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Challenges for Moving Chinese Language Courses Online

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Abstract
In the context of education globalization and informatization, the open education resource movement supported the concept of "open sharing" is a crucial trend within the development of worldwide education. The large-scale online open curriculum (MOOC) could be a new development and breakthrough within the open education resource movement and features a profound impact on the inheritance of human civilization and also the way of informal learning. Especially after the spread of the corvid-19 pandemic in early 2020, the importance of digital education has increased. Worldwide, school systems have been impacted by the COVID-19 pandemic and nearly all schools, universities and colleges have been closed down. UNESCO recommends that, in response to high school terminations, distance learning and open training programs and platforms be used by schools and teachers in order to remotely achieve learners and reduce disturbances in schools. No doubt positive impact of online courses on curriculum and teaching Chinese in colleges and universities. The online course can change the subject of the exploitation of curriculum, enrich the curriculum content in colleges and universities, change the curriculum carrier in colleges and universities, and change the means of curriculum implementation, it contributes to the improvement of teachers' professional knowledge and skills and the effect of classroom teaching, it also helps students to train their ability of active learning and to enrich their study life. But as a new teaching resource, the online course also has the negative impact of the online course on curriculum and teaching in colleges and universities, it can strike the traditional curriculum, make the relationship between teachers and students alienated, make teachers become more dependent on it, and disperse the attention of students. As an emerging curriculum teaching model, Chinese language online courses are a course within which most or all content is conducted online. Therefore, its emergence and development will inevitably bring challenges to the standard college curriculum and teaching. Online courses won't only bring challenges to school teaching ideas, course resource management, attainment management, course network security management, teaching process management, teaching evaluation, etc., but also to teachers 'ideological awareness, teachers' teaching ideas, teachers 'roles, Teachers 'curriculum development techniques, students' self-knowledge, students 'self-learning ability, and self-control ability pose challenges. this text attempts to explore the challenges of online courses to school courses and teaching through the analysis and discussion of online courses mainly supported micro-courses and MO courses.

Keywords: Chinese Language Courses Online, Challenges, Countermeasures

Introduction

In December 2019, a widespread pneumonia epidemic of uncertain origin occurred. On 9 January 2020, the World Health Organization (WHO) formally declared a new Coronavirus discovery: SARS-Cov2. This pathogen is responsible about an infectious disease known as COVID-19 (Coronavirus Disease). COVID-19 spread rapidly all over the world and on 11 March 2020, the World Health Organization declared it as a pandemic. According to the WHO, 783 360 confirmed cases of COVID-19 were estimated to be identified in 205 countries or territories across the world on 1 April 2020 (the date this survey was conducted), and there were 37 203 deaths. One month later, on 7 May, 3 634 172 COVID-19 cases were confirmed, with a death toll of 251 446 people in nearly all countries and territories around the world.

Only a few months, though the virus spreads across the globe, China succeeded in reducing local exposure to zero by drastic distancing and control steps. The success of China's social distancing and containment measures, which the WHO strongly recommends, has led several countries to take the same actions. In April 2020, over 3.4 billion civilians were shut up in more than 80 countries and regions around the world, representing 43% of the estimated world population. Immediately, the lock-up and social isolation policies had a huge effect on higher education. In contemporary culture, awareness is characterized by the need for lifelong learning, in the sense of rising demand for schooling, including education (HE). More and more people are applying for schooling. Current capabilities in HE institutions are not enough, not just due to physical or technical limitations, but also because education in several countries is far removed from prospective student ability: that is to say, access to a HE institution is simply too costly or it is in other countries should to be included or supported by the families. Throughout the field of interactive education, pervasive data and communication technology (ICT) are among the potential solutions. There are many ICT applications in education labelling for their rapid growth and creative existence as emergent; one of them is Massive Open Online Courses (MOOCs), among other established applications.

The effect on education and higher education in particular

UNESCO reports that on 1 April 2020, 185 countries had postponded schools and higher education facilities (HEIs), including 1,542,412,000 students, who make up 89.4% of enrolled students. Some countries began removing mechanisms of restraint at the beginning of May, with a declining number of cases and deaths. On 7 May (with the study being published), 177 countries were already represented in schools and enhanced education institutions (HEIs), with 1 268 164 088 students, who made up 82.4 percent of the total enrolled students.

