

# Thoughts After Online Teaching Practice Under the Background of Sudden Diseases

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## ABSTRACT

The combination of "Internet + education" is a new form of education. Informationization is an inevitable way of education modernization. Informationization, as an advanced technological means, is bound to lead to a revolution in teaching methods. The epidemic has accelerated and compulsively promoted this process. In order to understand the implementation effect of online teaching, this paper selected 5 MPAcc universities in Xi'an and conducted survey and analysis through questionnaire survey. It is found that network environment and hardware equipment, real-time interaction and communication between teachers and students, online teaching organization and management, and case teaching environment are important factors affecting online teaching of accounting postgraduate students. Aiming at the above problems, this paper provides reference for the effective integration of online and offline teaching after the resumption of classes from two aspects of schools and teachers.

**Keywords:** Teaching reform, Online education, MPAcc online teaching, Influencing factors, Online and offline teaching

## 1. INTRODUCTION

In December 2019, the Corona Virus Disease (COVID-19) broke out in our country, which has caused serious threats to the life and safety of the public, has caused major losses to the development of the country's economy, and has had a huge impact on the normal operation of the entire society. The new crown epidemic has hazards such as high infection rate and large radiation area. As a dense site, the school is deeply affected by the novel coronavirus pneumonia. All universities across the country have delayed the new semester starts. During the suspension, in order to fill the gaps in students' learning and enable students to study effectively during the suspension, online teaching has become the main method for universities to implement the work of "suspending classes, no stopping learning" during the "fight the epidemic" period<sup>[1]</sup>.

Online teaching is based on multimedia technology as the main medium, using rich learning resources to conduct interactive teaching cross-temporal, cross-regional, real-time or non-real-time. At present, online teaching in universities is mainly based on the form of "live broadcast or recorded broadcast + online Q&A" to

teach students<sup>[2]</sup>. This new teaching method is needed for the current epidemic prevention and control work, and it is also an opportunity to focus on testing and improving the level of informatization teaching of teachers. For postgraduates majoring in accounting, online teaching poses challenges to existing teaching content, teaching methods. It can be said that online teaching is the trend of education development. However, how to better integrate online and offline teaching, give full play to the advantages of the two, ensure the orderly progress of our country's education model reform, and stabilize the new normal of the teaching model, is an important issue that we should think about.

Therefore, this article investigates online teaching through questionnaires, understands the effects and influencing factors of online teaching. And aims at the current status and characteristics of online teaching, explore the way of integration and innovation that closely integrates online teaching and offline teaching and complements each other's advantages, which is of great significance for improving the quality of teaching and the level of postgraduate training.

## 2. QUESTIONNAIRE DESIGN AND DISTRIBUTION

In order to understand the implementation of online teaching during the "fighting the epidemic" and analyze the influence factors of online teaching, and what kind of teaching mode should be adopted after returning to school<sup>[3]</sup>, we have organized a questionnaire survey for MPAcc postgraduate students, through the survey results to analyze the effects of MPAcc online teaching and factors affecting teaching quality<sup>[4]</sup>, to help MPAcc training universities to summarize online teaching experience and continuously improve the teaching work plan. This survey selected 5 MPAcc training universities in Xi'an, and distributed questionnaires to MPAcc graduate students (grade 2019) through the questionnaire star. A total of 257 questionnaires were distributed, 257 questionnaires were returned, and the recovery rate was 100%.

## 3. ANALYSIS OF THE RESULTS OF THE SURVEY ON THE EFFECTIVENESS OF MPACC ONLINE TEACHING

The questionnaire surveyed students' satisfaction with online teaching. The results showed that 67.32% of students are satisfied with the effect of online teaching, 58.87% of students are satisfied with their online learning knowledge acquisition, but 30% of students are dissatisfied with the effect of teaching interaction, 25.29% of students are dissatisfied with online teaching resources, as shown in Figure 1. (From top to bottom, each column is the very satisfied, satisfied, general, dissatisfied, very dissatisfied)

