

The Influence of Online Learning on College Teachers and the Remolding of Teachers' roles During the Epidemic

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ABSTRACT

As covid-19 spreads around the world, teachers and students have started a teaching experiment on a world scale. Together, we face many new challenges: the rapid online migration of traditional teaching activities; A new teaching model has been selected and optimized; Online learning needs more accurate evaluation and feedback; Establish an online teacher-student relationship and solve the confusion of emotional communication. The traditional teacher's role has been transformed into the designer, guide, supervisor and learning partner of learning activities. A series of reshaping strategies include shifting to the "Internet plus" mindset; Lifelong learning view; Return to the true nature of education; Active teaching reflection.

Keywords: Under covid-19, online learning, university teachers' roles, remolding

1. INTRODUCTION

According to UNESCO, as of April 15, 2020, more than 1.5 billion primary and secondary school students in 191 countries worldwide had closed, accounting for 91.3 percent of the world's total. China's ministry of education issued the guidance on "During the epidemic prevention and control period, we will organize and manage online teaching in colleges and universities". It pointed out that universities should make full use of online moocs and high-quality courses. Relying on online course platforms and online learning Spaces at all levels, colleges and universities actively carry out online teaching, online learning and other online teaching activities. During the epidemic prevention and control period, colleges and universities should ensure the teaching progress and quality. In accordance with the Ministry of Education "suspension of non-stop school" overall deployment and requirements, the country's colleges and universities from February 17 began to open a large-scale online teaching prologue. "Screen turned blackboard, teacher into the main broadcaster", almost overnight the traditional offline education completed the online migration. At the same time, the outbreak has accelerated the development of online education around the world, and all countries affected by the outbreak, including China, are becoming large-scale testing grounds for distance education. The epidemic has stimulated the vitality of online education, but it has brought unprecedented challenges and influences to college teachers, administrators and even all students.

2. BACKGROUND

With the advent of the "Internet Plus" era, the reform of information technology in the field of higher education has been deepening, and online teaching models such as MOOC, SPOC, micro-class, and flip-over classroom have come and gone. And the sudden outbreak made the original stable and orderly offline teaching activities difficult to carry out, online teaching was high hopes, quickly become the preferred program to promote.

2.1. The online migration of traditional teaching activities

First, the way of learning is intelligent. Thanks to the construction and popularization of educational information, the "classrooms, classrooms, blackboards, books" that traditional teaching activities rely on have been completely replaced by mobile networks, digital platforms such as smartphones and tablets and portable terminals. Despite the first day of online classes in colleges and universities nationwide, the frequent crashes of clients, serious network delays, a variety of live-streaming software conflicts, noise chaos, class microphones not open, after class cameras forget, can be said to be a situation. But intelligent learning at any time and anywhere will eventually become a reality. The second is learning space virtualization. The traditional face-to-face classroom scene becomes a virtual web learning space. Teachers and students are separated from time and space, active in the live classroom or WeChat group and QQ group composed of "classroom", teaching and learning behavior through a variety of educational technology and media resources to

achieve contact and interaction. Third, the diversification of learning resources. In the context of the outbreak, online teaching, distributed throughout the country is largely in the hands of students do not have the required curriculum teaching materials or materials, but as a "digital native" [1], generation of learners have long been accustomed to accessing various information resources on the Internet through network information technology. Electronic documents, online materials, video materials, online public courses, course-related question libraries are even shared in the class group before the instructor.

2.2. Selection and optimization of online teaching mode

During the epidemic prevention and control period, the author's school mainly adopted a variety of online teaching methods such as teaching, online live teaching, video broadcast teaching, students' independent learning, and discussion and teaching. Several teaching methods have advantages, relying on the existing online curriculum, basically by the excellent curriculum teaching team to create a quality course, teaching content design is more mature, but there are updated in a timely manner, poor depth of interaction and other shortcomings; However, the students' self-discipline and digital literacy require higher. At the same time, different types of courses can choose the appropriate teaching method according to the characteristics of curriculum teaching. For example, the author undertakes a public basic course, the course is mainly for the theory of teaching, on the adoption of online live teaching methods.

