

Problems and Suggestions in College Online Education during the Public Health Emergency

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ABSTRACT

Due to the need for epidemic prevention and control, all colleges and universities started online education and teaching. Online education is a class-based teaching and two-way interaction, mainly recording and broadcasting classes, a teaching method of teaching students in the form of "recording and online answering". However, after all, this form of teaching is a special measure under special circumstances. In the process of implementation, there are inevitably some problems such as unprotected network and teaching equipment, limited interaction with students, students entering exhaustion period, teachers' physical and mental Problems such as high pressure. Therefore, the relevant departments should actively help teachers and students to solve and adapt to the difficulties and problems encountered in education and teaching on the basis of comprehensive and full consideration of the physical and mental conditions of teachers and students.

Keywords: Online education, Problems, Suggestions.

1. INTRODUCTION

The unexpected arrival of the new coronavirus has severely affected all walks of life, and inevitably caused inconvenience to the education and teaching of colleges and universities. Out of the need for epidemic prevention and control, and at the same time, in order to minimize the impact of higher education and teaching, the Ministry of Education of China has issued a notice of "No suspension of classes, no suspension of classes" [1]. In order to implement and implement this requirement, the national university fronts have organized the online education teaching with the largest scale, the most online courses, and the largest number of people in history in a very short period of time. This new teaching method is an emergency requirement for the current epidemic prevention and control work. It is also a concentrated display and test of the previous stage of "Internet + education" reform in colleges and universities, and it is also an improvement and exercise of the application level of teachers' information teaching.

Of course, such large-scale online teaching is rare in the entire history of education, and it can even be said to be unique. Whether it is a manager

engaged in education, a teacher engaged in education and teaching, or a student receiving education, they will inevitably encounter some unexpected problems or difficulties. For example, the network and teaching equipment are not guaranteed, the interaction between teachers and students under the network environment is limited, and continuous and intense online courses have put students into a period of exhaustion. Some students show poor self-learning ability, the quality of teaching is difficult to control, and there are first contacts Teachers of online teaching will inevitably suffer from physical and mental stress, etc. If these many problems are not solved, it will inevitably affect the quality of online courses. Therefore, by investigating and collecting online teaching problems that occurred during the epidemic, this article will consider from various angles and aspects, and put forward the necessary suggestions and opinions in order to make a little contribution to online education in colleges and universities.

2. THE EXISTENCE OF THE PROBLEMS

2.1 The Network Environment and Teaching Equipment Are Not Guaranteed

At present, online teachers mainly use online platforms such as Xuetong, QQ Group, Tencent Classroom, MOOC, and Rain Classroom. Due to the large number of online classes at the same time, live courses will have problems such as stalls and disconnections. There are also some students whose network conditions are not so good and often cannot enter the classroom on time, etc., which easily affects the order of the class. In addition, some courses reflect that due to the limitations of class equipment and the particularity of the course, some blackboards that need to be presented on-site are not easy to reflect, and it takes more time to use typing or online search. In addition, the development of online courses is relatively sudden, especially in the early stage, some teachers and students are not skilled in operations, which also affects the quality of online courses. According to a survey report published by the National Association of College Quality Assurance Institutions (CIQA) and Xiamen University Teacher Development Center during online outbreaks, there were 4331 teachers who had not conducted online teaching before the outbreak, accounting for 79.57%. [2] From It can be seen from the data that the vast majority of teachers are trying online teaching for the first time, and there are bound to be technical or inadequate problems.

