

Research on the Construction of Guizhou Distance Education Teaching Team in the Post-epidemic Period

Taking Guizhou Open University as an Example

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ABSTRACT

Strengthening the construction of distance education teaching teams in the post-epidemic period is of great significance to improve teaching quality, promote the growth of the teaching team, and promote teaching reform and education development in the post-epidemic period. In response to the current problems in the Guizhou distance education teaching team, such as unclear team goals and insufficient cohesion, measures such as cultivating team culture, forming flexible and diverse team forms, improving teacher quality, and strengthening comprehensive management and assessment in the reform of the Guizhou Open University system can be adopted. Through research, this article also gains inspirations, for example, "high-tech needs high touch to be balanced", as well as the diversification of distance education teaching team structure models.

Keywords: *Post-epidemic period, Distance education, Team construction, High touch.*

1. INTRODUCTION

When it comes to the so-called post-epidemic period, Professor Wang Zhuli of Sun Yat-Sen University said in his article "How to Transform Education in the Post-epidemic Era" that, "It is not the situation where we originally imagined that the epidemic has completely disappeared and everything has returned to the same situation as before. It is an era when the epidemic fluctuates from time to time and may break out on a small scale at any time, returning from foreign countries and seasonal outbreaks, which may defer for a long time with a profound impact on all aspects".[1] Yu Guoming mentioned in "Regain Trust: The Difficulty, Construction and Key of Communication Governance in Post-epidemic Era" that the topic of concern in the post-epidemic era is "social development after the epidemic"[2]. The post-epidemic era refers to the era after the epidemic. The word "post" here not only means "after", but also means "confrontation or offsetting", which is an era that has changed after the epidemic and is different from before the epidemic. In short, it is the post-epidemic era that

has affected people's thinking, economy, culture, and educational consumption habits.

Distance education teaching team refers to the basic organizational form of team-based and innovative teaching in distance education. The team here is not limited to a single major or a certain course, but hopes to use the Guizhou Open University systematic reform as an opportunity to study a new path for systematic team construction.

2. SIGNIFICANCE OF STRENGTHENING GUIZHOU DISTANCE EDUCATION TEACHING TEAM CONSTRUCTION IN THE POST-EPIDEMIC PERIOD

The establishment and operation of a distance education teaching team is an important measure to enhance the professional level of teachers, cultivate the team of young and middle-aged teachers, and improve the quality of talent training, which has played an important role in promoting the construction of distance education majors and

disciplines, improving teachers' teaching level and teaching quality, and promoting the reform and innovation of distance education teaching and so on.

First of all, strengthening the construction of Guizhou distance education teaching team during the post-epidemic period can accelerate the improvement of distance education teaching quality. Strengthening the construction of distance education team, improving educational resources, strengthening offline communication, complementing online and offline teaching, improving teachers' teaching and scientific research capabilities, and jointly building high-quality shared resources are of great significance to promote the quality of distance education teaching and improve teachers' teaching service level. In addition, it is conducive to taking advantage of the system reform and construction of Guizhou Open University, taking the system structure as the backbone, forming a teaching team composed of experts inside and outside the system, and researching and developing related scientific research topics. It is also conducive to improving teachers' professional ability, helping teachers' professional title evaluation and research ability improvement. Finally, strengthening the construction of distance education teaching team is conducive to promoting teaching reform and education development in the post-epidemic period. During and after the epidemic, the State Council, the Ministry of Education and other departments have successively issued documents to guide the healthy development of online education and innovate the educational organization. Distance learning is in line with the development trend of the times. Strengthening the construction of distance education teaching team, promoting education fairness, improving education quality, and promoting education reform will bring great help to meet the requirements of society and the country for educational development, and meet the needs of science and technology and the development of the times.

3. THE STATUS QUO AND PROBLEMS OF THE TEACHING TEAM MODEL OF DISTANCE EDUCATION IN GUIZHOU

The development of distance education in Guizhou also has decades of history, and its team construction has a certain foundation. However, the

results have not been obvious. There are mainly the following problems:

The first is the lack of team cohesion and insufficient communication. In the past, the long-distance education teaching team of the Guizhou Radio & TV University system became a mere formality, lacking administrative supervision and relying solely on the teacher's sense of responsibility and subjective motivation, which was somewhat similar to the operation mode of the DOCC (Development of Occupation Communicative Competence) distributed collaborative course[3]. In actual operation, there was only a formality and the team cooperation was not effective, being short of team culture construction; team members had no sense of belonging, and there was insufficient teaching exchanges, let alone the team's tacit understanding and coordination.