Unlike traditional classroom teaching, online teaching is also very dependent on the platform, and the commonly used teaching platforms include Rain Classroom, Wisdom Tree, Learning Pass, Tencent Conference, China University MOOC, ZOOM, QQ Group, WeChat Group, etc. In order to overcome the limitations of a single platform, the author chose the "rain classroom" and "easy access" hybrid live broadcast mode. Reduces the risks that can arise in live broadcasts, but also brings cumbersome use of platform operations.

During the online teaching period, flip classroom, BOPPS and so on as a new teaching mode that emphasizes student participation interaction and feedback in the classroom teaching process, which is widely used and is generally favored by college teachers.

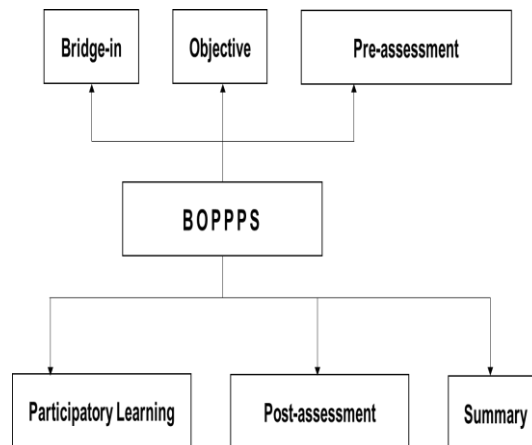


Figure 1 the classroom teaching process planning is divided into 6 stages (or elements)

2.3. Evaluation and feedback on the effect of online learning

The timely evaluation and feedback of students' learning behavior and learning effect in online teaching can better understand the effect of online classroom teaching, find the problems in online teaching, and provide an important basis for the continuous improvement of the quality of online teaching and the online and offline connection after the outbreak. After nearly two months of online teaching, the courses that have been opened have reached the mid-term and even the closing stage, whether it is the supervision of the student learning process or the evaluation and testing of learning results, has become the focus of general concern among teachers and students. Online passion from the "anchor" teachers do not know, the virtual classroom is facing students in the listening or listening to music, playing games, online teaching platform provides online examination, questionnaire or voting and other ways to test the learner's learning situation, and the results of a certain data analysis, but the data analysis is usually only basic results evaluation, evaluation level is not deep, feedback results are difficult to give the learner clear guidance; In addition, the authenticity and fairness of the students' online examinations, which have been criticized, are not well-being.

2.4. Confusion between teacher-student relationship and emotional communication

The relationship between teachers and students is the most basic interpersonal relationship in educational activities, which has a great influence on the effect of teaching activities. This applies in online teaching activities, but how does the teacher-student relationship be established with the development of online teaching activities? How can the relationship between teachers and students be more real and harmonious in virtual cyberspace? At the same time, the most important relationship between teachers and

students is the emotional communication. Through the emotional communication between teachers and students, teachers use their noble sentiments to influence students, so that students in knowledge, personality, spirit, morality and other aspects of the teacher to achieve "resonance." Generally speaking, in the traditional classroom, students like a teacher, its classroom atmosphere will appear active, students' interest in learning will be born. Compared with traditional teaching activities, online teaching lacks face-to-face deep communication and interaction, but it can also be used in appropriate ways to activate the "classroom" atmosphere and enhance the attractiveness of the curriculum. In particular, teachers' positive emotional attention to students not only helps to form students' positive learning attitude, but also helps to enhance students' self-esteem and self-confidence and stimulate students' learning potential.

3. TRENDS

The role of teacher, that is, teachers as a member of society, society's expectations and regulations on teacher performance.[1] "Mission, teaching, demystification" is the role of teachers in traditional college teaching activities expectations. Under this outbreak, online teaching and traditional teaching activities are obviously different and profound changes, after several weeks of online teaching baptism, college teachers have begun to re-examine and position their role. How to get out of the traditional role and realize the transformation of teacher's new role has become the inevitable choice of the majority of college teachers.