2.2 The Course Content and Presentation Are Rough

According to the above data, it can be seen that most teachers are exposed to online teaching for the first time. In addition to technical issues, the presentation of class methods and content is mostly based on the previous offline teaching. Although necessary PPT courseware and other online courses are necessary Materials, but many online courses only use one form from beginning to end, and do not adopt different presentation methods according to different course contents, different teaching environments, and different cognitive characteristics. The two most common presentation methods are: Only text and static images, this method is equivalent to moving books; one is that only PPT lectures, this single form of media

presentation is not conducive to students' self-study [3]; also, due to the lack of design of content and presentation As well as ignoring the scientific nature of the duration of the online class, it is easy to see if the major and minor points are indistinguishable, the content is large, the students cannot catch the focus, and the students lack interest in the online class, which reduces the learning efficiency and does not guarantee the quality of teaching.

2.3 Limited Classroom Interaction with Students

In the educational concept, interactive teaching is an important indicator for inspecting the quality of teaching, which is directly related to the effect of classroom teaching and students' enthusiasm for learning. [4] The reality of online teaching is that there is a distance between teachers and students. It is impossible to directly see all students, and it is difficult to grasp the students' classroom learning situation in a timely and comprehensive manner. Therefore, regarding the problems in the current online education, the most reflected problem by teachers is insufficient interaction. Due to the inability to see students directly, sometimes there are occasional cold scenes in terms of interaction. Even if there is interaction, in the interactive method, the most frequently used is question voice and video continuation (voice continuation: that is, the teacher asks the question, let students use the microphone to answer in real time; video continuation: the teacher asks the question, let the student open the video to answer in real time) However, other methods are less common. Due to radio problems, all students can't turn on the microphone at the same time during the live broadcast class. Students should queue up to answer questions. The interaction is not direct, and the teacher can't respond in time like in the classroom. A student's learning status and learning effect, and it takes a long time, which affects the teaching progress.

2.4 Students Enter the Burnout Period

Affected by the epidemic, the main learning method for students is online courses. Although online courses can reduce the risk of students not being able to teach at the school, the biggest disadvantage is that they are less binding. The initial performance is not obvious. Most teachers are teaching online for the first time, and most students are taking online courses for the first time

on a large scale, so they have a certain sense of freshness. However, as the online teaching period becomes longer, not only does the sense of freshness diminish, but on the contrary, many students begin to enter the burnout period of learning. [5] It can be seen from our online course practice that after two months of online course, some students' learning enthusiasm has obviously weakened. For example, the teacher issued a preview assignment, but some students still did not prepare for the preview, and they did not care about the roll call during the class. There are also some students who always forget to submit their homework. The lateness rate has also increased significantly, but students mostly use network problems as an excuse, and teachers have no way to verify it. Some students even use some of the shortcomings of the online learning software to do things that are not related to the class, and teachers sometimes cannot find them in time. All kinds of phenomena indicate that students will easily enter the burnout period when the network learning cycle becomes longer.

2.5 Teachers Are Physically and Mentally Stressed

The workload of online teaching, especially the preparatory work, is extremely heavy, and some teachers report that they are under great physical and mental pressure. For example, facing electronic devices for a long time, the irritability of difficult selection and decision-making in the face of a variety of information resources, the anxiety about the use of online teaching technology and online individual experience, and coping with excessive school teaching The fatigue caused. [6] In addition, the offline courses of traditional colleges and universities generally arrange more intensive classes, and some teachers are not scientific enough, and the courses are full from morning to evening, which is inevitable for some anxiety and fatigue.

The outbreak was sudden and the change in teaching methods caught teachers by surprise, especially for some older teachers. Because of the lack of understanding of the Internet and the limitations of physical age and other factors, they felt more pressure to carry out online teaching. Even affecting normal life, these are issues that people need to pay attention to and solve.

