provide theoretical basis and practical guidance for promoting innovation in the continuing education model of management at Lingnan Normal University, improving teaching quality, and meeting the diverse needs of learners, while contributing the wisdom and strength of Lingnan Normal University to the construction and development of online open courses in higher education in China.

2. Literature Review

Domestic and foreign scholars have formed a large number of research results on the development of continuing education in management courses, mainly focusing on the following aspects.

2.1 Curriculum Design and Teaching Mode

Research on how to design attractive and interactive course content and teaching models based on the characteristics of the management discipline. For example, using teaching methods such as case studies, project-based learning, and flipped classrooms to enhance learners' participation and practical abilities [1,2]. The course content should focus on localization adjustment and integrate into Chinese management practices and enterprise cases to meet the actual needs of domestic learners. In terms of teaching methods, flipped classroom and other models can be combined to strengthen teacher-student interaction and practical application to improve learning results [3]. In terms of learning support services, personalized tutoring and real-time feedback should be provided, and social media and forums should be used to build active learning communities and enhance learners' engagement and sense of belonging. At the same time, big data analysis technology is used to accurately track learner behavior, provide customized learning suggestions, and comprehensively optimize the learning

experience [4].

2.2 Technical Support and Learning Platform

Explore how to utilize advanced information technology to enhance the learning experience of MOOCs. Including the development of intelligent learning systems to achieve personalized learning path recommendations; Using big data analysis to evaluate learners' learning behavior and effectiveness; And optimize the functions of the learning platform to improve the efficiency of teacher-student interaction [5,6]. Study how to integrate emerging technologies into the construction of MOOCs in management to enhance teaching effectiveness and learning experience. Using virtual reality (VR) and augmented reality (AR) technologies to simulate management scenarios and enhance learners' immersion and participation; Utilizing artificial intelligence (AI) technology to achieve personalized learning recommendations and intelligent tutoring [7,8].

2.3 Learning Support and Service Quality

Focus on providing learners with comprehensive learning support services to ensure a smooth learning process. Including establishing learning communities to promote communication and collaboration among learners; Provide online tutoring and Q&A services to promptly solve learners' confusion; And evaluate learner satisfaction and continuously improve service quality [9]. Through empirical research, analyze the learning outcomes and influencing factors of management MOOCs. The impact of factors such as learners' learning motivation, learning attitude, and self-directed learning ability on learning outcomes; And the impact of factors such as course difficulty, instructional design, and technical support on learner engagement and satisfaction [10].

2.4 Quality Assessment and Certification Mechanism

Study how to establish a scientific course quality evaluation system and certification mechanism to ensure the teaching quality of MOOCs. Including the development of evaluation criteria, comprehensive evaluation of course content, teaching methods, learning outcomes, and other aspects; And explore

certification methods that align with the existing education system to enhance the recognition and value of MOOCs [11]. Research on how to build an effective quality assurance system for MOOCs in management to ensure teaching quality and learning outcomes. This includes developing curriculum quality standards, establishing quality monitoring mechanisms, conducting quality assessments and feedback [12].

2.5 Research Gaps and Future Trends

Although some achievements have been made in the construction of online open courses for continuing education in management both domestically and internationally, there are still research gaps in the following areas. Current research focuses more on the universal design of course content and teaching methods, while there is relatively less research on personalized learning paths that address individual differences among learners. As an interdisciplinary field, the construction of online open courses in management should strengthen the integration research with related disciplines to broaden learners' knowledge horizons and comprehensive abilities. The existing quality evaluation system mainly focuses on the evaluation of course content, while the evaluation of teaching process, learning effectiveness, and other aspects is not comprehensive and in-depth enough. Future research can focus on the following aspects: deepening personalized learning research, promoting interdisciplinary integration and innovation, and improving the quality assessment system.

3 Strategies and Suggestions

3.1 Strategy Analysis

3.1.1 Clarify the course positioning and objectives

In the construction of online open courses for continuing education in management at Lingnan Normal University, the course positioning should first be clarified, that is, which learner groups are targeted (such as in-service managers, enterprise training demanders, etc.), and clear training objectives should be set. The curriculum should aim to enhance learners' management theory literacy, practical ability, and innovation ability to meet the career development needs of different

learners.

3.1.2 Integrating high-quality teaching resources

Lingnan Normal University should make full use of high-quality teaching resources both on and off campus, including senior teachers, industry experts, practical cases, etc., to jointly create high-quality online open courses in management. By forming interdisciplinary teaching teams and combining management theory with cutting-edge practices, we aim to develop course resources that are rich in content and diverse in form.

