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Research on College Online Teaching Practice by Comparing Teacher-student Experience

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ABSTRACT
The Covid-19 outbreak made the online teaching the main approach in college unprecedentedly. Based on the questionnaire, this paper takes Beijing Institute of Fashion Technology as the example and analyzes online teaching based on the comparison of teachers and students online teaching and learning experience, as well as the expectations of the upcoming mixed teaching. This paper thus proposes that college online teaching should actively explore mixed teaching approach, improve online teach platforms, explore teaching teams for one course, and nurture students' independent learning ability.

Keywords: *College, Online Teaching, Online Experience, Instructors and Students Comparison*

1.BACKGROUND OF ONLINE TEACHING

To cope with the impact of the Covid-19 outbreak early in 2020, the Ministry of Education issued "The Guidelines of College Online Teaching Organizing and Regulating during the Epidemic Control", and proposed the goals of "suspending the course, not the teaching and learning". Therefore, the scale, scope, and level of online teaching made it as the unprecedented initiative in the higher education history and the first experiment around the world. The epidemic has changed teaching, learning, administrating, and learning forms, and has promoted the "quality revolution" of higher education talents cultivation. Wuyan, the Chief Secretary of Ministry of Education said that we will never go back to the teaching and learning forms before the epidemic, because the online teaching which has integrated the "internet+", "Intelligence+" has become the important direction of higher education both in China and around the world.

Beijing Institute of Fashion Technology has fully launched the online teaching in the second semester of the teaching year 2019-2020. Based on different online teaching platforms, it launched online teaching activities with rich content, diverse forms, and solid qualities, and strived to ensure that online teaching reach the same quality as that in classroom teaching. Teachers actively employed all kinds of platforms and applications in online teaching. To fully analyze and summarize aspects of online teaching, accumulate precious experience, continuously improve teaching effects and explore the future mixed teaching, Beijing Institute of Fashion Technology conducted the questionnaire on both teachers and students online learning experience, which has received active response. It collects 283 instructor questionnaires, accounting for 59.08% of the total teaching employees of the semester, 11 schools of the university; 2335 students questionnaires, from freshmen to the fourth year undergraduate students.

2. COMPARATIVE ANALYSIS OF TEACHERS AND STUDENTS ONLINE LEARNING EXPERIENCE

2.1. Online Teaching Platforms

2.1.1. Numbers of Platforms and Application

For the numbers of online teaching and learning platforms and applications, choosing two at a time reaches the highest proportion, which is 54.26%, followed by using three platforms and tools, 22.34%. From the research on students, using four or more platforms and tools accounts for the most, reaching 38.76%, followed by using two at a time, 31.35%. The proportions of using different numbers of platforms and tools shows the variety of online tools. But for students, it

increased learning difficulties and burdens from using them.

2.1.2. Teaching Platform Satisfaction

Overall, the satisfaction rate (including very satisfied and relatively satisfied rates) of teachers and students are respectively 76.67% and 71.77%, showing both sides are satisfied with online teaching platforms. The satisfactory rates of both reaches over 60% in terms of platform stability and fluency, function of platform and tools, technical guidance and service support. Comparatively, the lowest satisfactory rate falls in the relevant platform resource, reaching only 58.3%. This reflects the online resource of art related course is not rich, or there lacks enough online resource for courses at art colleges.

2.2. Online Teaching Experience

2.2.1. Classroom Learning Outcome

Teachers' overall satisfaction with online teaching outcome reaches 66.31%, and students' overall satisfaction is close to that, achieving 64.02%, indicating that most teachers and students believe that online teaching can meet or exceed classroom teaching effects. In addition, 28.98% of teachers and 29.25% of students believe that although there is a gap between online teaching and classroom teaching, there is still room for improvement. As an art university, most art and design courses require classroom demonstrations and hands-on operations, so classroom face-to-face teaching and guidance are requisite. Teachers hold expectations and consideration towards the online teaching of this kind, and they strive to overcome the inconvenience and improve online teaching effects.

2.2.2. Classroom Participation and Interaction

For the overall learning effect of students' classroom participation and interaction, 75.26% of teachers show relatively satisfied and very satisfied, indicating that three-quarters of teachers are satisfied with student's learning effect. In classroom performance, classroom order, classroom atmosphere and students learning proactivity, the percentage of classroom order satisfaction is the highest, coming up to 81.97%. In the overall students participation, 37.26% students participated a lot, 42.27% of them participated fairly much. From all aspects of participation, attendance percentage is the highest as 90.15%. It is noteworthy that 1/3 students show that they did not have enough class preview, classroom interaction, after class communication.