The second is that the team's goals are not clear and the division of labor is not ambiguous. In the past, Guizhou Open University's teaching team construction was mostly adapted to the rigid regulations of the national open university. The common goals of the established teaching teams were often ambitious and long-term, lacking detailed target decomposition and work ledgers, the division of labor was not clear, and the phenomenon of prevarication and delay in team work affected the development of team work and the public image of the Guizhou distance education teaching team.

Finally, there is a lack of effective management and evaluation mechanisms. In the past, most of the teaching teams in the Guizhou Radio & TV University system formed teams, but failed to carry out effective team activities. The root cause was still not establishing a strong team management mechanism and examination and evaluation mechanism.

4. ANALYSIS OF THE ADVANTAGES OF DISTANCE EDUCATION TEAM CONSTRUCTION IN GUIZHOU IN THE POST-EPIDEMIC PERIOD

The arrival of the epidemic has not only focused the public's attention on the teaching model of distance education, but also created a broad space for the development of distance education. At present, the advantages of Guizhou distance

education teaching team construction are also obvious.

4.1 The Degree of Social Digitization Is Gradually Deepening and Distance Education Is Developing Towards Globalization

The COVID-19 epidemic in 2020 has brought a greater impact to the global economy, followed by long-term impacts on society, culture, politics, education and other aspects. The digitalization of society informatization has gradually deepened in the post-epidemic period, and distance education has developed towards globalization. The Party and the state have attached great importance to the construction of education informatization over the years, and the achievements of basic education informatization construction over the years have been outstanding, which have provided a solid foundation for distance education and distance education team construction in the post-epidemic period.

4.2 The Normalization of Epidemic Prevention and Control Boosts the Extension of Time and Space of Distance Education in Guizhou

The post-epidemic era has brought many challenges to education and teaching, and it is also an opportunity for the development of distance education. The importance of distance education is once again highlighted. More and more people have personally felt the importance of a community of shared destiny in which mankind shares weal and woe, cooperation and openness, and the importance of working together to fight the epidemic. It is necessary to grasp the strong advantages of Guizhou long-distance teaching and informatization development in the post-epidemic period, take advantage of the trend, and gradually form a system and network cooperation, so as to push the construction of distance education team to a new level.

4.3 Turbulent International Situation Accelerates the Development of Distance Education Team

The global pandemic of the COVID-19 epidemic will further aggravate the imbalance of the world economic order and further widen the gap between rich and poor globally.[4] Further

divergence of the world economy situation leading to a turbulent international situation will also become the norm. Educational cooperation and development are more shifted to the remote mode, helping the construction and research of distance education teaching team to develop in depth.

4.4 The School Running Advantages of the Open University System in the "Internet +" Environment

As the vanguard of distance education in Guizhou, the school running advantages of Guizhou Open University are mainly reflected in two aspects. On the one hand, there is the advantage of the system structure. On the other hand, there is the advantage of sharing resources. The three-level platform teaching model of the Guizhou Radio & TV University has been maintained for decades, and has made great contributions to the long-distance education cause of all provinces across the country. With the deepening of the digitalization of society informatization and the integration of the Internet and Convergence Media into all aspects of life, the Ministry of Education in 2020 approved the listing of open universities in all provinces across the country. Guizhou Open University uses the hierarchical school-running model of the Guizhou Radio & TV University system to build an efficient teaching team with a sound mechanism, reasonable organizational structure, coordinated operation, and tacit cooperation on this basis. In addition, against the background of "Internet +", the existing resource construction achievements and team construction experience of the national open university can be shared. These are the foundation and advantages of the construction of the Guizhou distance education teaching team.

5. CONSTRUCTION PATH OF GUIZHOU DISTANCE EDUCATION TEACHING TEAM IN THE POST-EPIDEMIC PERIOD

5.1 Determining the Educational Philosophy of Being "People-oriented" and Cultivating the Team Culture

Being "people-oriented" is the core of the Scientific Outlook on Development, and it expresses that "people" are the beginning and belonging of everything. The educational philosophy of being "people-oriented" includes two aspects. On the one hand, being "people-oriented"

refers to the original intention of serving students' education and the purpose of training talents of free and all-round development. On the other hand, being "people-oriented" also consists of being "teacher"-oriented, that is, teachers should be respected and cared by the country and society while shaping their own noble character and cultivating moral sentiments. In the post-epidemic era, distance education teaching team construction must be guided by the "people-oriented" education philosophy to establish a working atmosphere of unity and friendship, mutual help and mutual assistance, mutual respect, learning from each other, and orderly work, so as to cultivate a team culture of good tacit understanding. "From an emotional perspective, efforts should be made to create a harmonious working environment for teachers and encourage teachers to actively participate in the management of the course teaching team, and be able to complete the overall task and realize self-worth in team construction activities".[5]