3. COUNTERMEASURES AND SUGGESTIONS

3.1 Strengthening Multi-Party Collaboration, Increasing Network Speed and Hardware Equipment Support to Ensure the Normal Operation of Online Teaching

Due to the need for epidemic prevention and control, online courses have become a new learning method for college students. Network and equipment problems are common objective problems in online courses. If teachers or education organizers can take into account possible situations in advance, the frequency of accidents will be relatively reduced. For example, teachers should check the network communication in time before class to ensure that the network is smooth. At the same time, when conditions permit, prepare a few more teaching equipment, such as computers, ipads, mobile phones, etc., in case of unexpected needs. When signing in the distribution network, 10-30 minutes in advance, so that students have enough time to enter the classroom. Online teaching is a new form of teaching. It is not easy to organize at the beginning, and it is even more difficult to ensure that all students can effectively and effectively conduct online learning on time. In practice, because of the poor network signal in some mountainous areas, the network conditions of students in poor areas are limited, and some students even need to walk to signal locations to listen to online classes. Class conditions are different, and it is more difficult to organize all students to participate in online courses.[7] Therefore, this requires people to communicate with students in advance. Once there is a problem with the student's network, it must be reported to the teacher in time so that the teacher can grasp the learning situation of these students in time. At the same time, the school needs to do a follow-up survey to provide subsidies for students with family difficulties in different ways to ensure each student's learning rights and opportunities.

3.2 Strengthening Teaching Content Integration, Enriching Online Course Resources, Innovating Teaching Methods, and Improving Learning Efficiency

Online teaching is an unconventional method taken in a special period, which is different from

offline daily teaching. The teaching content should not only refer to the school's daily teaching situation, but also consider the students' adaptability and learning efficiency to different environments. Therefore, teachers should change the habits of daily teaching, adjust the time allocation of "teaching" and "learning", innovate the interactive method of online teaching, use a variety of ways to increase teacher-student interaction, guide students to focus on independent learning, and stimulate students The sense of responsibility, urgency and initiative of learning guide students to carry out autonomous and in-depth learning. [8] "Internet + education" is becoming more and more normalized. In order to enable students to participate in the classroom, the teacher can design questions that can more interest students according to the content of the course, and require students to preview to ensure the interactive effect. [9] For example, the "advance preview + group learning and sharing" activity proposed by the teacher requires the learning group to specify the division of labor, all the staff should participate, and everyone must speak, so that they can supervise each other and solve the problem that the preview is not in place.

In addition, it is necessary to give play to the synergy of universities, strengthen multi-party cooperation, and share advantageous resources. On the one hand, the current large-scale online teaching in colleges and universities belongs to the early stage, which requires the support and investment of policies and funds. The other is to strengthen the sharing of teaching resources among colleges and universities. Strengthen the construction of online courses of the same major among colleges and universities, concentrate the resources of superior teachers, and create online "gold courses" with gold content. [10] It can better serve teachers and students using online education platforms.

3.3 Paying Attention to Communication and Feedback, Focusing on the Physical and Mental Health of Teachers and Students, and Scientifically Arranging Teaching and Learning Time

The teaching management department and teaching teachers should fully consider the students' burnout and communicate more with them. Identify the causes of student burnout and then respond to them in a targeted manner. For example, if a student feels that there is a large amount of

homework and a sense of repulsion occurs, then the teacher should investigate and think about whether most students share the same feeling. If this is the case, they should consider whether the amount of work is reasonable and the purpose of the work is effective. In preview and classroom performance, teachers should give full play to the functions of the online platform to make students realize that their performance in preview, homework, classroom, etc. are all included in the assessment scope, which is directly related to their final scores. Also, encourage students to show themselves in the classroom as much as possible to enhance the sense of learning.

Schools should communicate more with teachers and students, and care about and maintain the healthy development of teachers and students. The functional departments of the school can combine with the teachers' demands and provide the teachers with the greatest teaching convenience within the scope of compliance and reasonableness. Most teachers are teaching online for the first time, whether in technical operations or physical and mental preparation, there will inevitably be pressure. Long-term desk preparation, facing electronic equipment, especially some older teachers, or more it may be overwhelming, and the school is hoped to pay more attention to these problems of teachers.