3.1.3 Strengthen curriculum platform and technological construction

Lingnan Normal University should attach importance to the construction and optimization of online course platforms, ensuring their stability, ease of use, and complete functionality. By introducing advanced online teaching technologies such as high-definition video recording, intelligent grading, teaching statistics, and supervision and evaluation systems, we aim to enhance learners' learning experience and course quality. At the same time, strengthen the security and stability of the platform to ensure data security and privacy protection.

3.1.4 Pay attention to updating and iterating course content

As a highly applied discipline, the course content of management should keep pace with the times, constantly update and iterate. Lingnan Normal University should regularly organize teaching teams to revise and improve course content, ensuring its novelty, practicality, and cutting-edge nature. At the same time, teachers are encouraged to integrate the latest research results and practical experience into curriculum teaching, enhancing the attractiveness and practicality of the curriculum.

3.1.5 Strengthening practical teaching and school enterprise cooperation

The online open courses for continuing education in management should focus on the design and implementation of practical teaching elements. Lingnan Normal University should establish close cooperative relationships with enterprises, jointly develop practical teaching projects, and provide learners with real enterprise management cases and simulated training environments. Through school enterprise cooperation, not only can

learners' practical abilities be enhanced, but more management talents that meet market demand can also be cultivated for enterprises.

3.2 Suggestions

3.2.1 Deepen the optimization of course content and structure

In the modular design of management courses, we have carefully planned multiple core modules, each focusing on key skills and knowledge in the field of management. For example, the strategic management module delves into enterprise strategic planning and execution, the human resources management module focuses on key aspects such as talent selection, training, and development, while the marketing module covers practical content such as market positioning, brand building, and marketing strategies.

At the same time, interactive teaching methods such as role-playing and simulation exercises are introduced, allowing learners to play different roles in a simulated business environment, personally experience the entire process of management decision-making, and deepen their understanding and application of management theory. Furthermore, we closely follow the latest developments and cutting-edge trends in management, regularly inviting experienced industry experts, scholars, or successful entrepreneurs to deliver live lectures, online live streaming, or high-quality video courses, bringing learners the latest research findings, industry insights, and practical experience sharing. We ensure that our course content remains forward-looking and up-to-date, helping learners gain a head start in their future careers [13].

3.2.2 Strengthen teacher-student interaction and learning support

In order to create a more dynamic and productive learning environment, we have tapped into the potential of social media and the forums built into the course platform to build a vibrant and cohesive learning community. This community is not only the exchange of knowledge, but also the incubation of ideas. Here, students cross geographical restrictions, freely exchange learning experience, from theoretical discussion to practical sharing, every moment shines with the spark of wisdom. In the face of confusion and challenges in learning, students are no longer fighting alone, but can quickly

assemble into a study group, through brainstorming, common discussion, to find the key to solve the problem.

To further enhance the personalized learning experience, we have launched a customized online tutoring service. The team consists of a group of senior tutors who have worked deeply in their respective fields for many years, and they not only have solid professional knowledge, but also have rich teaching experience. These tutors will provide precise learning guidance and strategic advice, one-on-one or in small groups, tailored to each student's unique needs and interests. Such a tutoring model can not only quickly solve students' learning problems, but also stimulate their inner potential and guide them to explore a more suitable learning path.

In addition, we have introduced a cutting-edge teaching statistics system to achieve comprehensive monitoring and analysis of students' learning process. The system can accurately capture students' learning behavior, progress and effectiveness, and provide detailed learning data support for students through regular learning reports and feedback mechanisms. Through this, students can clearly examine their learning status, identify their strengths and weaknesses, and adjust their learning strategies accordingly to ensure the steady achievement of their learning goals. This series of initiatives together to build a comprehensive, multi-level learning support system for each student on the journey of management learning escort, help them climb the peak of knowledge, achievement of extraordinary career.

3.2.3 Enhancing the Technical Experience of the Course Platform

In order to improve the learning experience of learners, we are committed to optimizing the operation process of the course platform, making it simple and intuitive. The user interface design follows the principle of "less is more", removes redundant elements, strengthens core functions, and ensures that both technical novices and experienced users can easily get started and quickly integrate into the learning state. Through user research and testing, the interface layout and interaction are constantly adjusted to ensure that every step of the operation is intuitive, making the learning process smoother and more enjoyable.