5.2 Establishing a Collaborative Cooperation Among the Country, Society and Universities in the Post-epidemic Environment to Build a Distance Education Teaching Team

After the exploration and summary of the epidemic period, the country and the government's investment in distance education has once again been improved. Strengthening the construction of distance education teaching team needs to increase the government and the public's attention to distance education and distance education team construction. Educational authorities and schools should increase investment in publicity and research, support related research projects and topics, and give preferential treatment in terms of funds and policies. It is necessary to strengthen the outreach with colleges and universities and non-government schools, and the faculty of ordinary colleges and universities and social distance education institutions are also objects to be united and absorbed. In addition, industry pioneers and business leaders are social forces with huge potential. The country, colleges and universities and all sectors of society collaborate to build and develop a new path for the construction of distance education teaching teams.

5.3 Combining Teaching Needs to Form a Flexible and Diverse Team Form

5.3.1 Requirements for Team Members Under the "Education + Platform + System" Model

"Speaking of a distance education course with rich teaching resources, from construction to use to good results, in addition to teachers, media experts, technical production personnel, and support service personnel are also needed. Only in this way can it form a course teaching team that performs its duties and fully exerts its functions".[6] The first is the team leader or responsible teacher. Teachers in this role need to have strong organizational management and interpersonal coordination skills in addition to deep professional skills. In addition, the responsible teacher can be two people. One can be a teacher in the school, and the other needs to find excellent management and research talents in the company as a partner. Besides, in addition to professional teachers and corporate elites in the distance education teaching team, members of the distance education teaching team also need professional computer and media production staff. Technical personnel are an important part of the distance education teaching team, being responsible for solving network and media issues, including technical training for team members. What's more, teaching support services are the easiest part of team construction to be overlooked. In distance education, the more online teaching and research activities, the more intensive offline emotional support is needed. Finally, the distance education teaching team needs to set up special division of labor according to the needs of team construction, such as the post responsible for project construction, the post responsible for team expenditures, and the coordination and deployment of personnel and so on. Of course, the above division of labor and grouping are not completely separate, there are crossovers and overlaps, so that the team strength can be organically integrated, and the effect that "1 plus 1 is greater than 2" can be achieved.

5.3.2 Building a Reasonable Team Echelon Structure

The composition structure of the team members should be complete to form a staircase structure to ensure the motivation and vitality of the team, including the combination of old, middle and young

in the age structure, as well as the combination of junior, intermediate and senior professional titles in the title structure. It's necessary to provide a platform for teacher training and improvement. With advanced education and teaching concepts and "people-oriented" team cohesion, it becomes a possibility to cultivate outstanding teaching teams with outstanding teaching effects, strong scientific research capabilities, open vision, pioneering and innovative spirit, and adapting to the development of the times.

5.3.3 Flexible and Diverse Team Construction

In the full-scale outbreak of the COVID-19 in 2020, the Ministry of Education put forward the call of "suspending classes without suspending studies", and online educational private enterprises responded immediately. This has given people a lot of enlightenment. Incorporating corporate culture and modern technology into the education industry organically, corporate outsourcing may be a good development path. There are many outstanding talents in on-government schools who have in-depth thinking and research on teaching and learning in the Internet age, and it is also worth learning from teachers.

In addition, the school running advantages of Guizhou Open University system can be used to explore new models of team construction. It is possible to consider conducting a "contest for bidding" throughout the system. Teachers and teams with ability and creativity will participate in the "competitive bidding", and competition will be introduced and the able person will win. This not only injects vitality into the construction of distance education teaching team, but also provides a platform for personal development and quality improvement for distance educators across the province.

5.4 The Continuous Improvement of Training and Teaching Ability of Distance Education Teaching Team Members

Firstly, it's needed to strengthen the construction of the distance education teaching team, strengthen the effective operation of the teaching team, improve the quality of team education, and guarantee the training and capacity improvement of the distance education teaching team members from the perspective of funds and policies. Secondly, it's

necessary to strengthen the team advantages and cooperate in the application of scientific research projects and topics at all levels. With academic leaders taking the lead, old teachers guiding new teachers, and teachers with high professional titles guiding teachers with low professional titles, it will gradually realize common progress, improve team quality, and enhance the overall scientific research strength of the entire team. Finally, Guizhou Open University increased its investment in distance education during the epidemic period, actively applied to higher education authorities for the right to appraise professional titles in the open education system, and implemented the training and promotion of distance education team members from a policy perspective.

