

Discussion on Ways to Optimize Online Teaching in Higher Vocational Colleges Under the Background of Epidemic Prevention and Control

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Abstract: During the epidemic, in order to meet the needs of epidemic prevention and control, the main method of teaching in higher vocational colleges is online teaching. This article aims to analyze the current problems of online teaching in higher vocational colleges, and discuss its optimization methods to improve the classroom efficiency of online teaching.

Keywords: Epidemic Prevention and Control; Vocational Colleges; Online Teaching; Optimization Methods

At the beginning of 2020, the epidemic broke out. Due to its highly infectious characteristics, it not only has a great impact on people's production and life, but also seriously affects normal education. In order to reduce the impact of the epidemic on education, the Ministry of Education clearly stated in the "Guiding Opinions on Doing a Good Job in the Organization and Management of Online Courses in General Colleges and Universities during the Epidemic" that major universities should actively organize online teaching. Suspension of classes without suspending school". In response to this call, major colleges and universities are actively developing online classes. After the epidemic was brought under control, investigation and analysis during this period promoted the integration of online classrooms and traditional classrooms, which was conducive to the improvement of teaching quality; on the other hand, there were many problems that affected the effectiveness of classroom teaching. Based on this, it is of great significance to analyze the problems of online teaching in higher vocational colleges in the context of epidemic prevention and control, and to explore ways to optimize them.

1. The current problems of online teaching in higher vocational colleges

With the rapid development of economic globalization, while bringing us development opportunities, it also brings huge challenges, that is, the competition between countries is becoming more and more fierce. In essence, the competition between countries is a competition between talents and talents, and the cultivation of talents lies in education. As can be seen from the above, online teaching is the main and necessary means to ensure the normal development of education during the epidemic prevention and control period. However, there are a series of problems in online teaching, which greatly affect the quality of teaching. The specific issues are as follows.

1.1 The selection of online teaching platform is difficult

Although large-scale online teaching emerged under the influence of the epidemic this year, there are currently many online teaching platforms. As early as 2012, three major MOOC platforms have been established, namely coursera, Audacity and edX. At the same time, the choice of teaching platform has certain principles. Generally speaking, when choosing a teaching platform, one should choose the appropriate platform according to the characteristics of the course itself, and the other

should consider whether the server at the background of the platform can carry a larger amount of course content storage and more student data access. In addition, the transition of higher vocational colleges from offline to online is an emergency, and the lack of experience in the selection of online teaching platforms makes the selection very difficult, which affects the normal progress of online teaching.

1.2 Online teaching management is difficult

Since most vocational colleges started online teaching only because of the sudden outbreak of the epidemic, their online teaching management experience was seriously insufficient, which made the management of online teaching more difficult, and ultimately affected the normal teaching plan. For example, during the epidemic, the number of visits to some online teaching platforms was several times that of usual, causing frequent server failures, which led to various situations during the online teaching process, especially frequent jams. In the face of this situation, higher vocational colleges did not formulate effective plans, and only relied on the maintenance of the platform operator, which greatly affected the normal development of teaching work.

1.3 The teaching quality of online teaching is difficult to guarantee

Compared with traditional classrooms, online classrooms need to spend more time preparing lessons, especially for old professors who are not skilled in modern teaching methods, the preparation time will even double, which greatly increases the teacher's work the amount. At the same time, online teaching puts forward higher requirements for students' autonomous learning. Students must not only do a good preparation before class, but also do a good review after class. Most of the students lack the consciousness of learning. In addition, the lack of communication between teachers and students in online teaching makes it difficult to guarantee the quality of online teaching, which greatly affects the quality of education.

2. Ways to optimize online teaching in higher vocational colleges

Education is the foundation of a country. From the above, in the context of epidemic prevention and control, online teaching is an important way to ensure the normal development of education. In addition, there are a series of problems in online teaching, so higher vocational colleges must adopt effective strategies to optimize online teaching. In view of the problems mentioned above, the optimization methods are as follows:

2.1 Optimize online teaching platform

During the epidemic prevention and control period, if higher vocational colleges want to optimize online teaching and improve teaching quality, they must adopt effective strategies to optimize online teaching platforms. To achieve this, firstly, higher vocational colleges should select a suitable platform according to the characteristics of the subject and formulate corresponding selection criteria. At the same time, a team was formed to conduct detailed internal tests on the various alternative platforms. In addition, the convenience of students, teachers and platform administrators should also be considered when choosing an online platform. Secondly, higher vocational colleges should also choose an online teaching platform that can support more course content storage and student data access, and continue to expand the capacity to solve problems such as online teaching jams.

2.2 Combining traditional classroom and online teaching organically

During the epidemic prevention and control period, if higher vocational colleges want to optimize online teaching and improve teaching quality, they must also adopt effective strategies to organically combine traditional classrooms with online teaching. To achieve this, teachers in higher vocational colleges can carry out flexible teaching design according to the content of the course. For example, teachers in higher vocational colleges can use online teaching modes such as "flipped classroom", that is, teachers in higher vocational colleges first send teaching materials to students, and students complete some homework or online tests after reading them. After the homework or online test is completed Then return to the traditional classroom, and conduct course discussions under the premise of teacher-led. Such online teaching can not only stimulate students' interest in learning, but also guide students to open up their minds, which is conducive to the improvement of online teaching classroom efficiency.

2.3 Constructing and improving the online course teaching quality monitoring system

During the epidemic prevention and control period, if higher vocational colleges want to optimize online teaching and improve teaching quality, they must also adopt effective strategies to construct and improve the online course teaching quality monitoring system. To do this well, firstly, higher vocational colleges can build an independent quality assurance system for online courses, and set up a three-level course quality assurance organization to conduct a full range of pre, during and after the student learning effect, teacher teaching quality and course resources monitor. Secondly, higher vocational colleges can implement the “8-character spiral online course independent quality assurance mechanism. In addition, higher vocational colleges should also speed up the construction of campus informatization to facilitate the construction of an informatized online course teaching and management platform. Finally, Gao Vocational colleges should also establish and improve the management and incentive mechanism for online teaching quality, which can include quality results at all levels, personal performance assessment, and the development of teachers’ careers, lecture remuneration, and job title evaluation. Conducive to the improvement of teaching quality, on the other hand, it is also conducive to the construction of high-quality teaching staff.

2.4 Cultivate a high-quality teaching staff

During the epidemic prevention and control period, if higher vocational colleges want to optimize online teaching and improve teaching quality, they should also train a high-quality teaching staff. Although the current teaching principles advocate “students as the main body”, teachers still play an indispensable guiding role. Therefore, higher vocational colleges must adopt effective strategies and keep pace with the times to cultivate a high-quality teaching staff. For example, higher vocational colleges can carry out online teaching technology training as much as possible, so as to continuously improve teachers’ information literacy and online teaching ability, so as to facilitate the smooth progress of online teaching, which is conducive to the improvement of teaching quality. At the same time, it can be seen from the above that higher vocational colleges should also construct and improve the corresponding reward and punishment system to improve the enthusiasm of teachers.

3. Conclusion

In summary, with the rapid development of Internet information technology, especially the development of the fifth generation wireless systems (5G), online teaching has become an inevitable development in the education field. At the same time, from the current point of view, the epidemic may exist for a relatively long period of time. Therefore, higher vocational colleges must analyze the problems of online teaching in real time and explore ways to optimize them so as to continuously improve the quality of teaching and cultivate high-quality talents for the country.

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