Resource Assisted Online Teaching Model of University Library in the Context of Ecological Civilization

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Abstract. As one of the basic educational resources of colleges and universities, university library not only serves the needs of teaching and scientific research of teaching staff, but also an important educational base for cultivating college students. The traditional online teaching mode assisted by university library resources can not meet the needs of current teaching, and can not meet the needs of users for teaching resources at the lowest cost. Therefore, in the context of ecological civilization, A new resource assisted online teaching model of university library is designed. Firstly, the resource assisted online teaching model of university library is designed. Secondly, the resource assisted online teaching principle of university library is optimized in the context of ecological civilization. Finally, the online teaching standard of university library is planned, so as to construct the resource assisted online teaching model of University Library in the context of ecological civilization. The results show that, The designed online teaching model has good teaching effect, effectiveness and certain application value.

Keywords: Ecological civilization context · University library · Resources · Auxiliary · Online teaching model

1 Introduction

Since the 18th National Congress of the Communist Party of China, China has put forward a series of requirements for the construction of ecological civilization, pointing out the direction and path for building a beautiful China and moving towards a new era of socialist ecological civilization. At the same time, China has issued a series of policies and plans on the construction of ecological civilization, which shows the importance China attaches to the construction of ecological civilization, and also reflects China's determination to the construction of ecological civilization. The construction of ecological civilization needs the full support of all sectors of our society. As college students, they are also an important supporting force to promote the construction and development of ecological civilization. Improving college students' awareness of environmental

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protection is directly related to the practice and implementation of the construction of ecological civilization in our country.

Therefore, as one of the basic educational resources of colleges and universities, university library not only serves the needs of teaching and scientific research of teaching staff, but also an important educational base for cultivating college students [1, 2]. The construction of ecological civilization education system in university library needs the assistance of colleges and universities. The concept of ecological civilization is closely combined with the ideological education of college students, so as to promote college students' correct understanding of ecological concept and transform the correct concept of ecological civilization into consciousness and behavior consciousness. At the same time, it is also the need of service transformation and innovative development of university library. This paper analyzes the current situation of University Libraries participating in the construction of ecological civilization, finds out the source of existing problems, carefully analyzes and studies them, and puts forward useful and feasible suggestions. At the same time, I hope to attract the attention of University Libraries and relevant departments to participate in the construction of ecological civilization, and carry out practical operation, so as to provide some useful reference suggestions for China's participation in the construction and development of ecological civilization.

According to the policy of the 18th National Congress of the Communist Party of China on vigorously developing ecological civilization, this paper proves the necessity and feasibility of China's University Libraries' participation in the construction of ecological civilization from the two aspects of the construction and educational functions of university libraries, and also provides a practical reference basis for China's University Libraries to participate in the construction of ecological civilization. The participation of University Libraries in the construction of ecological civilization is an inevitable requirement of the deteriorating ecological environment and the demand for social ecological information. The participation of University Library in the construction of ecological civilization is a new type of information service, which transforms the original passive service of university library into active service. Literature [3] introduces the current situation of items in the library to readers by sampling the websites and directories of a University Alliance and using the definitions established in the framework. The qualitative data of this study will be presented in tabular form after exploring the framework. This article has implications for the information objects in each academic discipline and the continuous service of makerspace and media center. Literature [4] expounds the invincibility of the library from two aspects: Architectural Design and spatial function design. He believes that the expansion of space resources and the diversification of space functions of public libraries will become the development direction of public libraries, and will reshape the future of public libraries.

In order to solve the problem that the traditional online teaching mode assisted by university library resources can no longer meet the needs of current teaching. This study is conducive to improve the embodiment of the educational function of University Library and re recognize the better positioning of the educational function of university library. Construct the theory of ecological civilization of university library. Through the research on the participation of University Libraries in the construction of ecological civilization, this paper enriches the existing content of the theoretical research on the

ecological civilization of university libraries, and extends the scope of the research on the participation of University Libraries in the construction of ecological civilization. Promote the construction and development of China's ecological civilization. This paper is to improve college students' attention to the construction of ecological civilization, enhance their awareness and sense of responsibility, integrate the relevant knowledge of ecological civilization into life, and establish a good ecological civilization society. The participation of University Libraries in the construction of ecological civilization is also conducive to the development of China's ecological civilization construction.