5.5 Comprehensive Management and Assessment System Based on Big Data and Artificial Intelligence

In order to effectively carry out the work of the Guizhou distance education teaching team, comprehensively promote the construction of the national open university network teaching team, further integrate and optimize the teaching staff of the open education system, and make full use of the technological advantages of big data and artificial intelligence, Guizhou Open University has formulated the "Guizhou Open University Distance Teaching (Implementation) Team Construction Plan" and the "Guizhou Open University Distance Teaching (Implementation) Team Assessment Plan", so as to ensure the smooth development of the distance education teaching team from the system, promote the reform and innovation of distance education teaching model, effectively implement the teaching process, improve teaching quality, and standardize the assessment of distance teaching teams.

6. ENLIGHTENMENT FROM THE RESEARCH ON THE CONSTRUCTION OF DISTANCE EDUCATION TEACHING TEAM IN THE POST-EPIDEMIC PERIOD

6.1 High-tech Needs High Touch To Be Balanced in the Post-epidemic Period

American futurist John Naisbitt said in his book "Megatrends — Ten New Directions Transforming Our Lives": High-tech requires a high emotional balance. Naisbitt used "high touch" to express the

latest popular opinions, that is, the more advanced technology is, the more intimate interpersonal relationships are needed to maintain and balance with it. This ironic theory, however, is the result of in-depth research. This is an emotional expression of the "people-oriented" educational concept in the context of the high-tech era. After all, education is not simply information transmission and copying and recording. It is the education of people and an important form of interpersonal communication. The construction of distance education teaching team and the construction of a good team culture require online and offline integration, including the overall planning of courses, teaching materials, teaching, examinations, enrollment, evaluation, management and other education and teaching links. Distance education has a leap in educational methods compared with traditional education, but the concept of education has not changed. The essence of strengthening moral education and cultivating people has not changed. Continuous enlightenment and education of people is also one of the development directions of future continuing education and life-long education.

6.2 The Distance Education Teaching Team Structure Model Is Diversified in the Context of Post-epidemic Situation

In the context of the normalization of epidemic prevention and control, this should be the highlight of distance education. However, it is also pushing back distance education to accelerate the pace of reform and development. The construction of distance education teaching team should increase the intensity of reform and innovation. The teaching team model of diverse models, flexible structure, theoretical and practical innovation is an important task of distance education. For example, the team's structural innovation, the integration of resource construction, the aforementioned joint construction of distance education teaching teams with private enterprises, or the management services or technical support of private enterprises through equity participation, holdings, or purchases, these are the problems that must be faced in the development of distance education teaching teams. They must take the initiative to meet the challenges of the times in order to help teachers grow under the new normal of online and offline integration, innovate the teaching and research of Internet disciplines, strengthen team strength, and improve the quality of distance education and teaching.

7. CONCLUSION

In summary, the arrival of the post-epidemic era is not only a predicament and challenge, but also an opportunity and innovation for the construction and development of Guizhou Open University. Strengthening the construction of Guizhou distance education teaching team can accelerate the improvement of distance education teaching quality, improve teachers' professional ability, and help teachers' professional title evaluation and improvement of scientific research capabilities, thereby promoting teaching reform and educational development in the post-epidemic period, being in line with the needs of science and technology and the development of the times. Guizhou distance education teaching team construction should change the problems of unclear team goals and insufficient cohesion in the past, make full use of the normalization of epidemic prevention and control to promote the extension of time and space of Guizhou distance teaching, the deepening of social digitization, and the experience of open university system in the "Internet +" environment, etc., and cultivate team culture, organize flexible and diverse team forms, improve teacher quality, and strengthen comprehensive management and assessment and so on to improve the quality of team construction through the system reform in Guizhou Open University. Research inspirations, for example, "high-tech needs high touch to be balanced", have also opened up a new way of thinking for the development of distance education in Guizhou in the future.

AUTHORS' CONTRIBUTIONS

Wei Chen has proposed research topics, designed research plans, designed the thesis framework, drafted the thesis; and Tiantian Tang has collected data, sorted out the literature, and implemented the research process.

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