2.2.3. Comparison of Online and Classroom Devotion

For teachers' "overall workload", more than 30% believe that online is "more than 2 times" the workload of classroom teaching, and 25% believe that online is "1.6-2 times" and "1-1.5 times" of classroom teaching workload. Overall, more than 80% believe that online workload is more than classroom teaching workload, which fully reflects the pressure and challenges brought by online teaching in this special period, and the considerable time and energy devoted by teachers in overcoming the difficulties.

For students' "overall involvement", more than 72% believe that online and classroom learning involvement is "basically the same" and online learning involvement is "less than classroom", that is, less than 28% think that online learning involvement exceeds classroom learning. In terms of "preparation", "exam preparations", and "tutoring and question answering", more than 75% think that online and classroom involvement are "basically the same" and online is "less than classroom learning". In the "homework" aspect, around 1/3 students are engaged more into online learning, compared with classroom learning. The statistics show that teachers' "overall workload" exceeds way more that the classroom teaching, but student online engagement is much lower than classroom learning, showing the sharp difference of teachers and students experience.

2.2.4. Mutual Evaluation between Teachers and Students

In terms of teachers' "overall satisfaction" over students' online learning, for the "overall learning outcome", the satisfaction rate is over 75%, showing 3/4 teachers are satisfied with the effects of online learning; From the aspects of "class performance", "class order", "class atmosphere", "students learning proactivity", the satisfaction rates all reach over 60%, among which the satisfaction with "classroom order" is the highest with above 80%.

In terms of students' "overall satisfaction" over teachers' online teaching, the satisfaction rate is 88.77%, showing 3/4 students are satisfied with and appreciate teachers' online teaching; in other aspects like "teaching resource supply", "course design and organization", the satisfaction rates are approaching 90%; compared with it, students show fairly low satisfaction over "homework volume", the rate of which is below 70%.

2.3. The Expectation of Teachers and Students over the Future Mixed Teaching

2.3.1. Number of Teaching Platform and Tools

From the research, teachers and students show a sharp difference over the number of future expected platform and tools. More than 50.88% of all students expect in the future, only one platform and tool is used, but 78.44% teachers expect to use two or three teaching platforms and tools. This to certain extent reflects students' need that they expect to focus on one platform or tool, which is rather different from the reality and teachers' expectations.

2.3.2. Teaching Forms

For the future online teaching forms, 48.06% teachers choose "live streaming + interaction chatting group", which shows more than half of teachers would rather choose "live streaming" which is similar to the classroom teaching form; while 32.16% teachers choose "live streaming + recorded class + interaction chatting group"; 22.26% teachers choose "live streaming + recorded class + MOOC + interaction chatting group". For students, 59.06% students choose "live streaming + recorded class + interaction chatting group". The recorded class has no limits of space and time so students may learn at any time, in any place, which is preferred by students; 30.02% students choose "live streaming + interaction chatting group"; 27.54% students choose "live streaming + recorded class + MOOC + interaction chatting group".

For this kind of course, almost 60% teachers choose "classroom teaching", showing more than half of teachers think for the practice course, online teaching cannot replace the classroom teaching. Over 30% teachers choose "adjust course content for online course", and over 20% teachers choose "online virtual simulation" and "teachers recording class in the lab". Almost 30% students choose "online virtual simulation". Therefore, teachers and students hold the same idea that for the hands-on practice courses like the workshop, lab experiment, the online class cannot replace the classroom learning experience.

2.3.3. Interaction Approaches

In the questionnaire, for the issue of "the expected interaction approaches of future online teaching", it is designed as a ranking question. For teachers, the first ranked is "online question", showing teachers hope that students ask questions of the content without any delay, and they care about the effects of students' knowledge learning. Items of "attendance sign-in", "screen sharing" are ranked the second and the third; "students answering questions", "online roll call" have very front rankings; "anonymous voting", "real-time comments" are ranked in the back. In contrast, for students, those two are ranked in the first and second. Besides, students have front rankings over "attendance sign-in" and "online questions", which are similar to the first a couple of rankings made by teachers in their expectations on the interaction approaches.

2.3.4. Team Teaching Needs

For teachers instructing public basic courses, more than 43% choose "need team teaching; course can be subdivided into several parts recorded or live streamed, and tutored by several teachers", almost 30% choose "need team teaching; course is recorded or live streamed by the main teacher, other teachers concisely lecture course content and tutor". Overall, more than 70% teaching public basic courses need team teaching.

For the major course teachers, only around 30% choose "need team teaching; course can be subdivided into several parts recorded or live streamed, and tutored by several teachers". Overall, nearly 60% major course teachers need team teaching.

