

Analysis on the Problems and Countermeasures of Online Education and Teaching in Colleges and Universities in the Post-epidemic Period

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Abstract: The outbreak of the new crown epidemic has caused the stagnation of offline teaching, and the popularity of online teaching has doubled. With the effective control of the epidemic, major colleges and universities have begun to open classes, offline education and teaching are in a state of restart, and the popularity of online education has decreased. Effectively improving the shortcomings of online education and teaching, allowing it to continue to give full play to its advantages in the post-epidemic period, and realizing the organic combination of online and offline teaching has become a topic for every college educator to think about. This article focuses on issues related to online education and teaching in colleges and universities in the post-epidemic period.

Keywords: Post-epidemic Period; Colleges and Universities; Online Education and Teaching; Existing Problems; Countermeasures

The product of the “Internet +” era of online education and teaching has the advantages of convenience and efficiency, and has achieved rapid development. During the outbreak of the new crown epidemic, in order not to affect education and teaching, major colleges and universities responded to the call of the Ministry of Education to “suspend classes and keep teaching” and adopted online education and teaching methods to ensure the smooth progress of education. During the post-epidemic period, schools began to return to normal. However, it should not directly abandon the online teaching model, but should give full play to its advantages to assist colleges and universities in order to conduct offline teaching.

1. Advantages of online education and teaching

During the new crown epidemic, more than 90% of domestic colleges and universities actively carried out online education and teaching activities in order to maintain normal teaching order. More than 1 million college teachers opened about 1.08 million online courses, and more than 20 million college students participated in online education. Course learning. Practice has proved that online teaching effectively enhances the teaching informatization ability of college teachers, changes the limitations of traditional teaching space, and realizes the teaching style in which all students sit in the front row. Students have an independent space and are no longer disturbed by the outside world, and attendance is more convenient and efficient. Secondly, various online teaching platforms can grasp students’ learning behavior, learning process, and learning quality in real time, and can simultaneously analyze students’ learning conditions. In addition, the recording, on-demand, and replay functions of the online teaching platform provide students

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with playback functions. In addition, online teaching resources can realize inter-school activities and exchanges, and realize the real-time sharing of high-quality educational resources of famous universities such as Tsinghua University and Peking University.

2. Problems in online education and teaching

First, students lack learning interest and enthusiasm. Students' learning interest and attitude have a greater impact on the effect of online teaching. Students teaching online at home lack the management and supervision of teachers, and they need to have strong self-management ability, restraint ability, and learning ability. However, judging from many teaching practices, most students lack learning enthusiasm and initiative, are late for class, read novels, scan videos, sleep in class, perfunctory assignments, and even ignore the assignments assigned by teachers. The main reason is that students lack self-discipline and self-learning consciousness. Secondly, most teachers use a flat and straight forward explanation mode for online teaching. The format is single and boring, and there is little teacher-student communication, which can easily arouse students' boredom and resistance, thereby reducing the effectiveness of online teaching.

Second, teachers lack strong informatization teaching ability and rich teaching experience. Higher education is difficult, and many important and difficult knowledge needs to be explained in detail by teachers. In the post-epidemic period, higher education has higher requirements for teachers' online teaching capabilities. However, most teachers, especially the older ones, are not familiar with, inoperable, or even resistant to online teaching platforms. Informatized learning and teaching capabilities are relatively poor, and they simply copy classroom teaching content and explanations directly to online teaching platforms will not update their online teaching resources in a timely manner, which seriously reduces the efficiency and quality of online teaching.

Third, there is a lack of comprehensive online teaching resources and platforms. Affected by the new crown epidemic, the number, scale, and suddenness of online education and teaching students in universities, middle and primary schools across the country have been unprecedented, making online education software equipment, network infrastructure, etc., not fully prepared in time, and the smooth progress of online education and teaching activities depends to a large extent on the network server. Because the number of students that can be supported by servers and online platforms is limited, if it is necessary to improve the affordability, improvements and improvements are needed. During the epidemic, online teaching often has problems such as server crashes and disconnections, resulting in poor teaching for teachers and students, and learning experience. Second, the online teaching platform has major drawbacks. For example, the courses of science and engineering such as chemistry and physics are more practical. Many knowledge points cannot be explained through language. Experiments and training are needed for verification. However, the online platform. It is difficult to complete the practical training operation, which reduces the teaching effect to a certain extent. Furthermore, in the Internet era, many information and data have a short update cycle, but it is difficult to update the latest knowledge in many online teaching resources in the first time, which also affects the effectiveness of teaching.

