ABSTRACT:
High-quality Course Resources is an important guarantee for the quality of continuing education. In the field of the Development of Continuing Education Course Resources, Peking University puts forward an innovative development model. The PKU continuing education courses is User-requirements-oriented, with targeted, effective and advanced features. Disciplinary expert advisory team, curriculum design team and the team of teachers jointly develop courses. PKU Established a mature production and elimination mechanism for continuing education courses. PKU uses user-generated content (UGC) to continually improve the courses, and carries out the test of Courses for Flipped Classroom, Hybrid Courses and Massive Open Online Courses (MOOCs). This Paper introduces in detail the innovative models, effects, and experience of the development of PKU continuing education course resources.

Key words:
User-requirements-oriented, Course Development, Continuing Education, Innovative Model

INTRODUCTION
China is steadily striding forward the goal of building a lifelong learning society. Institutes of higher education are the harbor of the highly qualified education resources, undertaking four responsibilities of talents cultivation, scientific research, cultural inheritance and social service. These are not only reflecting in the higher education field, but also in continuing education fields. The continuing education is the
courses re-development programs of the courses available in the higher educational institutes, which is to meet the different education demands of different social members at their different life stages. Based on the thorough analyses of the markets, the existing courses in colleges and universities are re-designed and customized in consideration of the targets, actual applications and effectiveness of the continuing education. And these courses would be the input of different social organizations and individuals in manner of the continuing education programs.

SECTION1 THE BASIC DEVELOPMENT MODES OF THE CONTINUING EDUCATION OF HIGHER EDUCATION

There are two basic development modes of the courses in continuing education. One is based on contents of the courses, and the other one is on expectations of the learners. The content mode is commonest development mode in the continuing education programs, which refers to the modified courses which provided for the full-time undergraduate and postgraduates originally. The lecturers and the courses they can offer play the major role in the courses developments.

The customized development mode is that the courses development is based on the objectives of continuing education. The objectives could be an individual, or an organization and a society. This design advocates that the courses and teaching materials should take the learners as the center, and it is requested to meet the expectations of the learners by focusing on their learning characteristics and personalities. This design strategy permeated with people-oriented courses theories. This design strategy reflects in different theories such as the Individualized Principles proposed by Confucius, Natural Adaption Principles from Comenius, Natural Education Theory by Rousseau, Interest Principle by Herbart and Children centered theory by Dewey. These design strategies are the people-oriented theories, concentrating on interests and expectations of the learners, pretending to make the trainees are more proactive in learning, encouraging the learners integrate theories and practices. And the individual personality development should not be ignored. The carrying form of the theories is that there are more activities, experience and
randomness courses.

However, one disadvantage of this design strategy is that the knowledge and abilities obtained by the learners are not systematic but fragmental, and only could meet their short time demands. This is not effective to the realization of continuing education goals. The following article shall introduce the development modes of the continuing education courses program of Peking University--That is a disciplinary feature based and customized development mode.

SECTION 2 THEORETICAL BASIS OF THE CONTINUING EDUCATION COURSE DEVELOPMENT PROGRAM IN PEKING UNIVERSITY

Subsection 1 Taylor’s four-step method of course design

In his book *The Basic Principles of Curriculum and Instruction*, Taylor proposed a four-step method of course design. For details, refer to figure 1:

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Define the people development goals

Experience and content selection for realizing the goals

Organize above to make it carry the people development effects

Define the phased goals and final goals, and appraisal standards settings
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Figure 1   Taylor’s course development mode

Subsection 2 H.Taba’s eight-step course design method

H. Tabo, the student of Taylor, extends the four-step method by Taylor to eight steps.

For details of the method, refer to figure 2:
SUBSECTION 3 D.K. Wheeler’s circular course design method

D.K. Wheeler evolves the vertical four-step method by Taylor into the closed circular type. D.K. Wheeler believes that if the appraisal results in Taylor’s four-step method cannot comply with the pre-defined development targets, the feedback cannot work, and it’s not practical for the course modifications. The design mode as shown in figure 3:
SUBSECTION 4 “Collective review” design method by Schwab

Schwab believes there is not a mode can resolve all the problems in processes of course development as the factors involved in the course development are various, interdependent and interfere each other. Therefore, the course design should be conducted in the practices. He deems the four factors including contents of the subject, the trainees, training situations and the lectures should be considered in course design. He suggested establishing a “Course Review Team” by course chairman, taking the organizing leaders, development directors, trainers, trainees, and the directors from this organization as the members. They will collaborate with each other, and will review the course designs collectively. The decisions on the designs would be made according to the complexity of this course in practices.

SECTION 3 the development mode of continuing educational course in Peking University

SUBSECTION 1 the three characteristics and standards
The course development mode of the continuing education by Peking University is derived from theories of Taylor, H. Taba, D.K. Wheeler and Schwab as those mentioned above. There are three characteristics and standards for the courses of Peking University: firstly, the targeted characteristic. A course should fully focus on people, should attach importance on the values the interests, expectations, the personality development of the learners. And the existing problems and development trends in their organizations are required to be aimed. The second is the effectiveness. The course development should be able to enrich the knowledge, improve the abilities of the learners actually, and could upgrade the idea of the learners. The ultimate goal should be able to improve the learners’ performance and the performance of their organization. Thirdly, the courses developed for the continuing education programs should be progressive as the course development is not a job of once for all. It is a dynamic development process which should keep pace with the change of times, environment, and the learners as well as the feedbacks from the assessments to maintain a progressiveness.

