

Research on the Current Situation and Countermeasures of Online Teaching in Private Colleges during the Epidemic Period

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Abstract: During the novel coronavirus pneumonia period, in the short term, college education is forced to change from face-to-face teaching to online teaching, which is a new challenge to college education. However, due to the influence of many factors on online teaching, the shortcomings of online teaching are highlighted. According to the problems and difficulties encountered in online teaching, this paper puts forward the improvement measures of online education, and proposes to strengthen the top-level design of online education. We advocate the focus on the training of teachers' online teaching ability, ensure the teaching quality, improve students' online learning efficiency, and cultivate students' online autonomous learning ability. The evaluation of online learning effect needs to be paid attention to, and then expounds the countermeasures of online teaching.

1. Introduction

During the anti-epidemic period in 2020, the “no-stop classes” in my country's primary and secondary schools has become a milestone in the development of online education in the world. As an emergency measure to stop the spread of the epidemic to campus, the online education practice involving students and teachers at home during this period is unprecedented. School education is forced to change from face-to-face teaching to online teaching in the short term, which is a new challenge for education management departments, network platforms, schools, teachers, students and even parents [1].

2. Influences on Online Teaching

It is an emergency measure to carry out the “suspending classes without suspending learning” according to local conditions. In the process of full implementation of online teaching, the use of cable TV network and Internet to build cloud classroom has met the urgent needs of about 250 million primary and secondary school students during the epidemic period [2]. Such a large-scale online teaching is unprecedented. It also benefits from the good foundation laid by the construction of educational informatization over the years and the close cooperation among the government, enterprises and schools.

At the beginning of the implementation, teachers, students and parents have experienced a period of adaptation, and also encountered problems from network speed, learning platform quality, teachers' information literacy, students' self-restraint and other aspects. Education administrative departments and schools have been providing effective support services for teachers and students, and gradually solving these problems [3]. For example, Xijing University has launched the network (Jiuzhu) platform, “rain classroom”, Ali nail, Tencent conference, etc., to open online education teaching platform to teachers.

The research team of this project has carried out research on the current situation and countermeasures of online teaching in private colleges. Through large-scale questionnaire survey, case analysis, classroom video analysis, policy text analysis and other methods, the online education of Xijing University is analyzed. Through the survey of students, parents and teachers, it is found that

students and parents' acceptance, overall satisfaction, expectation confirmation and continuous use intention of home-based online learning are at a high level, that is, the recognition degree is high.

However, the quality of online teaching is also affected by many factors: Teachers' online teaching design ability has not been effectively integrated with information technology; part of the classroom teaching interaction is lack, students cannot concentrate; inability to accurately implement academic analysis, thus affecting "teaching by learning" [4], and there are 60% of the teachers interviewed said it was difficult to grasp the students' learning state. In addition, students' autonomous learning ability, parents' support, the quality of learning platform, and the learning support services of schools and education management departments will have an impact on the teaching quality [5-6].

3. Deficiencies in Online Teaching

(1) The teaching effect of online course is not satisfactory this semester. The interaction links designed in the classroom in the past could no longer get feedback from students in the online classroom. This situation seems to be common among many university teachers.

A study on the teaching effect during the epidemic period in the United States shows that the quality of online teaching has been greatly reduced. It can be seen that similar situations are by no means individual cases, so in order to improve the effect of online teaching, college teachers must make changes in teaching.

(2) Dissatisfied with student guidance this semester. Before the epidemic, teachers have been used to guiding students through task-driven, such as recommending students to read certain papers, asking students to complete reading notes, letting students conduct literature reviews based on a certain topic, or completing an academic paper with students, etc. Overall, the teacher is quite satisfied with the effect of this method. But during the epidemic, this method seems to have failed. Students are dragging on the various tasks assigned. Even if a deadline is set, the quality of students' completion is very low, and even they are not satisfied with themselves. In this process, although the teacher often reminded and supervised, most of the results were unsatisfactory.

When asked about the reasons for this situation, many students said that they could not enter the state at home, they were easily distracted by various things, and inertia often prevailed. Therefore, in order to improve the effect of online guidance, college teachers must make changes in guidance methods and skills.

(3) Misunderstandings often occur at work. For example, email text is prone to misreading and misunderstanding. It can be seen that if we communicate only by words and lack face-to-face communication, a lot of information will be lost, and misunderstandings will easily occur. So if the epidemic continues, the situation of not being able to communicate face-to-face will increase substantially, which requires a targeted increase in the information content of online communication, thereby improving the efficiency of online work.

(4) International exchanges have dropped significantly, and international cooperation has fallen sharply. International cooperation projects have been affected by the epidemic, and the time for meeting and communicating with international scholars has been repeatedly delayed, or even cancelled in the end. The plan to promote the progress of work with international scholars by mail has not been implemented smoothly, mail communication has been gradually interrupted, and related work is also in a semi-stop state.

4. Difficulties and Problems in Online Teaching

Teachers generally think that the main problem of online teaching are: insufficient interaction between teachers and students (39.78%), difficult to judge students' understanding (39.29%), unsatisfactory job layout, acceptance and evaluation (36.20%).