3. Specific countermeasures for online education and teaching in colleges and universities in the post-epidemic period

3.1 Establish a modern wisdom education concept

In the post-epidemic period, when colleges and universities use online education and teaching models, teachers should focus on establishing modern wisdom education concepts, improve students' awareness of independent learning and self-discipline, respect students' status as the main body of teaching, and actively adopt independent thinking learning, group cooperative inquiry, and teacher-student interaction. And other teaching methods to mobilize students' learning enthusiasm and initiative. Secondly, as a teacher, you should use your spare time to understand the students' learning status, learning ability and habits, etc. Before conducting online teaching, make a teaching plan based on the actual situation of the students and the online course teaching schedule, so that students can follow the teaching plan. Come and complete the learning tasks step by step. Furthermore, it pays attention to enriching learning methods, and actively provides materials such as electronic courseware, micro-class videos, virtual simulation experiments, national quality courses, etc., so that students can choose appropriate learning materials based on their own learning progress and learning needs, and then they can learn specifically and fully. While stimulating students' interest and enthusiasm for

learning, it can also improve learning efficiency and level.

On the other hand, it is necessary to strengthen the management of students, and guide teachers and students to collide with the sparks of thinking through teacher-student interaction and student cooperation. For example, use classroom reporting as an important assessment indicator to improve students' participation in classroom learning and the initiative of autonomous learning after class. As a teacher, you should correctly recognize the importance of cultivating the awareness and ability of independent learning, guide students to actively participate in online classroom learning and interaction, cultivate good learning habits, ensure attendance, and improve teaching quality.

3.2 Improve teachers' online teaching ability

The development of online teaching activities is a big test for teachers' informatization ability. As college teachers, they should consciously enhance their sense of responsibility and mission, keep pace with the times, and strive to adapt to the new teaching environment through multiple channels. To improve their online teaching ability and level. First of all, take the initiative to participate in various teaching trainings, use the virtual simulation experimental teaching platform to understand the differences in online and offline teaching in time, be able to operate various online teaching platforms proficiently, and create your own teaching mode according to the characteristics of the curriculum and its own teaching characteristics. Exploit online teaching resources and continuously optimize teaching resources and teaching models. Secondly, it is necessary to actively use subject information technology resources to carry out curriculum design, set up a learning platform and then introduce problems, control the curriculum rhythm according to curriculum resources, cognitive tools, etc., and then stimulate students' cognitive motivation, and finally complete the course teaching with high quality.

3.3 Integrating curriculum teaching resources

Colleges and universities should pay attention to grasping the teaching resources and needs of their own courses, and the same disciplines between schools should pay attention to the realization of resource sharing to better integrate high-quality course resources, and choose to open free courses. Based on the university entity, build a complete physical institution mechanism and a hybrid virtual education resource community that breaks through the limitations of time and space, and then provide students with a complete and high-quality learning backing. Secondly, university educators should strengthen interaction and communication, and jointly study and solve the key and difficult problems of education and teaching.

4. Conclusion

To sum up, online education and teaching in colleges and universities in the post-epidemic period is crucial, and it can overcome the shortcomings of insufficient flexibility of offline education and strong limitations of educational resources. Colleges and universities should correctly recognize the advantages of online education, discover and solve problems in online education and teaching in a timely manner, and focus on establishing modern wisdom education concepts, improving teachers' online teaching capabilities, integrating curriculum teaching resources, and improving online teaching platforms, etc. Ways to give full play to the role of online teaching, and then to achieve a seamless connection between online and offline teaching, complementary advantages, and effectively guarantee the quality and level of higher education.

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