

Reflections and Countermeasures on "Classroom Teaching Paradigm" in the Post-Epidemic Era

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ABSTRACT

The COVID-19 epidemic has been generally taken under control in China. However, online teaching spawned from information technology during the epidemic has completely subverted traditional classroom teaching mode and accelerated the process of modern teaching. Since April 2020, students have been returning to school and field teaching has resumed. However, the teaching model now will never be the same as that before the epidemic. Online teaching featuring wide range and full coverage highlights the flaws of original teaching mode: uneven quality of teaching resources, poor network platform service, teaching process that is difficult to monitor, lack of effective interaction between teachers and students, unscientific teaching evaluation, etc. Scientific and targeted countermeasures should be employed to solve these problems, comprehensively improving the quality of network teaching resources, strengthening the training of teachers' information literacy, priming the pump of innovation online classroom teaching, establishing and perfecting the assessment mechanism featuring efficiency, and promoting the development path that integrating modern technology and traditional classroom.

Keywords: COVID-19, Classroom Teaching, Teaching mode, Informatization.

1. INTRODUCTION

COVID-19 broke out of blue in 2020, hitting all industries in various countries. All of a sudden, the recovery of the economy, the resumption of work and classes became a public concern. In order to resume social production and curb the spread of COVID-19, schools across China have responded positively to the Ministry of Education's call: teaching without suspension, and learning without suspension. Schools, including kindergartens and universities, have adopted the "cloud classroom" learning model of online teaching, which is unprecedented in scale and social response. Objectively speaking, this is a necessary measure taken at a special time. Such online teaching featuring large scale and full coverage across China will inevitably cause many problems. China has entered the "post-epidemic era" as epidemic has been effectively brought under control in China since April 2020. The integration of information

technology and education reform begets "online teaching", which subverts traditional classroom teaching mode. Educators should reflect on the problems exposed during the epidemic, sum up experience, and actively explore the path of integrated development of modern teaching and traditional classroom, so as to clear the direction for subsequent reform, development and innovation.

2. ANALYSIS ON TRADITIONAL CLASSROOM TEACHING PARADIGM BEFORE THE EPIDEMIC

2.1 *The Teaching Idea Is Relatively Backward and the Teaching Target Is Single*

The traditional classroom teaching follows the objectives stipulated in the curriculum syllabus and textbooks. Such knowledge framework and textbook content, to a large extent, undermine the subjective initiative of students, and everyone can only move in a neat and uniform direction, which greatly drags the development of students'

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personality. Teacher's theory teaching dominates classroom, while students accept knowledge passively, which inhibits their learning subjectivity and ability training.

2.2 The Teaching Process Is Monotonous and the Teaching Method Is Backward

Blackboard, chalk and other teaching aids are employed in traditional teaching methods, blackboard writing, presentation, explanation and courseware are also included. Teachers carry out teaching based on preset steps, which makes some of them with poor innovation ability adhere to same teaching plan all the year round, and innovation and teaching of new knowledge are not realized. The new classroom teaching mode can be adjusted at any time based on teaching situation to achieve teaching objectives. Such flexible and diversified classroom teaching allows teaching process to be harmonious, equal, cooperative, relaxed and pleasant, which is conducive to students' active thinking activities.

2.3 Lack of Teaching Resources and Stereotyped Teaching Evaluation System

Under the traditional teaching mode, teachers and students obtain teaching resources mainly through textbooks, reference books and teachers' personal knowledge reserve. After the outbreak of the epidemic, all master teachers, famous courses and other high-quality teaching resources were available to public, which broke the time, space and geographical restrictions, especially for remote areas where teaching resources are scarce and teachers are average, and effectively alleviated the shortage of teaching resources. Traditional teaching resources are dwarfed and belittled facing such rich and massive teaching resources. As for teaching evaluation, the final exam is no longer the only criterion. The new teaching mode focuses more on intermediate links, encouraging students' participation, and reducing the content of pure theory or rote learning. The ability of students to transform theoretical knowledge into comprehensive analysis and practical problem solving is highlighted, further cultivating students' ability to apply what they have learned to reality.

3. THE MAIN PROBLEMS OF CLASSROOM TEACHING PARADIGM DURING THE EPIDEMIC

The first is the uneven quality of teaching resources and poor network platform service. Different from traditional offline classes, the prevalent online teaching during the epidemic requires students to study independently or preview the course before class, which propels teachers to record videos in advance or find appropriate videos from platforms providing learning resources. However, the quality of video shooting, recording and editing tends to be volatile due to factors such as technology, environment and state, including teachers' expressions, language and body gestures during video recording. The numerous learning platforms during the epidemic imposed a challenge for all teachers: how to select teaching resources suitable for his own teaching style and students from a variety of videos and teaching resources, which directly sways teaching effect. At the same time, the full launch of online teaching activities basically relied on online education platforms and software including Tencent Classroom, super star learning APP, MOOC, and DingTalk. However, when teachers and students log on these platforms, live streaming, make on-demand request, and download resources at the same time, network congestion and even server crash will appear.