3.1. Designers of learning activities

The design of traditional teaching activities pays more attention to the teacher's "teaching", that is, "what to teach" and "how to teach", the starting point and landing point of design is how teachers pass the teaching content to students, so the design mode of presenting the main line in turn is the knowledge point. Under the influence of this design idea, teachers still take indoctrination as the main teaching method, take the transfer of knowledge as the ultimate goal of teaching, neglecting the main position of students. And the development of online teaching activities, teachers should really change from the role of knowledge imparter to learning activities designers and organizers. From the control of teaching to the guide, from the passive performer to the active constructor, from the monologue to the "chief inequality".[3] Guided by appropriate learning objectives, create learning tasks based on real-world problem situations, design diverse forms of interaction of activities, and form an evaluation framework for the quality of learning activity design. [4]

3.2. Explore the Unknown Guide

"Teachers are the guide to cultivate moral character, the guide to learn knowledge, the guide of innovative thinking, the guide to devote to the motherland. " [5] In the traditional "teacher-centred" educational concept, teachers dominate, through classroom teaching to convey knowledge information. Under the educational concept of "student-centered", the teacher's identity becomes the guide, by creating an environment suitable for students to learn and using personalized teaching methods to guide students to carry out their own learning, giving full play to the students' subjective initiative. And teachers as a guide, not only to guide students to obtain "known", more importantly, to teach students to explore the "unknown." For teachers, they should first abandon the stereotype that as teachers I must know all the answers; Since the online teaching activities be carried out, the information sources provided by network resources to learners are much larger than the content of teachers in the classroom. How to let students take the initiative to learn, self-learning, how to learn to the Internet also cannot learn things. That is to let them explore, not go straight to a known answer, because some questions may not have answers, and in the process, students do need to lead the way.

3.3. Supervisor of teaching management

Online learning is a typical self-directed learning activity based on constructivism and self-driven. Students can according to their own schedule of learning progress, even according to their own needs, knowledge background, personal preferences, learning style to choose learning content, effectively enhance the learning of the targeted, thereby improving personal learning efficiency, can be a good way to achieve personalized learning. But at the same time, the students' learning ability and self-restraint ability are more demanding. Unlike traditional classroom teaching activities, there is a lack of on-site guidance and constraints of teachers. During the outbreak of online teaching activities, students are clearly polarized. Students with clear goals and directions are more likely to improve through autonomous learning activities, and some students don't even know what they should learn or how to learn. Therefore, teachers timely management, organization mobilization, supervision to help students in accordance with the provisions of timely and orderly participation in the curriculum learning and keep up with the teaching progress has become a prerequisite for learning.

3.4. Emotionally supportive learning partner

Under the background of the information age, the information held by teachers and students is symmetrical and is an equal subject in the learning process. [6] The new type of teacher-student relationship of mutual respect, mutual trust and mutual understanding should be the

relationship of equality, democracy and cooperation. College students have come of age, will think independently, form their own different views, can challenge the views of teachers, can use modern equipment to test their own assumptions, can talk about their own ideas on the network, teachers and students should be a mutual understanding of recognition, mutual openness and acceptance of social relations. Therefore, teachers should become partners for students to learn together and support each other. In addition to active course atmosphere and increased course appeal online, you should also pay more attention to students online and stay in touch with them through a variety of online channels. In the special period of the epidemic, we should understand the students' thoughts and confusions, and give more emotional care and support in time.