Most organizations face the need to maintain learning and lectures, connections and inspire students if steps are placed in place that separate themselves from community, with a rapid and unexpected transition into online education. The transformation is also divided into several intertwined aspects concerning the viability and the level of learning distance, namely:

a.Technical infrastructure and accessibility
b.Distance learning competencies and pedagogies
c.The field of study.

A. Technical infrastructure and accessibility

Online access and infrastructure are the basic requirement for moving into distance learning. There are often two different trends in the responses. Many institutions cannot go online because their students literally cannot connect to the internet from home, particularly in Africa, but also in other low and middle-income countries. In those cases, where lock-downs or social distancing are in place, education and learning will completely be disrupted and the completion of the academic year is seemingly unrealistic for these students.

On the contrary, the second category of HEIs is based in strong Internet access countries. Recognize that institutions have clarified that even in these situations they do not always have a technological framework at the

fingertips of institutions or technical resources appropriate for maximizing distance learning. Some listed the financial consequences of investing in online licenses and resources.

There are those HEIs that separate students who have access to the Internet and students who do not, inside an equivalent organization, which makes it impossible for the college students to obtain equal opportunity in their academic year. Several schools have agreed to avoid their research during the lockout entirely because they might not be able to meet their students by distance education.

B. Distance learning competencies and pedagogies

In the unassuming fact that it needs a special pedagogy, which is a challenge for the faculty to smoothly make a transition from face to face to remote teaching and learning. This transition is a challenge for the faculties. Teachers have an incredibly different extent of willingness or preparedness to meet this challenge. Nevertheless, while the most basic practicable comprehensive instruction may not offer a standard of consistency similar to that initially intended for the semester relative to face-to-face schooling, it is claimed to be still better than not having any preparation.

Institutes don't necessarily have a management framework in place to develop the teaching skills of employees in order for them to move easily to online learning, and this often leads to "learning through" strategies or trying to imitate what would be the face-to-face strategy, but using distance method.

C. The field of study

Practicing study can be a challenging issue and the teaching offered during the lockdown often restricts itself to the theoretical element of the program. That's all.

Where the professorship is prepared to adjust to a change in modes of delivery, the preservation of the training experience standard will depend heavily on one discipline of study to the other in the present framework marked by constraining measures of social separation, within institutions where technical facilities enable online education and learning.

There are great differences in the quality of distance teaching in response to emergencies, with regard to institutions' infrastructure, teachers' abilities to adapt to online teaching and the sphere of study. The availability of technological infrastructure may be a precondition for effective distance learning. This is not shocking that the struggles of those HEIs employed in sectors of inadequate facilities during this crisis rises. Similarly, the worst hit are those students with no compulsory access to electronic networking resources and, ultimately, the Internet. Further exacerbating existing inequalities will be the current crisis.

It is in light of the foregoing that this paper will examine the challenges of Chinese online courses and the role of the educator in this process and give some advantages and solutions. The study is guided by the subsequent three questions :

1. What are the challenges of the Chinese language courses online project?
2. What are the sources of those challenges?
3. How can these challenges be overcome?

1. Challenges of Online Chinese Courses

In the history of our discipline we manage one of the most exciting and promising times. Thanks to a radical transition in its conceptualization, philosophy and analysis, the industry has achieved this crucial level. Digital e-learning has been made possible by the connection between machine and telecommunications technology. The modern digital model aims to give students worldwide instruction wherever and wherever they are. In addition, teachers and students are provided with groundbreaking forms of interactive instruction.

At first sight, MOOCs are an ideal solution: many users can access knowledge easily and learn expertise from friends at all times. In fact, there are the resources for instruction, the spectrum that is meant to be open to everyone. But with the positive features of MOOC, challenges exist. The phenomenon of these problems must therefore be studied with the MOOC and the solutions to its weaknesses must be found. There are already many scholars all over the world concerned. Among them, through its study and a network of university-based educational technologies with ICT (Information and Communications Technology) study is making an attempt to add to this. MOOCs can be said to face a range of pedagogical and technical obstacles.