2 Design of Resource Assisted Online Teaching Model of University Library in the Context of Ecological Civilization

2.1 Designing the Resource Assisted Teaching Mode of University Library

The integrated construction of library digital teaching resources with the participation of users in the social network environment refers to that the University Library cooperates with all departments of the University under the guidance of the relevant concepts of social network, makes an overall planning for the digital teaching resources scattered in all departments, and goes deep into the professional teaching and scientific research process of college and department teachers and students through guidance and incentive measures [3, 4], The process of organizing teachers and students to participate in all links of the construction of digital teaching resources, organizing and integrating the obtained resources into the digital resource system of the library. The development of social network provides new opportunities for users to participate in the construction of library digital resources. Users' participation in the construction of library digital resources has become an important way for University Libraries at home and abroad to build resources and an important means for libraries to improve service quality. The construction diagram of this model is shown in Fig. 1 below.

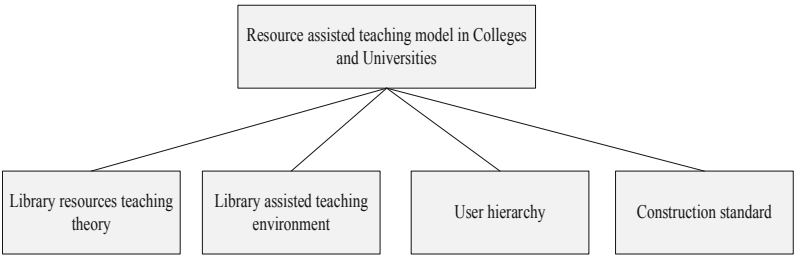

Fig. 1. Resource assisted teaching mode of University Library

As can be seen from Fig. 1, at present, the research on users' participation in the construction of Library Digital Resources under the social network environment has accumulated certain achievements, but there is a lack of systematic discussion on the whole process of teaching resource construction, and there is also a lack of in-depth research on all links of integrated construction. These research results have certain significance for guiding teachers and students to participate in the practice of the integration of digital teaching resources [5]. Firstly, this paper defines the integrated construction of library digital teaching resources participated by users under the social network environment, and summarizes the research status from the following three aspects: the research on the construction of digital teaching resources participated by teachers and students under the social network environment, and the theory and practice of users participating in the four construction stages of library digital resources planning, production, selection, organization and integration, Research on the integrated construction of digital teaching resources under the social network environment.

Secondly, this paper makes a comprehensive study and Discussion on the theoretical basis, definition of relevant concepts, implementation environment, analysis of advantages and disadvantages, construction principles, construction standards and other factors of users' participation in the integrated construction of library digital teaching resources under the social network environment. Based on the theoretical analysis of the user level, functional system planning and management mechanism of the model, This paper constructs the sub model hypothesis of user creation resources, user evaluation, library integration and library digital teaching resources service in the process of users participating in the integrated construction of library digital teaching resources under the social network environment.

This paper constructs the general model map of users' participation in the integrated construction of library digital teaching resources, and puts forward five suggestions for Chinese colleges and universities to carry out the integrated construction of users' participation in library digital teaching resources under the social network environment: formulate overall planning, unify standards and norms, and realize optimal allocation and comprehensive utilization; Optimize the evaluation, review and later performance evaluation standards, and strictly control the quality of resources; Pay attention to the research of management mechanism and promote users to participate in the integrated construction of digital teaching resources; Taking users as the center [6, 7], build a resource construction mode dominated by user needs; Focus on solving the core problems of user participation in resource construction.

In the context of ecological civilization, users' participation in library resource assisted teaching mode contains several different factors, as shown in Fig. 2 below.