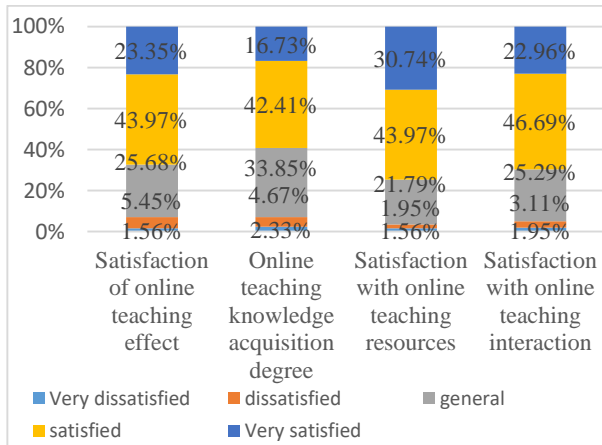


Figure 1 Online Teaching Satisfaction Survey Results

Further investigation found that about 57% of students believe that compared with offline teaching, online teaching makes learning tasks aggravated and makes students have no time to fully digest the knowledge they learn, which in turn affects the learning effect. As shown in Figure 2, 48.25% of students think that the tasks that need to be previewed before class are aggravated, 61.48% of students think that the tasks of

homework after class are heavier; 63.42% of students think that the teaching platform is stuck and cumbersome to operate are also important reasons for the aggravated learning tasks; In the classroom, the communication between classmates and teachers becomes inconvenient due to network or platform function problems; and group work after class becomes more difficult because of the inability to communicate face-to-face. These all have an impact on the effect of MPAcc online teaching.

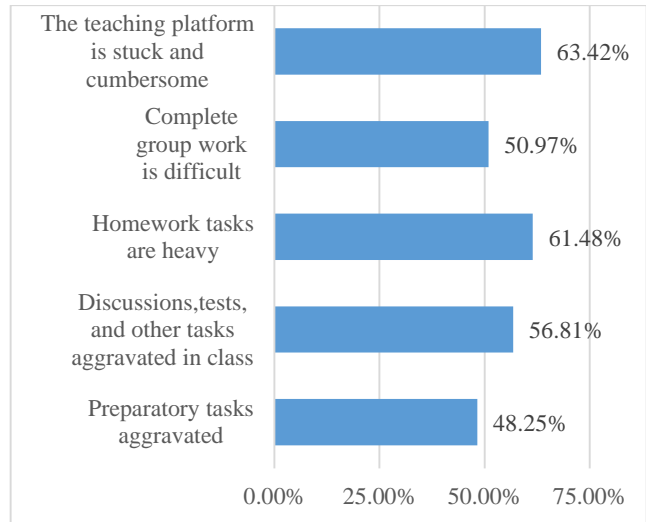


Figure 2 survey results of course learning

In addition, we also investigated the situation of MPAcc online case teaching. The results are shown in Figure 3. Case teaching is used in 90.66% of the online courses. Regarding the satisfaction survey of case teaching among students, 94.94% of the students agree with it, indicating that students are willing to accept case teaching by teachers in online teaching.

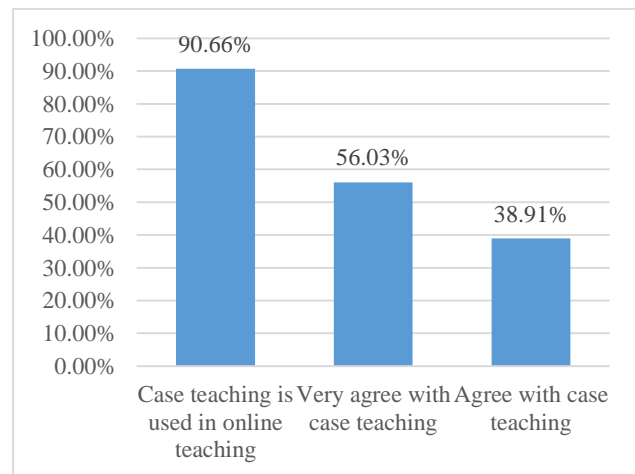


Figure 3 survey results of case teaching application

In our survey on the effect of case teaching, we found that 58.76% of the students were satisfied, but 36.58% of the students said the effect was general. Case teaching is an important method in MPAcc classroom teaching, and the effect of its implementation will finally affect the overall learning effect of students.

For most teachers, online teaching is an important teaching model reform and innovation. On the whole, the effect of online teaching is good. 67% of students are satisfied or above, and 77.04% think that they have a high degree of investment in online teaching. This is a recognition of online learning. But what needs to be noticed is that only 23% are very satisfied with the effect of online teaching. Further investigation found that 57% of students believe that the implementation of online teaching has made learning tasks aggravated, and 36.58% of students believe that the effect of online case teaching is general. Obviously, students still have certain ideas about online teaching, and there are still certain problems and difficulties in online teaching. Therefore, this article further analyzes the influencing factors of online teaching based on the questionnaire survey, hoping to find an effective way to improve the quality of online teaching, so that it can better integrate with offline classrooms.