But the good news is that online education releases the creativity of teachers from more aspects, inspires teachers to constantly improve their motivation to boost teaching methods, and provides a platform for more outstanding teachers to display and impart knowledge. To some extent, online education is more likely to drive teachers to surpass themselves and focus more on the most effective ways of practice and innovation. for college students, the acceptance of technical education within the 21st century has been integrated into all aspects of life and learning. Emerging technical education has opened a broader world of data for college students. If you'll be able to observe the use of those resources, it'll have a major positive effect both on the communication ability and influence of Chinese language and culture, and on the international communication and influence of Confucius Institutes.

It has a transparent positive effect on the international communication and influence of the Confucius Institute. With the proposition of cultural self-confidence, China is preparing to travel to the planet with a positive and responsible image of an enormous country. This puts forward higher requirements for the Confucius Institute to spread Chinese language and culture, introduce China to the planet, and spread Chinese ideas and ideas. At the identical time, this is often also an inevitable move for China to develop soft power within the world.

China has made active practices within the development of online education in Chinese instruction, gained valuable experience, and achieved certain results, but it's undeniable that some problems have also been exposed, like high-quality direct use by Chinese instruction teachers There are few materials, poor online effects, difficult to interact, and no language environment, the effect is difficult to continue. These challenges have two parts pedagogical and technological challenges.

1.1 pedagogical challenges.

The MOOC trends have provided many fascinating informations and experiences in web context concerning course design and distribution. Two distinct pedagogical bases underpin the predominantly common MOOC categorization: connectivizm (cMOOCs) and behaviorism (xMOOCs) [23]. The literature states that all three theories of learning, physiological, cognitive and sociocultural theories are taken into account to some degree in the development of MOOCs. Regardless of this, we believe that here it cannot be fully utilized for its socio-cultural component, which stresses the interaction between lecturers and learners. The pedagogy of MOOCs has little novelty because it is restricted to video sharing and checking of skills by multi-choice issues and offers the scholars no guidance. Work to test and assess the best pedagogical methods to be assisted by MOOCs is still incredibly scarce. Throughout this sense, we have established various reasons and obstacles to the MOOC Trend: Pedagogical Problems to understand:

1.1.1 Less content and fewer teachers

At present, foreign countries provide a large number of online education resources and contents for online education teachers to collect or re-create. Teachers can directly search for the selected high-quality materials on relevant websites, which provides great convenience. At present, only the Confucius Institute Digital Library in China provides free online lesson preparation materials and support for teachers and other online course preparation and Chinese exam preparation. There is a lack of supplementary basic courses for different countries and regions and a breakdown of online courses developed for groups with special knowledge needs. The international online education system for Chinese language teaching needs to be improved, so the number of teachers engaged in international Chinese language teaching is obviously insufficient.

1.1.2 The online effect is poor and it is difficult to interact

Interaction is an important way to promote language learners to gradually gain independent use of language ability, and effectively promote the formation of language ability and cognitive ability of learners. International Chinese teaching is also a linguistics course. It is an indispensable part of classroom teaching activities to make appropriate adjustments to teaching strategies in a timely manner according to students' speech expressions. Teachers only give correct language demonstration and guidance through the dialogue between teachers and students in order to enable students to properly understand, analyze, and use language. Therefore, there is still a gap between the teaching effect and the real environment.

1.1.3 Without a language environment, the effect is difficult to sustain

A large number of language facts form the linguistic laws summarized in the international Chinese language teaching courses. On the contrary, if students want to effectively understand, master, and operate these laws, they can not do without the combination of theory and practice, only repeated practice and continuous practice In order to blend in. Online learning students mainly understand and digest the teaching content in the video on their own. During the self-learning process, it is difficult to generate desire and impulse for speech practice. Questions and confusion are not answered in a timely manner. There is no listener and audience, so there will be no stage for self-expression, lack of objects for comparison and observation, and the impulse to try to speak and write will be suppressed. The stripping of theory and practice naturally limit the cultivation of language practice ability.

1.1.4 Suggestions

(1) Mobilizing teachers

The motivation of online classrooms for teachers is obvious. The development of an international online education platform for Chinese language teaching can break the limitations of objective factors such as space and time, attract more outstanding online technology education practitioners, and become an incentive for teachers to communicate with each other, Inspiring teachers to take the lead in leading technology. When one is challenged by the excellence of others, it will become more courageous, more professional, and more creative, which will undoubtedly directly promote the quality of Chinese language and culture teaching.