In the view of students, the main problems are: online learning damage to eyesight (69.61%), network stalls affect learning effectiveness (64.91%), and insufficient interaction between teachers and students (46.05%).

While for parents, the main problems are: worry about children's vision (78.04%), worry about kids addicting to the Internet (60.43%) and worry about the lack of effective supervision (42.86%).

It can be seen that teachers, students and parents have different views. However, inadequate teacher-student interaction and online teaching damage on students' eyesight are the problems that they are all concerned about.

There are certain differences between urban and rural students in terms of teachers, family learning environment, network conditions, etc. Online teaching will lead to imbalanced education.

5. Improvement Measures of Online Education

(1) Prepare more teaching materials. Teachers prepare texts of some chapters in advance, on the one hand, this helps to realize “flipped classroom”, that is, send the materials to the students, let them read and study in advance, and mainly discuss and interact in class; on the other hand, it is helpful to the introduction of new textbooks. It is suggested that teachers start to make micro class or MOOC. On the one hand, it can promote their own course teaching, on the other hand, they can also make their teaching resources more widely spread and improve their reputation.

(2) Divide tasks clearly when guiding students. Before the epidemic, giving students a large and relatively general task can give full play to their subjective initiative to a certain extent, and it is feasible because teachers and students can meet and discuss at any time and constantly push forward. However, due to the poor communication caused by epidemic prevention and control, it is necessary to increase artificial communication and feedback nodes. Therefore, it will help to reduce students' laziness by decomposing the original big tasks into small tasks and constantly urging students to carry out research.

(3) Add voice or video conferencing as a supplement to email. Information communication between people needs to be multi-dimensional. Text communication has the advantages of being concise and to the point, but it also has the disadvantages of consuming people's cognitive energy. Therefore, it is very necessary to make full use of a variety of different media means and communication tools to communicate with colleagues, so as to avoid cognitive blind areas and delay work.

(4) Invite international scholars to install Chinese communication tools, such as Wechat. On the one hand, it helps to improve the exchange efficiency and promote the development of work. On the other hand, it helps to promote Chinese products to the international market and promote the internationalization of Chinese products in another channel.

6. Suggestions on Strengthening Top Design of Online Education

Online teaching has developed rapidly in recent years, but the application and practice of such a large-scale and long-term period during the epidemic period is unprecedented, which opens a door for schools to carry out online education appropriately after the epidemic. The deep integration of online and offline education will become inevitable, “hybrid teaching” (combination of online teaching and traditional classroom teaching) will become the new normal of teaching in the future.

For the benign development of online education after the epidemic, we give the following suggestions:

(1) Strengthen the top-level design of online education. We should scientifically predict the scale and demand of future online education development, and strengthen planning for future online education investment, online education resources and platforms, online education environment, online teacher team building, etc.; pay attention to the innovation of online education system and mechanism, and give full play to the enthusiasm of the government, enterprises, schools, etc.

(2) Pay attention to the training of teachers' online teaching ability. Take the school as a unit and carry out targeted training according to the actual situation of the school and the characteristics of teachers; pay attention to the development of teachers' information thinking and guide teachers to use information means to transform traditional classrooms; focus on the application of information

technology skills such as teacher online guidance, teacher-student interaction, homework review, academic condition analysis, and question answering guidance.

(3) Ensure the quality of online teaching. Pay attention to innovations in the development of all-media courseware, the presentation of teaching methods, the design of teaching content, etc. Produce more excellent courses to fully meet the needs of students' online learning, and formulate different development plans for different student groups; optimize the online teaching support system, provide a wealth of tools, platforms and platforms for communication and cooperation.

(4) Improve students' online learning efficiency. Create a good online learning environment, such as creating learning groups, creating a positive psychological atmosphere, encouraging students to participate in discussions, etc. to enhance communication and interaction between teachers and students, and reduce students' loneliness in online learning; provide effective learning support services, such as technical support, learning resource updates, learning activity arrangements, learning process supervision, learning problem solving, and other learning support services to improve online learning efficiency.

(5) Cultivate students' online self-learning ability. Play the monitoring function of the online learning platform and regularly send a series of reminders such as activity plan, schedule, learning progress, exam plan and forum feedback, to help students conveniently manage their personal learning; supervise parents to create a good learning atmosphere and cultivate children's good habits and interest in learning online at home.

(6) Pay attention to the evaluation of online learning effect. Strengthen the evaluation of online teachers, and take teacher-student interaction, online teaching activity organization and online learning resources as important evaluation content; pay attention to the mutual evaluation between students, and promote students' self-reflection in feedback; combine human evaluation and machine evaluation to improve the accuracy of online learning effect evaluation.

7. Conclusion

During the epidemic period, the quality of online teaching needs the coordination of society, government, schools and families to ensure. Over the past few months, the education department and all sectors of the society have jointly provided easy-to-access educational and teaching resources of multiple categories, multiple stages, and multiple subjects, trying not to leave any child behind. The normalization and protracted war of the prevention and control of the new coronary pneumonia epidemic will bring multiple challenges to the teaching and scientific research of college teachers, and college teachers must take the initiative to respond, invest more, think hard, and ensure that they still work efficiently under this “new normal”.

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