

Research on the Realistic Predicament and Influencing Factors of Online Teaching Discussion in Colleges and Universities

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Abstract : With the rapid development and wide application of information technology, a change is taking place in the field of education. Many schools are actively developing digital campus and transforming school education into online education. By analyzing the current development of online teaching discussion area, this paper makes qualitative attribution analysis on the influencing factors of low interactive level, low quality of discussion posts, low quality of discussion posts, no replies to questions, and poor use of the platform.

Keywords : Online Teaching; Dilemma; Discussion Area

With the development of information technology, the traditional classroom teaching model cannot meet the learning needs of learners. At present, online teaching has been widely used in major colleges and universities all over the country. Especially during the period of postponing the beginning of the new crown pneumonia epidemic, the Ministry of Education specially releases the call of “suspending classes without suspension” through the network platform to complete the teaching work in the form of “suspending classes without suspension”. This paper investigates the data of mixed teaching discussion area of basic courses of P. E. Speciality, and conducts in-depth interviews with the students who participate in the online discussion.

1. Practical issues discussed in online teaching

1.1 Questions on online discussion

In terms of constituent elements, online discussion involves teachers, students and online discussion platform; In terms of organizational form, teachers organize students to discuss course content through online discussion platform. There are many online discussion platforms, such as nail, QQ group, WeChat group, there are other companies to develop online training and online discussion platform. The main form of online discussion is around the course content, teachers and students to text, voice, pictures in the form of their views, opinions, evaluations, questions and questions. In the online discussion, teachers are mainly responsible for creating topic discussion, asking questions, organizing students to participate in the online discussion, and so on. At present, some online discussion platforms set up scores to motivate students to participate in the discussion, that is, count the number of languages, language length, teachers like students. Increase the corresponding points. In the online discussion, the teacher can also determine if the student can see how the other students are speaking. With the help of literature review, questionnaires, interviews and other means, analysis of the problems in online discussion, analysis framework as shown in 1.

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Figure 1. Online discussion problem analysis framework

Discuss problems online		
Teacher's Angle	Student perspective	Platform Angle
The way of teacher evaluation supported by the platform is not convenient and reasonable	Blindly copying other people's ideas for the sole purpose of increasing integrals	It is not closely combined with the course content and is not convenient for teachers and students to use

1.2 Teacher-centric issues

Especially, when teachers decide the topic or question of online discussion, if they want to put forward questions to the knowledge points on the specific page of the course, they need to upload the picture of the online course program to the online discussion platform. In the process of expressing students' opinions and answering questions, it is difficult to master professional terms and formulas, which will reduce the efficiency and enthusiasm of students to participate in online discussions.

Another problem of the online discussion platform is the heated discussion. Due to the fact that the students release more and faster news, the platform appears the situation of continuous scrolling and brushing in order to display the latest news in time, which makes it difficult for students and teachers to read information effectively and weakens the teaching effect of the online discussion.

2. Online discussion of the reasons for the problems

2.1 Online discussion differs from traditional classroom discussion

The online discussion is very different from the traditional classroom discussion. In traditional classroom discussions, teachers can easily combine textbooks, lesson plans, exercises and other resources with textbooks, lesson plans, exercises, and so on. Students usually respond verbally. Teachers can respond quickly to some students by listening to their responses. In this process, teachers may rarely hear the students' responses.

2.2 Psychological reasons for blind scoring

Online learning platform, generally in the form of learning points for students to motivate and evaluate online learning. Each student's learning status can be recorded in real time. Students' participation in various learning activities is often expressed in the form of learning points. Moreover, there are students' learning points ranking in the class or major, and most students have the positive psychology of striving for more points. But there are also students who just wants to improve their grades quickly and don't prudent to copy present to copy other people's opinions when they see their answers in an online discussion. In this case, if teachers or platforms do not intervene, some students will be encouraged to blindly pursue the psychological and behavioral scores, reduce online discussion should be teaching effect.

3. Countermeasures to improve online discussion

3.1 Functional value of clear discussion areas

As far as the basic courses of P. E. major are concerned, discussion is not the main way of learning, and the discussion area plays a more auxiliary role. The main function of the discussion area is to improve students' understanding of the difficult courses. Therefore, in order to give full play to the functional value of the discussion area, we must guide students to reduce the "paroxysmal thinking", through discussion to stimulate students to think.

3.2 Giving play to the leading role of teachers

Compared with traditional teaching, teachers need to play multiple roles in mixed teaching. Teachers are not only designers, organizers, and evaluators of teaching activities, but also guides, listeners, and responders to online and offline courses. Discussion forums are a solid foundation for building such bridges. In the teaching process, the teacher should clearly point out the role of the discussion area, design a gradient discussion topic, and guide students to transfer from "questioning" to "problem-solving", so as to have a high-quality discussion; In the classroom, the teacher or the teaching assistant should participate in the whole process of discussion, especially in the middle and late stages of discussion, and should strengthen the response to understand students'

learning needs and difficulties, and encourage students to participate in the discussion.

3.3 Improvements in online courses

In view of the lack of organic combination of web-based discussion platform and web-based teaching course contents and course resources, it is necessary to strengthen the organic combination of web-based discussion platform and web-based teaching course contents and course resources, and the web-based discussion platform shall be able to access the linking forms of web-based teaching platform, cases, pictures and exercises. The online discussion platform shall also increase the preset professional terminology and professional formula library related to the course contents, so that students can choose the professional terminology and professional formula conveniently and quickly when outputting, and improve the efficiency of students' participation in online discussion activities. In addition, the online discussion platform is prone to automatic screen content refresh, discussion cannot be read when intense. Added a page-by-page view, as well as view only the latest page features, so that students and teachers can view the views of students.

4. Conclusion

This paper puts forward a proper solution from the point of view of the functional design of online learning platform, which provides a new way to improve the quality of online learning.

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