The innovation of Internet technology has certainly brought an impact on teachers' traditional teaching methods, but the real challenge facing teachers comes from the change of teachers' own concepts. On the one hand, teachers have changed from lecturers in traditional classrooms to designers of online classrooms. Now the traditional classroom teaching method is still teacher-led, students follow the teacher's lecture rhythm to accept the unidirectional transfer of classroom content and knowledge. With the innovation of modern technology, a large number of high-quality teaching resources are available for students to observe and study at any time and any place. Students can master the progress of learning according to their own rhythm. Therefore, teachers' selection and design of high-quality resources have become the process of online education The main task. On the other hand, online education not only requires teachers to be an excellent knowledge designer, but also an excellent marketer.

Online education is not only a transfer of knowledge but also a platform for teachers' personal charm and innovative thinking. Teachers should treat students as customers, focus on user needs, and deliver more positive, sunny, and intelligent information, so as to attract more "customers" and affect more students.

(2) Mobilizing enterprises

The problem of knowledge reserve for online teaching teachers requires targeted training, which requires both the overall national planning and layout and the economic investment of enterprises. The issue of innovative textbooks requires publishers to quickly adjust their thinking and redevelop textbooks suitable for online teaching. In the past, whether the specific method of offline international Chinese teaching is suitable for online teaching is also worth pondering in academia. Students may have passive learning in traditional classrooms, and online education

allows students to change from passive acceptance to active search, which puts higher demands on students' self-discipline and self-management capabilities.

Online education provides a platform for teaching remotely through PC Internet or mobile Internet technology in the form of recording, broadcasting, or live broadcasting. Online education implementation tools include online live broadcasting, recording and broadcasting tools, video editing, interactive whiteboards, online school systems, LMS (Learning Management System).

The Confucius Institute can choose to cooperate with domestic excellent online education course content producers, such as Xueda Education, New Oriental, Peking University, Tsinghua University, Renmin University of China, etc., or use its mature experience to develop its own international online education platform for Chinese language teaching. MOOC's construction and application have achieved a wide range of high-quality resource sharing. But so far, the Confucius Institute, a non-profit educational institution with the purpose of teaching Chinese and spreading Chinese culture, as an important platform for the world to understand China, its online teaching is like a blank piece of paper, without any relevant progress. Using the existing domestic and foreign technical foundations, the Confucius Institute's international online education platform for Chinese language teaching can be quickly established and developed steadily. At the same time, new requirements for the ability of Chinese language and culture teachers are also put forward: How to manage the teaching team online? How to balance the needs of students from all over the world? How to stimulate online students' interest in learning? . In ? virtual classroom, the lens is the main tool that connects the teacher with the world. How can the expression be sufficient to enable students to feel and learn and discuss knowledge in a common space with the teacher? CCTalk's continuous microphone function, Chatbox's voice function, etc. can allow students and teachers to ask questions, answer, and comment anytime, anywhere. Students can also discuss each other for two days through an interactive chatbox. This kind of communication is more sufficient than traditional classrooms, intimacy and fun are stronger, and creativity is more easily stimulated.

Many high-quality virtual classrooms have a split function. Teachers can classify students and send them to different sub-classrooms. In this way, many new games can also be introduced. Although the virtual classroom is stripped of the face-to-face interaction mode between teachers and students, teachers can conduct online teaching interaction through comic creation, video production, and Internet connection storytelling, which also poses creative challenges for students. Allowing students to make videos or create comics can allow students to overcome reservations and greatly stimulate the fun of creation and the joy of sharing. On the other hand, many teachers help students explore Internet attentively by creating interesting WebQuests.