#### 4. ANALYSIS OF INFLUENCING FACTORS OF MPACC ONLINE TEACHING

##### 4.1 The network environment and hardware equipment of online education are important factors affecting online teaching

###### 4.1.1 Network access environment

Online education is a teaching system composed of online learners, educators, environment, resources, and platforms. The five are the key, center, core and foundation of online education<sup>[5]</sup>. According to the survey results, 22.96% of students live in rural areas, and the current network environment and hardware equipment in some rural areas cannot meet the real needs of online teaching. According to Figure 5, in the survey on the shortcomings of online teaching, 42.80% of the respondents felt that the Internet is unstable, which affects the learning effect and interest. This is also the shortcoming of the education information network environment in our country.

###### 4.1.2 Online teaching platform function

Affected by the epidemic, students across the country receive large-scale online courses at home, which makes online education a rigid demand and promotes the accelerated development of online education. Companies in the education industry seized the opportunity and launched their own products to reduce the cost of acquiring customers and intend to seize the market. The field of online education has ushered in a golden age<sup>[6]</sup>. However, both Internet giants and traditional online education platforms encountered the same problem during this period. During the epidemic, the number of platform customers increased sharply, the cloud server

was fully stressed, and the lack of resources made the platform unable to expand in a short period of time, resulting in the system Backstage crashes, network congestion, network delays, and stuck, which caused a lot of dissatisfaction among users. According to the survey, during the epidemic, teachers and students downloaded at least 3 different online education platforms in their electronic devices. In order to learn different courses, students need to download and switch multiple software. Sometimes they missed courses and study because of the wrong platform. The efficiency is greatly reduced. As shown in Figure 4, 33.85% of the students think that the operation process of the online teaching platform is too cumbersome.

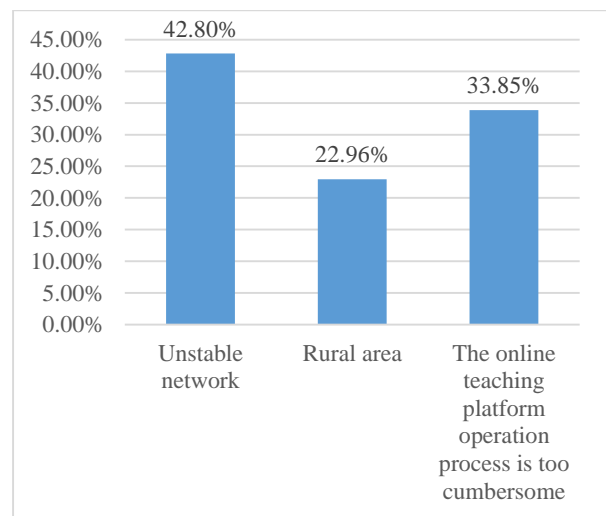


Figure 4 survey results of influencing factors

Then, this questionnaire surveyed the teaching platform used by the students and their satisfaction with the teaching platform. The top three online teaching platforms by the number of users are Xuexi tong, Tencent Conference, and Tencent Classroom, with the proportions of 63.33%, 53.33%, and 50.91% respectively; the results of the satisfaction survey are shown in Figure 5, and the top five are Tencent Classrooms, Tencent conferences, China University MOOC, DingTalk and Xuexi tong. From the results, it can be seen that the online teaching platforms of major companies such as Tencent and Alibaba are relatively more stable and more satisfied. Moreover, in our investigation of the effect of case teaching, we found that 38.52% of students believe that “the functions of the existing online teaching platforms are not good enough to carry out case discussions”. The imperfect functions are also the shortcomings of many current teaching platforms. I believe that with the continuous development of technology and the continuous upgrading of education networks, the functions and service capabilities of the online teaching platform will rise to a larger level, and the learning experience of online education will be significantly improved. (From right to left, each column

is the very satisfied, satisfied, general, dissatisfied, very dissatisfied)