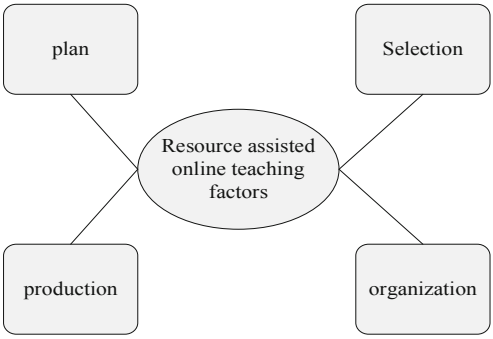

Fig. 2. Factors of library resources assisted teaching

As can be seen from Fig. 2, planning is to formulate long-term, medium-term and short-term strategic plans for the development of digital resources from a macro and micro perspective, establish a digital resource co construction and sharing system benefiting users at different levels, and a digital information resource policy and construction framework. Applying information resource planning theory to library information resource management will better integrate all kinds of existing information resources in the library and realize the comprehensive planning of information collection, processing, storage, transmission and use.

The core of user participation in the integrated construction mode of digital teaching resources is whether it can effectively integrate the existing social network technology, give play to the enthusiasm of user participation, and realize the construction of cross departmental information resources on campus [8]. The integrated layout mode of teaching resources not only considers the subject attribute of resources, user groups and information provided In addition to information service, we should focus on the theoretical basis, implementation environment, construction principles and standards and step-by-step sub model of the model. Moreover, the mode can be dynamically feasible adjusted within a certain period of time according to the change of user needs to ensure the maximum fit with user needs. The user fit formula is as follows (1).

$$G = \frac{\sqrt[2]{F}}{D} \tag{1}$$

In formula (1), F represents user satisfaction value and D represents dynamic adjustment parameters. The mode is an intuitive and concise description of the structure and function of things and a simplified form of theory. Under the social network environment, the integrated construction mode of library digital teaching resources participated by users involves university students, teachers, librarians, academic affairs office, Graduate Office, educational technology center and other user and management subject elements, and reflects many uses such as resource creation, evaluation, integration and service [9]. The construction of model needs to be supported by relevant theories, mainly including constructivism theory, humanistic learning theory and collaborative learning theory.

2.2 The Principle of Optimizing the Resources of University Library and Assisting Online Teaching in the Context of Ecological Civilization

According to Article 2 of the general provisions in Chapter I of the regulations for libraries of ordinary colleges and universities issued by the Ministry of education in 2015, the university library is the University's document and Information Resource Center, an academic institution serving talent training and scientific research, an important part of the University's information construction and an important base for the construction of campus culture and social culture. Article 3 stipulates that the main functions of the library are educational functions and information service functions. Libraries should give full play to their role in talent training, scientific research, social services and cultural inheritance and innovation. It can be seen that the university library is the document information center of the University, which provides the guarantee of document information resources for scientific research, teaching and talent training. The university library should actively participate in the information construction, campus culture construction and socialization construction of the University. University library not only meets the function of reader information service, but also fully reflects the educational function of university library.

Therefore, the university library has the responsibility and obligation to undertake part of the educational functions of the University. Through the participation of the University Library in the development of ecological civilization construction, it not only reflects the educational functions of the university library, but also plays a role of inheritance and innovation for the campus culture and social services of the University. University Libraries' participation in the construction of ecological civilization may be supported by government funds. With the guarantee of funds, university libraries will better and more deeply and comprehensively participate in the construction of ecological civilization, have more choices and innovations in the ways and forms of participating in the construction of ecological civilization, and then achieve good social results, Therefore, in the context of ecological civilization, to optimize the principle of resource assisted teaching in university libraries, we first need to set up assisted teaching optimization indicators, as shown in the following (2).

$$A = \frac{G\sqrt{V - C}}{D} \tag{2}$$

In formula (2), V represents the standard auxiliary parameter and C represents the actual optimization index. In order to further verify the optimization effect, the index difference is processed at this time, as shown in (3) below.

$$A_1 = 1 - \frac{G\sqrt{V - C}}{D} \tag{3}$$

In formula (3), using the above optimization indexes, the resource assisted online teaching can be further optimized. In the past, the construction of teaching resources in Colleges and universities was mainly carried out by libraries, academic affairs offices, educational technology centers and various colleges or departments. This is the traditional mode of teaching resources construction in Colleges and universities in China