SUBSECTION 2 the three course development teams

Based on Schwab’s “Collective review” theory, Perking University requests every school or department with continuing education programs establish three course development teams. The First team is the advisory team. The advisory team directs the course development with a generally as it mainly concerns if the macro-structure of the course system could keep pace with the human resources development trends of the enterprises and the society, if the system could reflect the disciplinary and resources advantages. Secondly, the course design team should be set as it plays a role of connector between the advisory team and the lecturer team. They will coordinate the works, and closely connected with the learners’ organization. This team is responsible for the course protocols which should enable the course meet the demands of the organizations of the learners, the connections among the courses are also under the consideration as well. The development will not only focus on knowledge and abilities but also on the development of the ideas, attitudes,
psychological and potentials of the learners. Thirdly, the lecture team. The lectures should conduct the micro design according to the personalities of the individuals and the backgrounds of the training. The customer demands would be maximized by the lectures. The lectures should hand over the micro-designs to the other lecture teams of the same subject or the subject close to them for a “colleague review”. In the jobs of the three teams, the ideas of the learners would be considered. The “collective review” theories would be displayed in such a teams and learners coordination process.
SUBSECTION 3 the five steps for curriculum development

The course development process of Peking University’s continuing education has embraced the theory of Taylor, D.K. Wheeler etc. Generally, it can be divided into five steps. Refer to figure 5:
The first step is demands analysis. Track the problems and development trends that the communities, ventures and government are confronted with by the means of investigation. Furthermore, conducting the research on the post demands in the different trades, organizations and posts, and widely collect all the demanding information of knowledge, skills, abilities and relevant qualities that requests in work of learners. Finally, translate the collected information into the related human resources development goal.

Secondly, analysis of the focus of the ventures and government, and choose the contents and experiences that could help resolve the problems. Set the human resources development goals in the research and analysis is rather popular but it’s unnecessary and impossible to depend on it entirely. We need to tick out some of the trivial and contradictory goals. There’re two standards for screen the human resource development goals. One is find out the management ideas and value pursued by an organization, and the other is to select the goals which would be materialized (or the possible goals) according to the current condition, environment and restrictions.

Thirdly, select the contents and experiences of the course development goals which
would be materialized possibly according to the current disciplinarily system of Peking University. The Continuous improvement to the course contents could be conducted by taking advantage of UGC. And it should feedback to the trainers and benefit disciplinary system development.

The forth step is to design, organize and integrate the learning acquisitions and the contents. The course forms should be selected based on the personalities of the learners. Both of the shape and change of the thinking modes, behaviors and habits, attitudes and values, hobbies and personalities are slow. Therefore, the principle of continuity, sequence and conformity should be followed no matter it will integrate the course design or combine the behavior and learning acquisitions. We also tried the “Inverted Classroom based on the successful achievements of the Khan Academy. In the continuing education practices, the mixing courses of online and interview and the Mass Online Open Courses have been adopted.

The fifth step is to assess the goal of the course and effects of teaching in the implementations. We regard the applications of the courses as a phase of the course development. A complete course design should include the assessments to the realization degree of the courses. The assessment targets should be the actual change of the learners and how much he has acquired of the knowledge. There are four steps for the assessment. First is to define the goal, namely, list the detailed assessment items directly based on the goal of the courses development, including the assessment items and the behavior marks. Secondly, the assessment situations should be selected and created. The situations created and selected should be able to let the trainee display the required knowledge and abilities defined in the course development goal. Thirdly, assessment means should be chosen, which should comply with the assessment situations. For instance, the assessment for the knowledge could be materialized by written examination form while the actual working performances assessment could be achieved via the form of observing, recording and performances contrast. Finally, analyze and apply the assessment results in practices. The assessment results could help us understand the actual effects and the improvement rooms of the course organized. And it would also provide the direct
evidence for the re-design and continuous improvement, and lay a foundation for the demands of the new courses.

SECTION 4 Example: The Open Educational Resources Consortium of Chinese Universities

The Open Educational Resources Consortium of Chinese Universities (istudy.pkudl.cn) is a non-profit association of Chinese universities, which was established in 2010 and funded by the ministry of education and the ministry of finance.

Peking University takes the lead of consortium. The 103 member universities are divided into 10 groups. Every group focuses on one or two fields, due to their different advantage. PKU’s duty is to organize and lead member universities to undertake the OER project. Using the development mode above, OER make research on social needs for OER, design and develop courses, offer free courses online and so on. Each member of the consortium offers selected courses on its own college platform. Meanwhile, OERCCU website provides all the open courses together by subject category and school category through the links. The open courses are designed for a wide range of people, especially for self-directed and life-long learners. Courses materials are provided for non-commercial purposes only. But there is no course credit, degree, or certificate available.

Anyone with access to the Internet can take all the courses. OERCCU posted over 2,000 courses online freely. The courses span the full range of arts and humanities, social science, and natural science disciplines. The OER courses are being used by students, professionals, lifelong learners and corporations.

CONCLUSIONS & RECOMMENDATIONS

The PKU continuing education courses is User-requirements-oriented, with targeted, effective and advanced features- three characteristics and standards. Disciplinary expert advisory team, curriculum design team and the team of
teachers jointly develop courses. The course development process with five circular steps of Peking University’s continuing education has embraced the theory of Taylor, D.K. Wheeler, Schwab etc. It is an effective way to develop continuing education courses.

REFERENCES