From a psychological point of view, the supplementary use of social software has enabled any student to have the opportunity to get the full attention of the teacher, helping shy students to provide more opportunities for full communication, 24/7, anytime Learning and communication provide convenience. The teacher's energy will not be affected by this. On the contrary, the teacher can use his free time to concentrate on these scattered questions in any place where he can connect to the Internet. The essence of knowledge payment is to "make knowledge acquisition more efficient". The teaching content is endless. There will never be the most complete video, the most complete PPT, the most complete question bank. Only by taking the high-quality route can the spread of Chinese language and culture achieve the desired effect. Confucius Institutes can select high-quality international online education products for Chinese language teaching to promote and publicize through multiple channels, such as domestic excellent online education tool product providers YY, Youdao, Zhihu, Douban, etc., abroad can use edx, UniversityNow, Lynda And other platforms for course delivery, link sharing and promotion through social platforms such as Blog, Facebook, Twitter, etc., so that more people around the world have the opportunity to contact, understand and even love the Chinese language and culture.

(3) Take advantage of the cooperation and cooperation of offline institutions

With the development of online education, knowledge payment has been accepted by the public. The Confucius Institute can gradually transform from a non-profit organization to achieve a profitable model through the combination of a Chinese teaching international online education and knowledge payment platform. The distinction between the rights of free users and paid users is one of the effective ways to promote the payment of

knowledge. For example, to limit the time for free users to watch videos, paid users can watch unlimitedly, and provide tracking tests and personal question answering services for paid users. After the course content, authoritative and valid certificates can be obtained.

Look for teachers with unique Chinese teaching methods, and combine their teaching methods and technologies to form a set of online learning models for Chinese language and culture. Let the teaching content of the Chinese exams be linked to the scores, and the teaching content of the vocational classes be linked to the employment, provide complete content and manual services, and develop deep vertical Chinese education international online education products. The balance and proportion between education and entertainment should be properly managed. Dull and boring online education products are like fishing with only hooks and no baits. Violating human nature will cause no one to continue learning. Powerful and entertaining online education products are like fishing with only bait and no hook. It is easy for students to take it seriously and fail to learn their true skills. The standard for testing online education products is not the knowledge taught by teachers, but the content that students can master and apply.

The role of teachers in the network teaching environment (methodology and model)

We live in a society that is increasingly open and participatory, distinguished by developments such as the increasing importance of informal education, new knowledge on the subject and mixed cultural forms of expression. Such advances have a combined effect on the way people think. In the one hand, the cumulative and streamlined role of information and communications technologies, leading to solutions like virtual education, data analytics or customized data, has made a range of processes characteristic of the educational value chain more effective. On the contrary, new developments, such as the creation of open educational resources (OER) and the use of social teaching networks, encourage innovation in education, shifting from traditional lecturing mechanics to open and integrated teaching strategies.

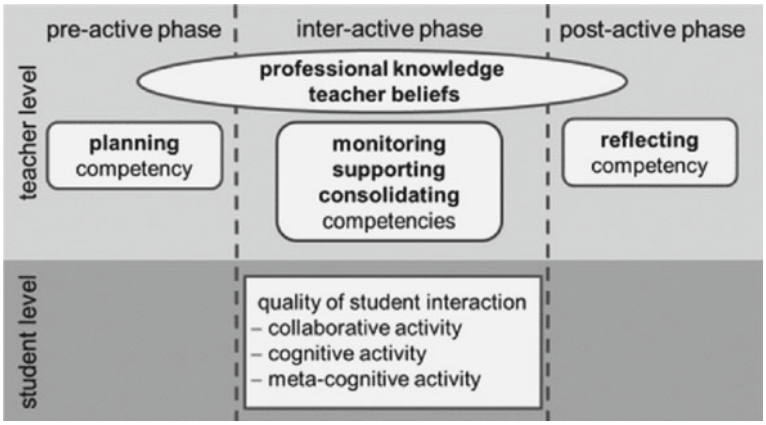
Some facets of higher education, beginning with the position of academics, require transformation to be able to adapt universities to these developments and be prepared to retain their societal significance. The main areas of production, pedagogy, and delivery of education are the three essential elements for digital, networked and open. Conventionally, the role of educators is disputed by educational scholars, who continually identify educators as co-travelers, mediators, and facilitators while experts are responsible for presenting the requisite information to students. We will start from two education approaches: collaborative learning and Open Education to better understand the new role of university educators and to start defining the skills that they should master to fulfill their role efficiently and properly. This approach exists since people are reflecting on teaching and learning and in contemporary open and networked societies are becoming more commonplace. Collaborative learning ensures that students work with each other to fully comprehend ideas, to create assignments and solve problems. Collaborative learning, if managed properly, can enhance individual students ' strengths while building essential skills, such as teamwork, problem solving. Peer-to-peer learning is critically valuable in this methodology, as it involves students in the same working process and providing them with opportunities to learn and be educated. We may consider three main functions that educators (Chinese language) would have opened up and networked. Firstly, to exchange ideas and issues, they will cultivate the interactions and dialogs of students and find their classroom as a learning network through which each contact is a means to brand new thinking. Secondly, educators should be in a position, rather than simply allowing them to use a predefined number of learning resources, to add learners to a very collaborative process of information co-creating and open exchanging. Thirdly, they must interpret apprentices in their own right, in their own way and through their own relations as autonomous agents in the field of schooling.