In order to enhance the learning interaction, we

have carefully planned a series of online activities, such as real-time question and answer sessions, to encourage learners to ask questions and exchange answers between teachers, students and classmates; Hold regular voting activities to discuss hot topics of management and collect diverse views; Design interesting online tests to test learning outcomes while stimulating learners' sense of competition and cooperation. These interactive activities not only enhance learners' participation and interest, but also promote the deepening and application of knowledge.

Taking into account the diverse learning needs of modern learners, we support mobile phones, tablets, computers and other multi-terminal access to the course platform, to achieve seamless switching, so that learning is no longer limited by time and place. Whether on the commute, during breaks or in the comfort of home, learners can access the platform anytime, anywhere and enjoy a personalized learning experience.

Finally, we attach great importance to the data security of the course platform and adopt advanced encryption technology and protective measures to ensure that learners' personal information and learning data are strictly protected during transmission and storage to prevent any form of disclosure or abuse. We are committed to making data security a top priority in our platform operations to create a safe and secure learning environment for learners.

3.2.4 Strengthening school enterprise cooperation and internship training

In order to closely integrate management education with practice, we actively seek long-term cooperation with well-known enterprises at home and abroad to jointly build a practice base for continuing management education. These practice bases not only provide students with valuable internship training opportunities, but also allow them to go inside the company and experience the real environment of business operations. By participating in practical projects of enterprises, students will closely combine theoretical knowledge with practical operation to solve real problems faced by enterprises, so as to exercise and improve management and team cooperation ability in actual combat.

In order to enhance the pertinence and effectiveness of learning, we have carefully

designed a series of learning tasks combined with actual projects of enterprises. These tasks are closely focused on the needs of enterprises, requiring students to apply the knowledge to analyze, plan and implement, and effectively promote the transformation of knowledge into ability. At the same time, we also encourage students to establish a close cooperative relationship with enterprise employees, through cross-departmental communication and collaboration, jointly promote the smooth progress of the project, and further cultivate students' teamwork and communication skills.

In addition, we actively invite corporate executives or senior managers to serve as course instructors or guest lecturers. With rich industry experience and unique management insights, they bring cutting-edge industry trend analysis, practical case sharing and career planning guidance to students. Through face-to-face interaction with these industry leaders, students can not only broaden their horizons and inspire their thinking, but also gain valuable career advice and networking resources to lay a solid foundation for future career development.

3.2.5 Improve the curriculum evaluation and certification system

In order to evaluate learners' learning effect and comprehensive ability comprehensively and accurately, we construct a multi-dimensional evaluation system, which integrates learners' self-evaluation, peer evaluation, teacher evaluation and enterprise feedback. Learner self-evaluation encourages self-reflection and growth, peer evaluation promotes mutual learning and motivation, teacher evaluation provides authoritative guidance based on a professional perspective, and corporate feedback directly reflects the performance and potential of learners in the real working environment. This comprehensive evaluation system ensures the comprehensiveness and objectivity of the evaluation, and provides learners with a clear path of learning progress.

In order to further enhance the recognition and value of the course, we actively establish cooperative relations with well-known educational institutions and industry associations at home and abroad to jointly issue credit certificates or vocational qualifications to students who complete the course and meet the established requirements.

These certificates are not only an official recognition of the students' learning achievements, but also an important certificate for their future job hunting and promotion, which effectively improves the competitiveness of students in the job market. At the same time, we attach great importance to the collection and analysis of evaluation results and learner feedback. Through regular collection and analysis of relevant data, we can timely understand the shortcomings and improvement space in course content, teaching methods and evaluation standards, so as to form a continuous improvement mechanism for course construction. This mechanism ensures that our courses can keep pace with The Times, constantly adapt to the changing needs of learners, and contribute to the cultivation of more high-quality management talents.

4. Conclusion

In the construction process of the online open course for continuing education in management at Lingnan Normal University, the implementation of a series of specific and detailed strategies and suggestions can not only significantly improve the quality and attractiveness of the course, but also better meet the diverse needs of learners and promote the innovative development of management education. By deepening the optimization of course content and structure, strengthening teacher-student interaction and learning support, enhancing the technical experience of the course platform, strengthening school-enterprise cooperation and internship training, and improving the course evaluation and certification system, Lingnan Normal University will be able to create a management continuing education online open course with distinctive characteristics, high quality, and high recognition. These courses will not only assist learners in their career development, enhance their management literacy and practical abilities, but also contribute significantly to the cultivation of management talents in enterprises and the sustainable development of the social economy. Looking ahead to the future, Lingnan Normal University should continue to uphold the concept of open cooperation and innovative development, constantly explore and practice new paths for the construction of online open

courses, and make greater contributions to the management education industry in Guangdong Province.

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