for many years. The integrated construction of digital teaching resources is to integrate the resources of the above departments from the beginning of users' participation in the creation of resources, which needs to break the original resource construction pattern of "each department in its own way" in the school and cooperate and participate in the integrated construction of resources. In the collaborative environment, the above departments still carry out evaluation, review and other construction work on the resources under their jurisdiction, but they need to strengthen macro coordination at the school level management level. They can set up an information resource construction team under the existing school information construction committee or office, with the curator of the library as the leader and the heads of the academic affairs office, Graduate Office and educational technology center as the deputy leaders, Carry out the construction of digital teaching resources in a unified way. All departments carry out collaborative construction of digital teaching resources in their respective fields according to the overall goal of discipline and specialty teaching of the school. The competent department of the school should introduce the corresponding dynamic mechanism and restraint mechanism in the management, so as to promote users and departments to actively participate in the construction of digital teaching resources.

Users' participation in the integrated construction of library digital teaching resources is a complex system project restricted by many factors. Therefore, in the implementation process, we must follow certain principles to provide the correct direction for the integrated construction of teaching resources. The deepening of the reform of higher education system has prompted China's colleges and universities to gradually adjust the professional structure. While doing a good job in the construction of basic disciplines, they have gradually formed a multi-disciplinary structure development model with key disciplines as the leader and taking into account emerging disciplines, interdisciplinary disciplines, marginal disciplines and branch disciplines [10].

Discipline resource construction occupies an important position in Colleges and universities in China: first, discipline construction, especially the construction of key disciplines, is very important to meet the large-scale and high-level needs of discipline knowledge, and it is also the main symbol to measure the quality of running colleges and universities and their position at home and abroad; Second, the specific forms of discipline service of University Libraries in China include discipline resource construction, discipline resource navigation, discipline consultation, subject novelty search, learning trend analysis, discipline frontier tracking, etc., and discipline resource construction ranks first, which shows the importance of discipline resource construction in discipline service. Therefore, taking subject construction as the direction is the primary principle for users to participate in the integrated construction of library digital teaching resources. The content of resource integration construction should be inclined to the advantageous and characteristic disciplines of colleges and universities, absorb the digital teaching content in the existing discipline construction of colleges and universities, and bring the digital teaching resource integration service platform formed by users into the discipline professional resource service system.

In order to obtain more advantageous teaching resources, the library has built a series of information service systems integrating the construction and sharing of teaching resources, from the original document information resource guarantee system to the

library alliance and the construction of subject information portal in recent years. From the perspective of the existing digital teaching resources, the academic affairs office, graduate school, science department, modern technical education center, library, faculty and students and network resources have their own characteristics and can be complementary. Moreover, in recent years, the trend of digital resource sharing in colleges and universities with knowledge sharing as its prominent feature is becoming increasingly obvious. A representative example is the OPENCOURseware of Massachusetts Institute of Technology, which has become a benchmark for complementary sharing of university teaching resources worldwide [11]. However, users' participation in the integration construction of library digital teaching resources can realize this construction goal to the greatest extent by mining the resources of users from the beginning of the creation of resources. In addition, the complementary advantages of resources to a large extent is conducive to mining the potential value of resources, greatly improve the output efficiency of university teaching resources.

The benefits of users' participation in the integration of library digital teaching resources under the social network environment come from the resource services provided for users in the process of teaching and scientific research. First of all, according to the principle of cost-effectiveness, the benefit of users' participation in the integration construction of library digital teaching resources should exceed its cost, otherwise it is inappropriate to carry out resource construction. The benefits of users' participation in the construction of library digital teaching resources integration depend on the number of users covered by its service platform. Therefore, we should maximize user participation. On the one hand, the more users participate, the more quantity and types of teaching resources users contribute, which can reduce the cost of resource acquisition. On the other hand, the more users participate in the service, the more people are willing to enjoy the service, the more benefits will be generated. Secondly, we should improve the quality of resource service in the resource service link, and take multiple measures to improve the construction efficiency of teaching resources.

The ultimate goal of digital teaching resource construction is to better meet the teaching and scientific research needs of teachers and students. Users are the core of the whole resource, and the degree of user participation and cooperation is the decisive factor of user satisfaction. The integration construction of library digital teaching resources with users' participation should meet the needs of users, especially teachers and students. Moreover, the resource demand of users will become more and more intense with the change of information environment. User-centered is the inexhaustible power to obtain sustainable development of resources. Secondly, the resources of the integration construction of library digital teaching resources that users participate in are entirely based on users. In accordance with the principle of user-centered, the basic service platform of resource integration is constructed to provide diversified information services for colleges and universities, so as to realize the "take for users and use for users" of digital teaching resources.