The second is teaching process that is difficult to monitor and lack of effective interaction between teachers and students. The previous offline teaching makes teachers and students accustomed to face-to-face teaching, which allows teachers to grasp the learning situation of students in real time and adjust teaching progress based on students' expression, and response in class and the overall situation. At the same time, teachers can improvise questions to students who are not paying attention nor have a poor grasp of knowledge. Students can also directly seek answers from teachers or conduct face-to-face discussion and debate when they have questions or different opinions during the listening. Online teaching makes it impossible for teachers to identify the response of students in class in real time, let alone effectively mobilize the enthusiasm of students and improve the efficiency of classroom learning. Examination-oriented education makes contemporary students accustomed to indoctrination teaching, which results in the lack of depth on few interactions in class and unsatisfactory teaching effect.

The third is unreal teaching effect and unscientific teaching evaluation. The online-only teaching mode adopted during the epidemic emphasizes more on autonomous learning, thus the dependency of learning effect on students' autonomy and initiative in learning. During the class, students often play the video at double speed just to complete the task, or click on the video and let it play, and do other things. They do not actively participate in teachers' questions and class discussions, do not bother to think and analyze problems, and even use the Internet for homework. The simple transfer or transplant of offline teaching to online does not mean the completion of online teaching. Online live classroom imposed challenges to teachers' mastery of network technology, hardware and live environment, as well as their innovation in classroom. Some offline-only courses requiring practice and operability need to be readjusted, innovated and optimized as for teaching objectives, curriculum structure, teaching content and teaching methods when launching corresponding online courses.

4. COUNTERMEASURES OF CLASSROOM TEACHING PARADIGM IN THE POST-EPIDEMIC ERA

4.1 Improving the Quality of Online Teaching Resources

First of all, since students are easily distracted in the learning process, teachers should enhance the novelty and appeal of material selected, content and audiovisual effects, so as to arouse students' curiosity, satisfaction, sense of achievement and thirst for knowledge. Next, teachers' ability to identify Internet resource platforms should also be strengthened. Choosing video resources suitable for students among a complex of network video resources is ability that every teacher should master, which will get twice the result with half the effort. The final is the formulation of standard of digital education resources, which promotes the construction of educational information. The principle of co-construction and sharing can be followed, and digital resources and technical facilities can be employed to build an educational resource base featuring digitalization, systematization, openness and interactivity, and covering all disciplines, majors and education phases.

4.2 Enhancing Teachers' Information-based Ability

The highly developed information technology indicates that the teaching effect of online classroom is directly swayed by the information-based teaching ability of teachers. Given their role as uploader and designer of online learning resources, as well as the organizer and implementer of teaching process, teachers should master the ability to acquire, transmit, process and apply all kinds of information, which requires them to actively participate in information-based teaching technology training, thus providing students with good experience in class and achieving favorable teaching effect. At the same time, managers concerned should strengthen the training of teachers' information-based technology ability and make them a normal, so as to strengthen teachers' awareness for information-based teaching. Online teaching contests with rich forms should also be conducted, and information and technology-based teaching ability should be incorporated into the performance evaluation system, serving as a stimulant for teachers to participate in online teaching reform and innovation.

4.3 Innovating Online Classroom Teaching Mode

Traditional classroom teaching prevail among teachers who control the teaching content based on their own will, while students can only passively accept it, lacking subjective initiative and creativity. However, under the online teaching mode, teachers, although still dominant in the classroom to some extent, will be questioned by students, who can immediately query the information related to some new topics through the Internet and put forward different opinions. At this point, students' initiative in thinking during classroom enhanced significantly. They are allowed to utilize information technology platform for enhancing their information knowledge reserve, which in turn prompted teachers to reflect, explore and innovate teaching design, teaching content, teaching methods, etc. Such move enables teachers to stay current with the times, shower teaching objects with favorable experience and obtain positive teaching effect.

4.4 Establishing a Scientific and Effective Teaching Evaluation Mechanism

Scientific and effective teaching evaluation guarantees the healthy and effective development of classroom teaching. Instead of covering only the results of mid-term and final exam as traditional evaluation system, the new one should also include all aspects of daily teaching process. As for the evaluation subject, both teachers and students are included. In terms of evaluation methods, peer evaluation by teachers, self-evaluation by students, mutual evaluation by teachers and students, mutual evaluation by groups and supervision are all adopted. The evaluation includes the assessment of students' ability to learn independently after class, participate in discussions in class and their mastery of knowledge. As for the evaluation form, various channels such as discussion, questionnaire, interview and practical training can be taken into consideration to have an all-round understanding of students' comprehensive analysis and application ability, expression ability, teamwork ability, knowledge mastery and psychological quality. The results will be more scientific, reasonable and comprehensive.

5. CONCLUSION

The sudden booming of online education resulted from the epidemic has severely hit the traditional classroom teaching mode, which not only is an unexpected and inevitable phenomenon, but also conforms to the trend of flexible learning, universal learning and lifelong learning. The promotion and application of any new technology require in-depth research and exploration, as well as reflection and summary during practice. The ever-changing Internet technology and under-control epidemic highlights the role of the popularization and innovation of online classroom teaching in the Internet era on speeding up teaching reform, improving teaching quality and educational modernization.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Caiyan Chen.

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