4. STRATEGIES

4.1. Create "Internet Plus" thinking, for the future and teach

The use of the Internet, big data and artificial intelligence is challenging institutionalized education like never before. Although the impact of this epidemic is the national and even global colleges and universities are forced to choose online teaching, but online learning and offline physical school education integration of mixed learning will become the "new normal" of education. Therefore, teachers should build the "Internet plus" thinking: first of all, learn cross-border thinking, cross the limitations of their own disciplines and professional knowledge, multi-level, multi-perspective to examine the problem, and put forward the corresponding solutions, and on this basis, focus on the future direction of education development. Second, learn to share collaborative thinking. Break the boundaries, establish a new concept of sharing of teachers, establish a new type of collaborative relationship, change the previous system of separation and the isolation of individual work. Third, learn big data thinking. Through the analysis and processing of data, let the data add value, understand the reality of the data. In the face of the outbreak, we cannot communicate face-to-face with students, but we can make full use of Internet technology to process information from feedback from parents and students, thus providing a reference for improving the quality of online teaching. At the same time, the online teaching activities carried out under this epidemic is an unprecedented scale of online education experiment, will certainly become a valuable wealth of teaching and research in the future.[7]

4.2. Focus on lifelong learning to avoid skill panic

The serious challenges of the future, the rapid development of society, promote our lifelong learning, so that learning throughout our life. The development of online learning also makes lifelong learning possible. As a knowledge communicator, teachers must insist on lifelong learning, and constantly accept new knowledge, at the same time, this attitude of lifelong learning will lead students, become a model for students to learn. In the course of online teaching activities under this outbreak, college educators generally have a skill panic, technical panic. Superstar "suspension of non-stop learning" information-based teaching ability improvement plan, rain classroom "online workshop", higher education state-school teacher workshop and other types of online teacher training courses full. College teachers have also become the main learning body in the online teaching activities of the epidemic. College teachers should pay special attention to improving the understanding of information-based teaching methods, familiar with the operation skills of applying modern education technology, developing-design of teaching resources, design teaching content, implement the integration of information-based disciplines, evaluate information-based teaching and monitor teaching. In addition to receiving training in business and educational technology, college teachers should continue to learn new educational theories, master new educational ideas, and establish a correct view of education and talent. Of course, teachers should also pay attention to avoid excessive dependence on network information technology, resulting in self-loss, teachers can fully integrate online teaching with offline teaching, take its essence to its dross, form a unique teaching method, so as to achieve the effect of optimizing teaching.

4.3. Return to true teaching, better learning for learners

"Future college students must learn to get rid of outdated concepts. In short, they must learn to learn. The illiterates of the future are no longer the ones who are blind, but those who have not learned to learn. "[8] "Learning to learn" is the basic requirement of survival and development, and it is also the most basic task of college students. College teachers should guide students to learn, advocate the revolution of learning, improve students' ability of independent learning and innovative learning. At the same time, the rapid development of online teaching also provides more possibilities for learning content, ways and means. Learning is no longer just formal learning, informal learning, mixed learning, mobile learning, including collaborative learning, collaborative learning, and so on. Learning is everywhere, everywhere, teachers should seize the opportunity to grow and develop themselves with students, and constantly pursue progress, active, active and creative learning.

4.4. Positive Teaching Reflection, Opening up Teaching Wisdom

Teachers' growth, in addition to their own unremitting efforts and pursuit, continuous learning and improvement, constant absorption and renewal, and constant experience and maturity, there is an important factor is to learn to reflect. At present, many teachers' teaching activities stay at the technical practice level, and the practice of teachers is regarded as the process of applying scientific principles and the process of controlling teaching from the outside. There is little room for teachers to explain the meaning and value of teaching practice, and teaching has become a skill-based job, losing the enthusiasm, initiative and creativity of professional development. In the future education, teachers should learn to change from technical practice to reflective practice, learn to reflect on their own practice in the course of daily teaching, so as to obtain educational wisdom, solve educational problems, form their own educational style. In particular, this is called "the world's largest experiment" by foreign media, every teacher should be from the educational concept, educational model, educational technology and art and other teaching gains and losses, lessons learned from all-round profound reflection.

5. CONCLUSION

The epidemic will eventually be defeated, when offline teaching and classroom recovery as usual, the vast majority of online classes may quickly cool down, but the baptism of this epidemic, will bring profound impact and change to higher education. How to make full use of the world's high-quality online education resources, explore the integration of online and offline future education new normal, will become the common expectations of college teachers and students.

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