Users to participate in teaching resource allocation is based on the demand of resources between teachers and students, with the highest efficiency and best effect of teaching resources as the direction, focus on adjusting the teaching resources of the user population distribution and resources flow in order to maintain the user higher

demand of the sustainable development of resources, at the lowest cost to achieve teaching resource requirements of users. In social users to participate in the digital library under the network environment teaching resources integration process, shall, first of all, in both user requirements and the goal of construction of digital teaching resources of colleges and universities, based on the structure planning according to the principle of optimal allocation of teaching resources, planning includes the focus of the teaching resources, scope, type and quantity distribution, etc., To obtain the maximum practical benefits of user participation in the construction of integrated teaching resources. To optimize the allocation of resources, one is to establish the digital teaching resource model that best meets the needs of users; the other is to take into account the advantages and disadvantages of the digital teaching resources generated by users and realize the complementarity of advantages of various types of digital teaching resources.

2.3 Planning the Standards of Online Assisted Instruction in University Libraries

Under the social network environment, there are many types and types of resources for users to participate in the integrated construction of library digital teaching resources, so it is necessary to carry out unified standards and norms. At present, the standards related to teaching resources mainly come from research institutions and standards committees, mainly including China's network education technology standard system and computer management teaching system specification of China's education information technology standard committee, and the modern distance education resource construction technical specification of the Modern Distance Education Resource Construction Committee of the Ministry of Education, The shareable content object reference model, metadata standard and learning design specification of IMS global learning alliance between the White House Science and technology office and the Department of defense.

China's network education technology standard system is a unified technical standard supporting educational resource sharing, information exchange and system interoperability at the educational application level. It includes the following eight types of standard projects: guidance, learning resources, learners, learning environment, education management information, multimedia teaching environment Virtual experiment and learning tools, electronic textbooks and e-book bags. The standard diagram applicable to the integrated construction of library digital teaching resources participated by users in the social network environment is shown in Fig. 3 below.

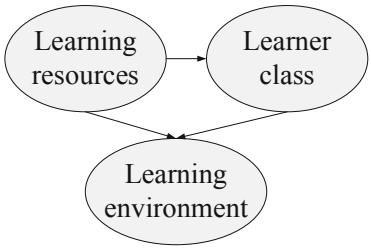

Fig. 3. Standard diagram of online teaching assisted by University Library

As can be seen from Fig. 3, the learning resource class can be used to define the metadata structure of any resource related to the construction of teaching resources, mainly standardize various resources involved in digital teaching resources, and unify the basic attribute structure of resources, such as the name, format, purpose, etc.; CELTS-41 technical specification for the construction of educational resources unifies the development behavior of resource developers, the production requirements of development resources and the functional requirements of management system. For the construction of digital teaching resources, it is mainly stipulated from two aspects: first, from the perspective of users, in order to use these digital teaching resources conveniently, label their attributes, standardize the data type and compilation type of attributes from the perspective of operability, and set some characteristic attributes according to the specific characteristics of different teaching resources; Second, from the perspective of managers, this paper puts forward the architecture and basic functions of the management system for managing digital teaching resources. CELTS-42 metadata application specification of basic education resources provides a teaching resource data model for current higher education in China, and provides a set of Resource Cataloging guidelines, so that users can quickly and effectively retrieve the required resources in the school teaching resource database and widely realize resource sharing.

The learner class specifies the syntax and semantics of the learner model. Based on this, the information of users (students and teachers, etc.) of digital teaching resources can be subdivided according to personal information, academic information, management information, relationship information, security information, preference information, performance information and portfolio information model to create a personal learner standard information base, It can be used in the whole process of college education or learning and scientific research. Moreover, the user's information base supports the migration and sharing of user information between different systems, so as to improve the portability of user information data; Celts-13 participant identifier defines the data type of an identifier, which is used to identify participants in the process of learning, education and training. It can be used to define the data type of the identifier of participants such as individual users and department users in the process of digital teaching resource construction.