The process of transition of education providers does not only mean changing the way teachers plan lessons, license materials, facilitate the growth of experience and understanding for students, but also providing a mirrored image of their professional identity. In addition to the need for a review and reshaping of the strategies followed by teachers and students within the process of teaching and the underlying knowledge production, the introduction of cooperative or open practices actually brings about a major cultural change within the educator's self-perceptual

perception. In order that teachers can teach them meaningfully and responsibly through open, networked practices, the first important step is to define which skills educators need to master.

In the area of open education, the eight attributes presented in Fig. 8.3 (Hegarty, 2015) do represent quite well what are the key competences that educators needs to master in order to work openly with their students.

Fig.1 The ICLC framework (Kaendler et al., 2015)



1.2 Technological challenges

1.2.1nfrastructure

The complexities of successful production of MOOCs have also been a powerful topic. The rhetoric of MOOCs in terms of access and quality of higher education, which can 'overcome inequality,' must perhaps be rethought in a very large number of ways. We now realize that MOOCs are only open to the most skilled. How are we going to meet the least qualified? There are general questions about the quality of the text, language acquisition, complexity of educational needs and cultural variations in pedagogy. However, MOOCs4D may face the greatest real challenge due to the lack of sufficient telecommunications infrastructure outside the urban environment. Although recent accounts forecast a slight rise in global Internet penetration, about 4 billion people still unable to connect to the internet, 90% from the developing countries. It is important to consider the structural and social breakdown behind these global patterns. There are also no publicly available disaggregated statistics indicating parity in access for specific ethnicity, cultural and linguistic minorities. The estimated gender disparities in non-OECD countries have nevertheless been more pronounced (ITU, 2013). Differences in the Internet access of broadband high speed between developed countries continue while damped by connectivity (ITU, 2014),8 Therefore the lower bandwidth networks most commonly used in LMICs should take account of alternative methods to contain MOOC content which rely on more advanced data transfers. Lightweight mobile applications, such as those provided by Khan Academy Lite, are being created to provide core content (videos and exercises) from a neighborhood server offline9. Likewise, other channels such as biNu provide educational contents with cellular network functionality using digital pressurization technology.

MOOCs4D offers a unique opportunity for the proliferation of mobile phones in developing countries. The idea that users use all the ubiquity of cell phones and other electronic devices when discussing MOOCs4D architecture is imperative for the bulk of subscribers living in developing countries. Encouraging an interactive social experience can have a profound impact on learning through encouragement of persistence and motivation. To order to promote pair learning on mobile app materials, Future Learn at United Kingdom's Open University transforms the MOOCs into the promotion of small groups of conversation.12 Mobile apps utilized by Future Learn are utilized with the benefit of vital monitoring to live how learners use the program and to provide the MOOC moderators with feedback on performance management. A recent experiment in India showed how student animators could apply video material to the test scores for a control group overall (Cutrell et al., 2015).

1.2.3 Digital inclusion

"Digital inclusion is the ability of individuals and groups to access and use information and communication technologies." From “Building Digital Communities: A Framework for Action”, 2011. The basic MOOC targets differ considerably from one LMIC to another. Thanks to the impacts they require for sustainable economic growth, connectivity infrastructure and technical advances would be available and affordable to anyone of some. The three factors supporting the technology 's success in cities are broadband access, broadband adoption (understanding how it is used), and therefore the effective implementation of broadband access. Through equality through the use of MOOCs often includes solving transparency and inequality issues. One misconception about MOOCs is the frequently reported assumption that because MOOCs content is user friendly, these sites will democratize schooling through gender, race and economic class disparities (Chamberlin & Parish, 2011). The ancillary risk for forgone chance in many fields is also a big hurdle for schoolchildren world-wide, whether given without expense or not (Daniel, 2012).