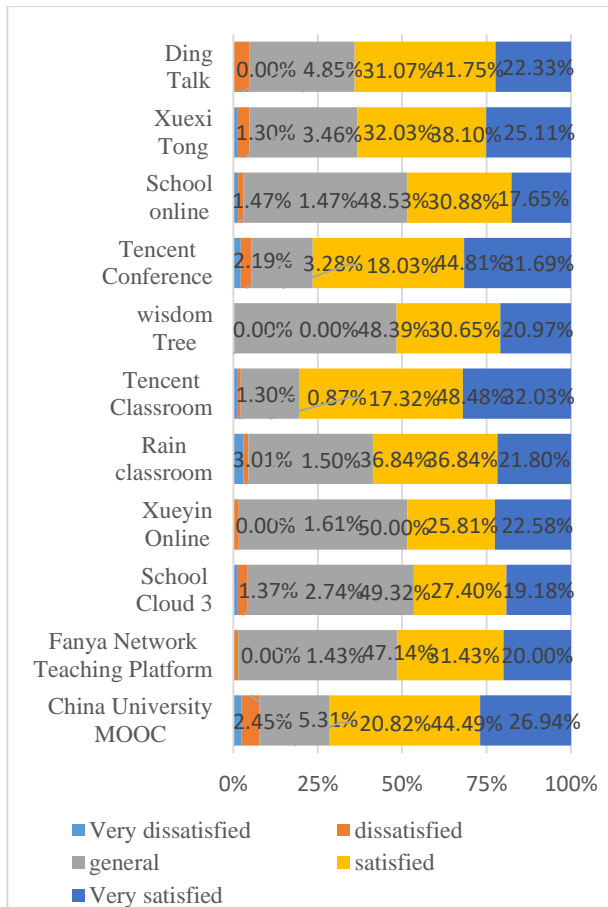


Figure 5 Satisfaction survey of online learning platform

#### 4.1.3 Online teaching tools and resources

Online learning during the epidemic, learning tools are indispensable. According to the survey results of the devices most frequently used by students, mobile phones are the most commonly used devices for students' online learning, accounting for 89.11%. With the development of smart phones, mobile phones are no longer just a communication tool, it has become an indispensable part of our lives. From traditional telephone communication, to today's instant messaging such as QQ and WeChat, online payment, and obtaining news and information can all be done with the help of mobile phones. Nowadays, many online education platforms can be downloaded and used on mobile phones, which are more compact and convenient than computers. Online learning with mobile phones is accompanied by a huge consumption of traffic, which brings considerable financial pressure to students. The survey of students' residence during the epidemic period found that 22.96% of students lived in rural areas during the epidemic period. As shown in Figure 6, when investigating the factors affecting the learning effect, 10.12% of students believed that the traffic of using mobile phones for online learning is too large and financially unbearable. There are 8.56% of students who

say they do not have equipment for online learning, whose all affects the effect of students' online learning.

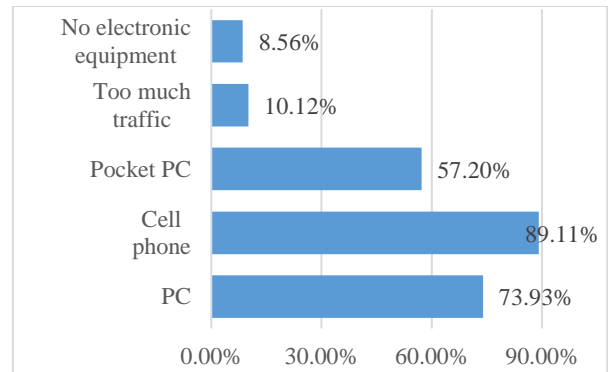


Figure 6 Learning equipment and impact survey results

#### 4.2 Cannot real-time interaction and communication between teachers and students

In face-to-face teaching, teachers and students are in the same space. Teachers can see the real-time reaction and mental outlook of students while teaching, and adjust their teaching behaviors according to their changes<sup>[7]</sup>. The separation of time and space in online teaching leads to a break between the teaching process and the learning process. In addition, in the school learning process, teachers and the class collectively establish a community, which can effectively overcome the loneliness of students studying alone at home, help students find a sense of belonging, and enhance learning motivation and enthusiasm<sup>[8]</sup>. As shown in Figure 7, 55.64% of students believe that "the lack of face-to-face communication with teachers and classmates in online classrooms" affects the learning effect, and 61.87% of students believe that "online learning lacks the learning atmosphere of studying with classmates". Regarding offline classrooms, 67.70% of students believe that "in traditional offline classrooms, you can communicate with teachers in a timely manner", and 73.54% of students believe that "you will not feel lonely when with more classmates are studying and communicating together", 72.37% of students believe that in offline classrooms, "teachers can adjust classroom content in time according to classroom responses, which is conducive to concentration and improving learning efficiency."