The learning environment class uses multi sectoral standards to support the communication between all participants in the construction of digital teaching resources, such as cooperative learning and communication between students and cooperative teaching and scientific research communication between teachers. Thus, various participating groups are created, and the cooperation environment, functions and tools required for mutual cooperation are provided. The cooperation spatial data model, cooperation environment data model and cooperation group data model are defined, which can be reused in the form of integration. At the same time, the data model instances are allowed to be exchanged, stored, retrieved, reused and analyzed by other systems.

2.4 Constructing the Resource Assisted Online Teaching Model of University Library in the Context of Ecological Civilization

Under the social network environment, the users who participate in the construction of library digital teaching resources mainly include: individual users, mainly refer to the individuals who develop and use digital teaching resources in Colleges and universities such as students and teachers, mainly for the creation and evaluation of resources; Department users mainly refer to school departments related to the use, management and maintenance of digital teaching resources, such as academic affairs office, Graduate School, Academy of Sciences and modern educational technology center, participate in the creation, evaluation and audit of resources, and assist the library in formulating construction planning and management system; Resource management center mainly refers to the specific functional department of the library responsible for the planning, process control and user management of the whole integrated construction of digital teaching resources. Its work includes: the formulation and implementation of construction planning, including the type, quantity, construction process, user participation mode and construction fund budget of resource construction; Formulation and implementation of management rules and regulations related to construction, including reward and punishment system, personnel performance appraisal, etc.; The development, construction, operation, management and maintenance of the integrated construction platform of teaching resources. The resource assisted online teaching model of University Library Based on this is shown in Fig. 4 below.

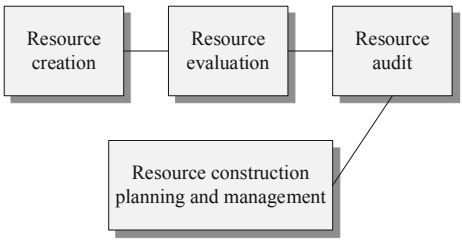

Fig. 4. University Library assisted online teaching model

It can be seen from Fig. 4 that under the social network environment, individual users are the most active elements to participate in the integrated construction of digital teaching resources, and their new resources can best meet the needs. In the process of teaching and scientific research, teachers and students in Colleges and universities are accompanied by the production of teaching plans and scientific research resources such as learning materials, courseware and handouts. However, due to the lack of resource construction and protection mechanism, their management is relatively scarce. The survival period of resources is limited to a certain teaching and scientific research period, and their academic scientific research value can not be continuously recycled. Under the social network environment, users participate in the integrated construction mode of library digital teaching resources. Students and teachers can use the social network platform to contribute their own digital teaching resources, evaluate the existing resources

and recommend the teaching resources they are interested in. At the same time, students can carry out cooperative learning, teachers can carry out cooperative teaching and scientific research, teachers and students can carry out interactive communication, integrate the teaching and scientific research process of teachers and students with the resource construction process, and constantly produce valuable teaching resources. At the same time, through the unified integrated management and open access of the library, the resources created by users can be recycled.

Department users are the new resources for users to participate in the integrated construction of library digital teaching resources. Under the social network environment, department users who participate in the integrated construction of library digital teaching resources include academic affairs office, Graduate School, modern technology education center, scientific research institute, library and other departments. First of all, departmental users should give full play to their departmental advantages over individual users, actively participate in the production of subject teaching resources and contribute more standardized digital teaching resources. Secondly, department users need to review the resources produced by teachers and students according to their department administrative functions, and hand over the digital teaching resources reviewed by their department to the library for the overall integration of resources. At present, most university departments do not lack the experience of evaluating the resources contributed by individual users, and the resource evaluation of individual users is a long-term professional work. We should not only accurately grasp the social network tools of digital teaching resource evaluation, but also be familiar with the service objects of digital teaching resources. Therefore, selecting staff with professional knowledge and familiar with department business for resource evaluation is the "mainstay" of the integrated construction of digital teaching resources.