OECD and developed countries have demonstrated that MOOCs are over-trained, young and male consumers (Christensen et al. 2013; Emanuel, 2013). MOOC web creators have also observed gender differences (Straumsheim, 2013). In order to reach a larger group of learners, providers and instructors on-line, Chinese language courses have to be aware of specific barriers that impede access from certain populations (educational level, digital literacy, language constraints, etc.). Several of these programs relies on regional alliances. (RESCIF) intends to plug technical advancement through its network of 14 universities in Africa, North America, Asia, Europe and hence geographic area.6 The purpose of this initiative, in particular, is to introduce a wide-ranging collaboration in Africa through public-private partnerships which enables the Chinese language courses to be optimally optimized on the MOOCs platform in Africa. Libraries may also be involved in enhancing access to knowledge in developing countries. Various initiatives dramatically reduce the gaps in knowledge by offering access to information resources such as online journals and books at free and affordable cost. As seen by all of them, a host of initiatives in different contexts around the world have made substantial advances in the understanding and use of online learning. The obvious problem with focus on increased access is that MOOCs provide alternatives to sustainable learning. Many areas of MOOC growth have been powered by compounds (such as Coursera, Udacity, etc.), top colleges and other providers (Gaebel, 2014) Even so, the ability of such providers to provide specific populations with located content is limited (Baggaley, 2014). The potential of local developers developing related material to manufacture, housing and manage large MOOC platforms is also restricted to this. Interventions which provide localized literature (i.e., Yoza Cellphone Stories 13, FunDza Literacy Trust 14), but little has been attempted with a standardized digital curriculum. No single business model has been implemented due to the most sustainable approach during the economics of the MOOC group. A Coursera representative proposed that the idea of import growth be a critical strategy for developing countries15. Demand generation will address chance costs for the learners and costs of production for local organizations due to capital limitations and economic potential (Ng, 2014). A panelist from the OECD identified multiple market models for cost-compensation, including public/private support, targeted ads by personal consumer data processing and organizations' technical training 16. A "freemium" model, such as the Coursera signature series, was introduced for university students whereby the class can be accessed without charging, but premium resources such as the certificate of finishing are charged (Dellarocas & Van Alstyne 2013). While the question arises as to whether any of these models could contribute developing countries, the panelists concluded that an adequate solution should be linked to appropriate work place skills or an adequate incentive for the promoter. Sustainability and the teachers' engagement and encouragement are closely related to systemic policy interventions (UNESCO, 2014). Several LMIC countries are experiencing national policies in an extremely digital age to create an inclusive learning environment (UNESCO 2014). The project "One Laptop per Child" (OLPC) functions with education ministries in an extremely large number of countries to deploy laptops for children throughout all schools18. Malaysia is trying to create every school with broadband access via 1BestariNet initiative17.In Zambia the Multi-American Partnership, renamed iSchool, is delivering a holistic guide to digital learning for teachers, students and homes 20. Both initiatives all have a common "tech strategy" integrating policy command The South African government is collaborating with private and Non-Profit sector to close the digital gap through the Broadband 4 All Partnership. (Murphy, Castillo, Zahra, & Wagner, 2014).

1.2.4 Evaluation and Accreditation

The topic of success monitoring and assessment in MOOCs is key to all of the opportunities described earlier. Critics point to a difference in the formative assessment of traditional channels in which the testing is too reliant on multiple selection quizzes or is left to an unstructured peer review (Suen, 2014). Automatic Essay Score (AES) or customizable arbitrator (CPR; Balfour, 2013) are alternative solutions to electronic assessment. The challenges of each method are diverse learning contexts and unique cultural contexts, which limit the level of evaluation. Every method has its own set. Basically, as MOOCs4Ds are taken and adapted to suit their function, current measurements of country and MOOC content will be matched in a very high way that can show that studying the material really has influence. This field helps social media and other ICTs to provide successful approaches for encouraging peer-to-peer reporting of results central to many existing MOOCs. (Raftree & Bachan, 2013). Chat rooms and message boards are critical elements for promoting synchronous and asynchronous communication in flexible multimedia environments. However, the University of African countries (UNISA) currently includes a pilot MOOC in written French, that uses cell phones to fuel interaction between lecturers and non-site students, mobiles may provide a more suitable approach with a variety of engagement and monitoring purposes in low-infrastruktur contexts.