In offline classrooms, students can communicate face-to-face with teachers for difficult questions. According to the survey, during online learning, only 12.45% of students will choose to communicate with teachers for questions that are still unclear after class, as shown in figure 7. For difficult problems, communicating with teachers is obviously more accurate than the knowledge gained by searching online and discussing with classmates, and solving problems is more efficient. The implementation of online teaching has caused this advantage to be greatly reduced, which is also the biggest problem of online teaching.

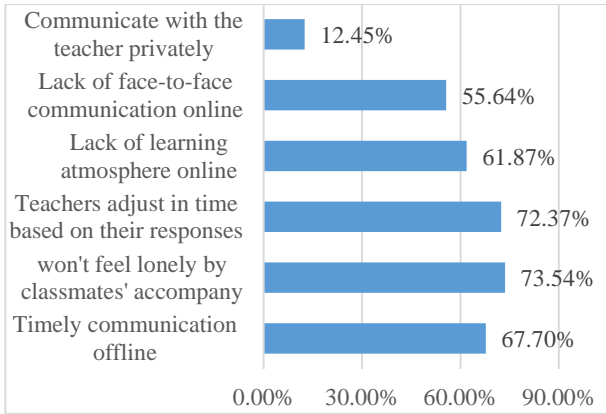


Figure 7 Survey results of characteristics of online and offline classrooms

### 4.3 The Organization and Management of Online Teaching

In the online teaching mode, students and teachers directly face the computer or network terminal. The teaching and learning of students and teachers no longer have the synchronization of traditional classroom teaching, which greatly affects the leading role of teachers and monitor students' learning, which not conducive to the management and organization of teaching and the control of the teaching process<sup>[9]</sup>. In response to this impact, the questionnaire set up some questions was investigated. As shown in Figure 8, 22.96% of students were unable to enter the learning state well, and the level of investment in online teaching was "depending on the situation" or "occasionally serious", 21.01% of students lack self-control in online learning. In the students' subconscious, the offline classroom is the place of study, and the home is a place to rest and entertain. Even if you study online, it is difficult for students who are weak in self-control and lack of self-inspiration to concentrate on their studies.

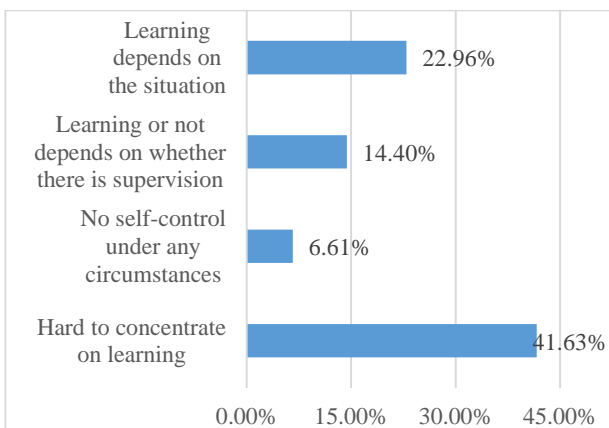


Figure 8 Survey results of students' concentration and self-control

According to investigations, most education platforms currently do not have a monitoring management module. Teachers can only learn about

students' learning progress through students' classroom discussions and questions, and learn about students' mastery through homework. For students who seldom participate in class discussions and are not used to asking questions, if they do less homework after class, teacher have no way of understanding his learning situation. With the continuous development of online education, if online education platforms are unable to collect, transmit and process teaching feedback information through computer network technology, and cannot help teachers grasp the online learning records of students, teachers will not be able to monitor and control students' learning in real time like in offline classrooms and cannot provide personalized learning guidance according to each student's real-time learning situation. Online teaching requires not only a good system, but also a certain amount of supervision, so that education and learning can be better.