The particularity of online teaching, as well as the complexity and difference in the application of network platform technology, have brought heavy work and academic burdens to teachers and students. [11] In view of the anxiety caused by the difficulty of distinguishing teaching resources and individual experience of online teaching in online teaching, and the fatigue caused by too many teaching inspections in schools, schools should integrate and optimize teaching resources to provide teachers with more online teaching resources. , And reduce unnecessary teaching checks, allowing teachers to focus more on classroom teaching.

Aiming at the psychological problems of students' online dependence, passive conflict, and learning weariness, school administrators, teachers, and parents should strengthen communication and combine students' individual differences. While standardizing students' online learning behavior, they should also pay attention to students' physical and mental health. Help them formulate a scientific and reasonable online learning plan, at the same time reduce unnecessary academic burden and reduce their learning pressure.

3.4 Teachers and Students Should Learn to Adjust Themselves And Adapt to Different Classroom Environments

One of the basic conditions for students to suspend learning at home for online learning is whether the students have a suitable learning environment at home. "Environment" not only refers to the network and technical facilities and other conditions, but also includes whether there is a quiet environment to study quietly. It is especially necessary for students to have strong self-control and control, and be responsible for themselves, otherwise it will affect the effect of online classes. In addition, the offline courses are because many students take classes together. Some teachers and classmates can interact. At the same time, teachers can control at any time in classroom discipline and classroom order. Anything that affects the order of the class can also be stopped in time.

In addition, from the aspect of teachers, it is also necessary to prepare for online teaching, adjust the status of online teaching, and adapt to online teaching. Suddenly new coronaviruses have affected the normal order of education and teaching. Traditional technology powers such as the United Kingdom, France and Japan have not been fully prepared for large-scale online education. Besides, it is necessary to organize the largest online teaching in history in a short time. It is not easy to ensure the effectiveness of teaching. So as the main role of online teaching-teachers, challenges are essential. According to the survey, most teachers have not yet fully mastered the methods and means of integrating technology into teaching, so they have expressed tension and anxiety in the face of this crisis.

However, on the other hand, the crisis is also an opportunity to reflect on the role of the teacher and the function of the school in the crisis. The current large-scale online education in the context of the public crisis provides a new opportunity to answer a series of questions such as "Will the role of teachers be replaced by artificial intelligence" and "Will schools die?" Obviously, not only does it highlight the importance of teachers and schools. At the same time, because of the development of the Internet, the development and maturity of subsequent online courses is also an inevitable trend. Therefore, teachers should also adjust their mentality in a timely manner, change their thinking to face this situation, update themselves, and always do well for the future ready. In addition, the education management department should also

effectively promote the reform of student-centered education and teaching methods, and continue to increase the cultivation of teachers' ability to integrate information technology into teaching, whether students or teachers are facing a new education environment. Can better adapt and adjust. Therefore, it can also be said that this epidemic is also an opportunity for education reform.

4. CONCLUSION

The public health emergency has brought shocks to all walks of life, and also promoted the reform and innovation of online education in colleges and universities. Online education is the new development direction and trend of education at present, and it is an important means for colleges and universities to complete student education in special periods. Making full use of and making use of online education platforms can bring new experiences to students. At the same time, online education at colleges and universities allows students who cannot return to school to receive real-time education at home. The learning method is convenient, the learning cost is reduced, and the diverse learning needs of students are met. Its advantages are obvious. [12] But at the same time, the new model of large-scale online education inevitably brings huge challenges. Teachers need to change traditional teaching methods, deeply integrate online and offline teaching models and content, and use online education software proficiently to continuously enhance learning and self-improvement; on the other hand, it also urges all parties to work together to strengthen under the guidance of the government In-depth integration of production, education and research will improve the performance of online education software and hardware, constantly improve the existing online education platform, and at the same time develop new online teaching functions and explore new teaching models to achieve resource sharing and transformation. Only in this way can the transformation and development of higher education be realized as soon as possible, and can students respond calmly in the face of various emergencies.

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