The creation of teaching resources by users is an important driving force for the integrated construction of resources, which is directly related to the evaluation and communication of resources by the business layer and the service quality of user resources by the application layer. Resource creation tools can use various social software and social networking sites, such as social service sites such as face book and Youtube, and social software such as blog, Wiki and QQ. The resources created not only refer to the resources generated by social network technology, but also include the digital resources generated by users in other ways. User created resources can help the library effectively tap the current and potential demand information of users, reduce the uncertainty in the library application layer service, improve the user acceptance of the service, and truly achieve the library service based on user needs.

3 Case Analysis

3.1 Overview and Preparation

In order to verify the teaching effect of the designed University Library Resource assisted online teaching model, this paper selects universities for library resource assisted online teaching. The overview of the selected samples is shown in Table 1 below.

Table 1. Sample overview

Title/Position	Number of people	Coefficient
Research institute	61	0.565
Associate researcher	62	0.466
Staff member	81	0.365
Library assistant	45	0.145
Department director	21	0.569
Working personnel	116	0.449

The samples in Table 1 can be used for subsequent example analysis. As the carrier of digital teaching resources, the university digital teaching resources platform constructs a place for users to access, share and exchange information resources. It is a relatively mature teaching resources management organization mode, which effectively promotes the construction process of digital teaching resources. Moreover, the quality of resource platform construction is an important assessment index of the achievements of teaching resource construction in Colleges and universities. The curriculum center accounts for a large proportion of the existing digital teaching resource platform in Colleges and universities, followed by the teaching resource library, and the quality courses are the least. In addition, there are a small number of commercial teaching platforms such as blackboard or secondary development based on open source network teaching platforms such as Moodle. At this time, the calculation formula of online teaching index can be designed, as shown in (4), below.

$$K = GH \backslash L \tag{4}$$

In formula (4), H represents the teaching coefficient and l represents the sum of scores. This formula can be used for subsequent model performance analysis.

3.2 Application Effect and Discussion

On the basis of the above preparatory work, the resource assisted online teaching mode of university library, the traditional online teaching mode and the service quality perception and evaluation teaching mode of university library designed in this paper are applied to teaching respectively. The teaching indicators of the three teaching modes are calculated according to formula (4).The application effects are shown in Table 2 below.

Table 2. Application effect

Teaching batch	The online teaching model and teaching index designed in this paper	Traditional online teaching model and teaching index	The teaching mode of service quality perception and evaluation in university library
1	0.954	0.541	0.641
2	0.921	0.533	0.543
3	0.923	0.612	0.712
4	0.911	0.635	0.634
5	0.859	0.598	0.515
6	0.903	0.746	0.676
7	0.866	0.558	0.548

It can be seen from Table 2 that the teaching index of the resource assisted online teaching model of university library designed in this paper is high, which proves that the teaching effect of the design method is good and has certain application value.

4 Conclusion

The library can make use of its own information resources and environmental advantages to build the library into an ecological civilization education base as a grass-roots environmental public opinion information point and an ecological civilization demonstration window. First, set up an ecological civilization observation room to hire environmental protection experts and well-known scholars to talk with readers about environmental protection hot spots and focus issues, and guide and cultivate the public to participate in environmental protection correctly and orderly by holding seminars, lectures, forums and other means. Second, set up awards to promote the typical experience of environmental protection, excavate the touching deeds and typical examples of social environmental protection organizations and environmental protection volunteers in carrying out environmental protection public welfare activities, inspire and move more people through publicity and promotion, and encourage more people to participate in the construction of environmental protection undertakings. Third, do a good job in environmental research, communicate and cooperate with environmental protection experts, put forward more feasible and practical suggestions to the government, and strengthen the library's sense of social responsibility. Only when people fully understand and agree with the ways and methods of environmental protection can they spontaneously take environmental protection actions in production and life. In addition, the existing online resource assisted teaching mode of library can not meet the current teaching needs. This paper puts forward the online resource assisted teaching mode of University Library under the background of ecological civilization, establishes a series of information service systems integrating the construction and sharing of teaching resources, carries out the construction of digital teaching resources, and maximizes the participation of users. Therefore, if we

can spread a large amount of scientific knowledge in advance, change pollution first to prevention, do a good job in the publicity, education and guidance of ecological civilization, and make this work long-term and normalized, there will be a basic guarantee for the implementation of building a beautiful China.

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