### 4.4 Cannot implement case teaching well

Case teaching is based on case, student-centered, through simulating or reproducing the actual situation, closely combining theory and practice, organizing students to discuss, guiding students to discover, analyze and solve problems, so as to be inspired, form opinions, A way of teaching to improve ability. Strengthening case teaching in teaching can actively promote teaching reform, strengthen the practical ability of training professional degree postgraduate students, and effectively promote the organic integration of teaching and practice, which is of great significance to promoting the reform of professional degree postgraduate training mode. During the "fighting against the epidemic", the smoothness and completion quality of case studies are facing huge challenges<sup>[10]</sup>. This questionnaire investigates the implementation of online case teaching. The results show that 90.66% of the online courses use case teaching. For the cases arranged by the teacher before class, 72.76% of the students are able to read and prepare the information carefully, as shown in Figure 9. This shows that despite the inconveniences of online teaching, students still face it with a positive attitude and still have a thirst for knowledge.

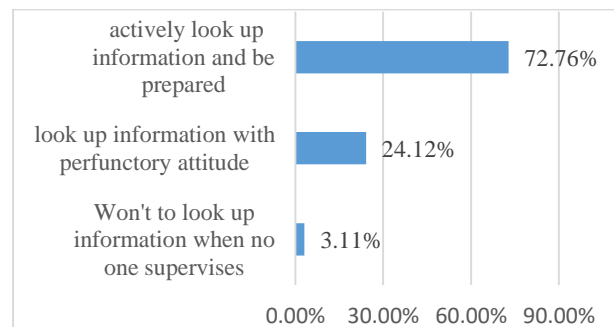


Figure 9 Survey results of the learning situation of case teaching

However, case teaching has not received very good results, 36.58% of the students said the effect of case teaching was general. For a long time, case discussion has been an important part of case teaching and the key to the success of case teaching. In offline classrooms, teachers can play multiple roles such as experts and moderators in the discussion session, motivating students to conduct in-depth analysis, helping students extract key points of the case, and providing students with necessary feedback and guidance. However, due to the epidemic, case teaching has become online, and the guiding role of teachers has been weakened. Unguided free discussions are prone to appear. This will lead to a lack of breadth and depth in case learning. Moreover, when discussing cases on the Internet, students pay more attention to whether the teacher pays attention to themselves when interacting with teachers, and do not pay attention to the content of the case itself. In addition to the large number of online learning, the psychological needs and intrinsic motivations of students are complex and changeable, it is difficult for teachers to capture the learner's psychological changes and cannot be guided in a timely manner. As shown in Figure 10, in the respondents' ranking of factors affecting online case teaching, "the overall discussion process and student participation" ranks first, which is the most important factor affecting online case teaching.[ The average comprehensive score of each option =  $(\sum \text{frequency} \times \text{weight}) / \text{number of people filled in this question}$ . There are 5 options in this question. The weight in the first position is 5, and the following positions are 4, 3, 2, and 1]

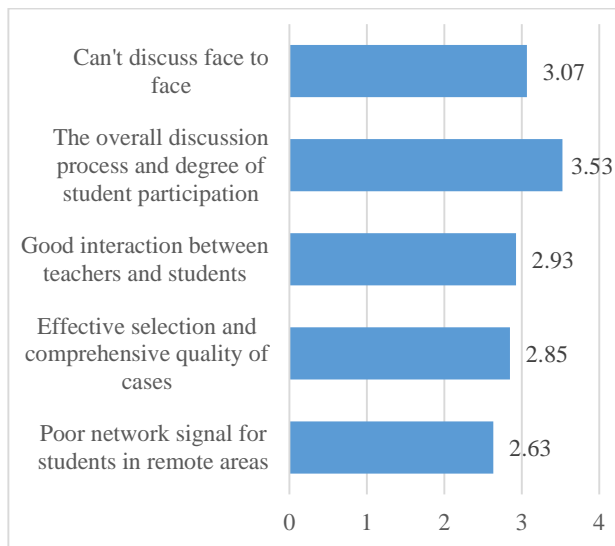


Figure 10 Ranking results of factors affecting online case teaching

In the evaluation of the shortcomings of online case teaching, as shown in Figure 11, 49.03% of the students think that online case teaching is "poor in timeliness, and cannot receive timely feedback when communicating with teachers and classmates." 56.42% of students believe that "teachers cannot be timely Guidance, case

teaching has become a unilateral one-man show for students," and 42.80% of the students "the imperfect establishment of online discussion areas and lack of management have resulted in students not accustomed to using the discussion area to express their opinions." These three aspects all involve online Case discussion in case teaching and online teaching methods weaken the case discussion, which will have an impact on the effective implementation of case effects. As the results shows, 36.19% of the students believe that "the effect of online case teaching cannot be fully realized."