MOOCs4D 's extra challenge is to accredit. Organizations fail to turn their research into a marketable credential while creating culturally relevant content (Daniel, 2012). Alignment of requirements requires more and greater coordination with education ministries and personal businesses. University of the People's initiatives23 and Kepler24 provide insights into the sustainable development of free and accredited online universities. New research leads to clarifying how and when students engage with this kind of technology (Koutropoulos & Zacharias, 2015; Macleod et al., 2015). However, MOOCs could lead to greater divisions between students in rich and poor communities if they are not addressed.

Closing thoughts

Chinese language teachers need not develop new skills dramatically but upgrade their skills in terms of collegial and collaborative learning, as long as we remain in the domains of formal education at the very least. Nonetheless, one of the key capabilities of modern education professionals — not only in higher education — is to be capable of meaningfully linking formal and informal learning to the multiple knowledge-rich activities taking place in classrooms beyond learning institutions.

From this point of view, teachers should learn some additional skills to better handle knowledge produced by teachers and to allow very constructive, interactive and open use of information produced by their students.

We suggest those areas of expertise which should be explored to match educators' potential with the criteria of the most recent open and online Chinese language courses at the same time as formal and informal learning.

First of all, the freedom to access the open network. The ability to exchange information produced by others and to use the information generated by others in an exceedingly ethical, clear and traceable manner, is in many cases the norm of unreasonable society, where intelligence is exchanged freely. To learn the way through online networks and through accessible and networked processes requires a compilation of professional information related to, for example, understanding of copyright, and a profound improvement in day-to-day activities as regards the design, creation, teaching and assessment of content. With open websites, educators need to be able to work on-line identities, so that they should take a transparent and consistent approach to their education work in on-line spaces, depending on social networks to complement their teaching through their personal learning networks and nurture them. We want to use emerging technologies as a way to navigate the growing multiculturality of our societies — and our student cohorts — from a reactive and defensive stance to make educational interaction a more dynamic approach that adds value due to the presence of various cultural experiences through the creation of intercultural emerging dialogues. Aside from improving the intercultural ability of communication, intercultural multimedia dialogs have the capacity to exploit, understand and obey alternate values, and appreciate diverse viewpoints through different on-line cultures. This can influence

successively the probability of students with different backgrounds to identify and relate to teaching resources, preventing bias and stereotypes. Second, Chinese language educators should be able to tackle problems of accessibility. Next, the basic usability problems should be taken into account so that students with restricted access are able to understand, interact and respond to internet. Secondly, their classes will be more open to all types of students, including students with a impairment. One strategy to use is also the universal design system for learning (UDL), which offers many means of engaging with curriculum material, for example, to represent ideas through different perspectives and forms of media, to assist students in their own interpretation of topics and to allow them to communicate with each other in a single process.

In an increasingly knowledge-based and knowledge-sharing environment, contemporaneous educators have to be able to train students for engaged or responsible people, to handle their changing information complexities in an responsive and accessible manner. To do so, students must be able to participate in interactive dialogs focused on traditional legal, social, justice and the role played by students as creators of information and not only as users. Such a commitment capability will also help to connect formal and informal learning contexts, as evidence indicates that students, given their frequent use of social networks, are not necessarily familiar with interactive strategies in structured learning environments. If we want to keep our students informed and thoughtful and become confident, resilient and self-ruling people, we need educators who can objectively address our increasingly interactive, networking, and open societies' core concerns with them and encourage them to solve the new problems of our time. To do so, we need to ensure that educators are able to improve their expertise and respond and open and linked environments, while still learning a variety of new skills. Only by developing on and improving teachers' expertise, can educators become participants who can both learn in new, open and networked environments and take constructive and meaningful steps to co-form current activities with their students.

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