For students, 48.91% choose "need team teaching; course is recorded or live streamed by the main teacher, other teachers concisely lecture course content and tutor"; 18.46% choose "need team teaching; course can be subdivided into several parts recorded or live streamed, and tutored by several teachers". Overall, nearly 70% students need team teaching. The statistics show that no matter teachers instructing public basic courses or major course teachers, or students, they all have needs for the team teaching.

2.3.5. Selections of Teaching Platform Function

The issue of expecting the university to build a consistent teaching platform in the future is designed into a ranking question. Teachers think the first three functions are "support live streaming teaching", "support course recording and replay", "and support group discussion", fully showing that teachers care about teaching forms and students' discussion. The front ranked choices are "check students' learning state", "students course selection sheet", "course resource sharing", which are also the focus of teachers. While for students, the first three ranked functions are "support course recording and replay", "live streaming teaching", and "course resource sharing", among which, "support course recording and replay" indicates students' high demand for learning time flexibility about future online learning.

3. CONCLUSION

3.1. Actively Explore Future Mixed Teaching

Online and classroom (offline)teaching have different advantages, and it is difficult to name the best, so the diverse perks should be fully employed. After the Covid-19, even the classroom teaching is back, the difference has already been there compared with before when classroom teaching rules. For the future teaching forms, course feature can be the basis in deciding online or offline mixed teaching. The experiment can be carried before the expansion. Flexible teaching gives teachers and students more choices: online teaching focuses on theory instruction and appreciation, while classroom teaching emphasizes experiment and practice, difficult and important knowledge analysis, and tutoring. At present, practice course still needs to be taught offline, but there could be more exploration on teaching forms. For basic theoretical course, especially the public basis course, the rich course resource can be actively employed, and MOOC and recorded courses save repetitive work. Part of the courses can be turned into mixed teaching or pure online teaching. But the course design, quality web resource selection, integration and application has a long way to go, which needs to engage teaching administration departments and the whole faculties [1].

3.2. Reinforce the Building of Online Teaching Platform

The research shows that teachers and students have rather big difference in choosing the numbers of online teaching platforms and tools. Because teachers have different courses with various natures, web resource, and teaching preference, they expect to use several platforms and tools to improve the online teaching effects. But for students, because they have different courses to take, thus with different teachers, the types and numbers of online platforms and tools are increased intangibly; trivial details and burdens are increased correspondingly [2]. This paper suggests that the university select the platform and tools from the ones accepted by both teachers and students, and coordinate it in the university as a whole, optimize the number of platforms and tools to avoid the over engagement with the platform itself due to the dispersive use of teaching tools [3]. For the functions on the consistent platform and tool expected by teachers and students, "support live streaming teaching", and "support recording and replay" are the most required, exhibiting the high demand for the flexible learning time and space, which needs to be considered when building the platform.

3.3. Explore Team Teaching

Most teacher and students support team teaching in future. Especially for online teaching, without the venue limit, one course, especially the public basic one, the team teaching can be built, in which a couple of teachers may design and teach one online course together. For different classes taught by one teacher, if the teaching space was the same, the classes could be mixed. The team teaching allows teachers to have enough time for interaction and learning. For students, it increases interaction and fun. But at the same time, team teaching brings challenges for teachers, because no matter it "needs team teaching; course can be subdivided into several parts recorded or live streamed, and tutored by several teachers", or "needs team teaching; course is recorded or live streamed by the main teacher, other teachers concisely lecture course content and tutor", teachers' cooperation creates all kinds of comparisons; teaching one course makes students realize the high and low teaching levels, thus teachers need to improve one's teaching skills and abilities.

3.4. Emphasize Students' Independent Learning Abilities

The research also finds that since there lacks official learning environment, teachers' face-to-face supervision and tutoring, students' independent learning ability needs to be improved, reflected from actions like certain proportions of students do not have enough class preview, class interaction and communication, after-class communication with teachers [4]. Especially when the online teaching moves to the middle of the semester, students generally get into weariness, the attendance rate decreases. Online teaching creates the teaching philosophy in which "teachers' teaching" turns into "students' learning": teachers changed from knowledge giver to promoter, facilitator, supervisor and cooperator. Students are the subject of learning: through exploration, discussion, quality mutual interaction among students, between teachers and students, the knowledge is constructed [5]. The university should guide students to learn independently, help students build life orientation and learning plan, deliver and share approaches of autonomous learning, reinforce students learning supervision and self-empowerment, and consciously improve student independent learning ability.

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