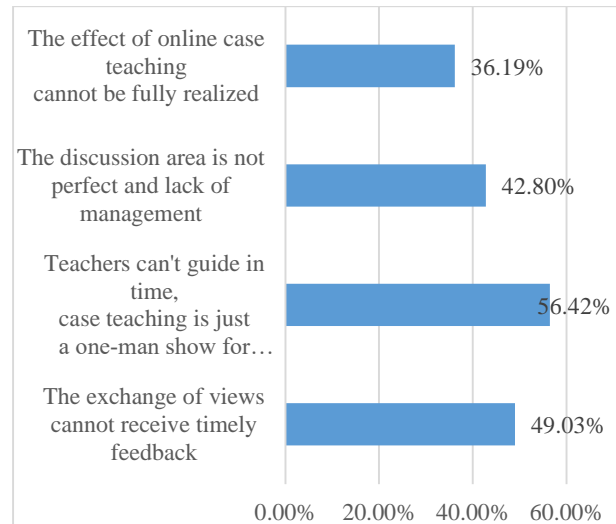


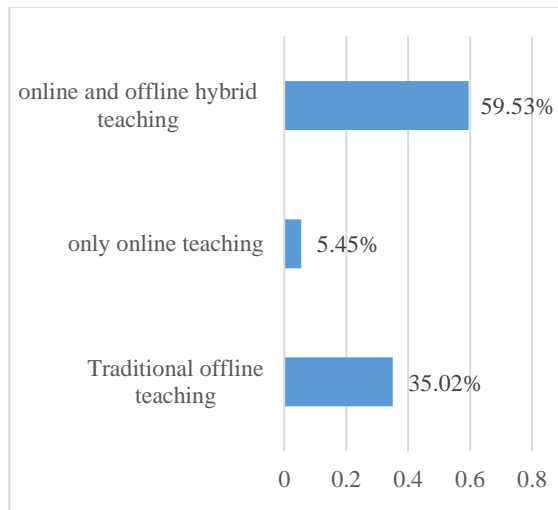
Figure 11 Survey results of the shortcomings of online case teaching

## 5. THOUGHTS AND SUGGESTIONS AFTER ONLINE TEACHING

The epidemic has stimulated the vitality of online education and promoted the reform of teaching and management methods, evaluation and learning methods. The impact of online education on traditional education has promoted the innovation of education and teaching and school organization, which is conducive to the creation of new forms of education services. As time goes by, online education forms, O2O hybrid education forms, and traditional education forms will show a coordinated development trend, online education forms and O2O hybrid education forms will be more favored by teachers and students. This questionnaire also provides the teaching methods that students are most willing to accept after returning to school. Nearly 60% (Figure 12) of the students believe that online and offline hybrid teaching is their most willing teaching method.

The so-called online and offline hybrid teaching refers to students as the main body and teachers as the guidance. In this mode, online teaching is not an aid or icing on the cake for the entire teaching activity, but an essential part of the teaching activity, including pre-class guidance, detailed explanation of knowledge points, after-class homework, and expansion. Offline teaching is

not a copy of traditional classroom teaching activities, but more in-depth teaching activities based on the previous online learning results.



**Figure 12** Survey results of expected teaching methods after returning to school

Online teaching has always been the teaching model advocated by education informatization, because the epidemic was pushed to the forefront in advance. Then after returning to school, we must think about how to complement the advantages of online courses and traditional teaching to achieve better teaching results, which puts forward new requirements for our MPAcc education.

## 5.1 School aspect

### 5.1.1 Construction of Online Course Resource Platform

Regarding the online course platform, it is necessary to make full use of the existing platform resources, further integrate and improve the existing high-quality course resources, and independently develop high-quality online courses with school characteristics, so that online courses can effectively supplement traditional courses<sup>[11]</sup>. In the process, we must focus on the cultivation of students' abilities and improve the quality of talent training. As for the evaluation method of online courses, it is necessary to pay attention to the "process" of students' learning, or to recognize the various efforts of students in the form of credits, and to improve students' enthusiasm for participating in online courses.

In addition to being equipped with good hardware facilities, the school should pay more attention to the maintenance of the back-end server, strengthen management, troubleshoot in time, and reduce the failure rate of the server; strictly implement the course access system and conduct regular inspections of the course content in the library to maintain information security and prevent infiltration and dissemination of bad information.

Schools can be equipped with specialized technical personnel to assist in the establishment of a dedicated online learning service center to provide comprehensive technical support and timely resolve technical failures encountered in the online education process.

### 5.1.2 System standard construction

The establishment of system standards for online and offline hybrid teaching can be divided into a supervision system and an incentive system. Regarding the supervision system, to supervise teachers' online and offline teaching activities, the supervision system and the student evaluation system can continue to be used to supervise the production quality of teachers' video resources and the quality of offline classroom lectures.

Regarding the incentive system, online and offline hybrid teaching will increase the workload of school departments, especially teachers. Therefore, it is necessary to provide effective incentives to teachers and encourage teachers to actively and voluntarily participate in it. For example, increase the workload coefficient of online and offline hybrid teaching courses, so that teachers can get more if they pay more; secondly, at the beginning of the reform, a part of additional funding can be provided for online and offline hybrid teaching, which can be used in courseware video production, technology update and other aspects to provide more adequate resources<sup>[12]</sup>. Finally, teachers can be given more opportunities to go out to participate in training and learning, and introduce some new ideas and perspectives for the development of the school.

## 5.2 Teacher aspect

### 5.2.1 The change of teacher's role

Online teaching and traditional classroom teaching cooperate with each other, and teachers' teaching concepts also need to change. Teachers should also transform from a single knowledge imparter to a "commander and guide" for students' learning and a "planner and innovator" for the curriculum<sup>[13]</sup>. Online teaching requires teachers not only to speak better, but also to focus on how to make students move, do, and discuss. Teachers should transform from unilateral instillation of knowledge to students' personalized learning consultants and the guiders of teaching interactions, and from knowledge authority to the person who push high-quality educational resources, and knowledge reconfigurators with a sense of sharing.

In online teaching, teachers organize students to conduct online theme discussions, course Q&A, homework reports and other teaching activities, regardless of time and place, and teaching is based on student activities. After returning to the offline traditional classroom, we will explain the difficult points in response

to the feedback information of the learning situation. In the past offline traditional classroom teaching, teachers can only take care of the majority of students and the teaching progress is low. Through online and offline hybrid teaching, teachers can become the guide of classroom teaching and the solver of difficult problems, which truly reflects the teaching philosophy of “student-oriented, teacher-assisted<sup>[14]</sup>.”

### 5.2.2 *The improvement of teachers' own abilities*

Online and offline hybrid teaching requires teachers to improve the production and design capabilities of online courses. For the production of online courses, teachers should fully examine the learning process of students, and according to the learning characteristics of students, think and prepare lessons more from the perspective of students. In view of the characteristics of online education, the curriculum content is redesigned, the technical advantages of online education are fully explored, online and offline hybrid teaching methods are innovated<sup>[15]</sup>, so that students have the best experience and harvest. When offline, we should also communicate with students face-to-face in connection with reality to achieve a perfect combination, that is, let students learn actively and achieve the purpose of deep learning.

### 5.2.3 *Multi-dimensional examination and evaluation mechanism*

In the traditional teaching environment, the evaluation method of students in universities teaching is relatively simple, mainly through classroom examinations and unified final tests. This evaluation method focuses on results and ignores the student's learning process. Under the online-online-offline hybrid teaching mode, the investigation of students' daily status is achieved through the online teaching platform to carry out quizzes, assignments, examinations, discussions and other teaching activities. At the same time, the background statistics function of the online teaching platform can automatically generate statistical results in real time. In the overall assessment of each semester, a mode of combining process evaluation and result evaluation is adopted, and the course scores are comprehensively evaluated by process evaluation and result evaluation<sup>[16]</sup>.

## 6. CONCLUSION

Corona Virus Disease has brought online teaching to the forefront in advance. Practice has proved that online teaching is an effective way to deal with traditional classroom teaching that cannot be achieved during the period of "fighting the epidemic", but effective safeguards and quality monitoring systems must be adopted to achieve the "homogenous equivalent" of online teaching quality and offline. Online and offline

teaching have their own merits. If you want to maximize the effects of education, you should fully combine the two, take the essence and discard the dregs. Let online education make up for the shortcomings of offline education time and space constraints, and offline education will analyze and test the learning results of online education. Implementing a teaching model that combines online and offline education can deliver knowledge to students more efficiently, improve students' abilities and teaching quality in all aspects, so that more comprehensive development talents will be cultivated.

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