

The Status of Effectiveness of Online Instructional and Assessment Strategies in China

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Abstract: As countries rebuild and reinvent in response to COVID -19, there is an opportunity to accelerate the thinking on how to best support quality education or all. The primary focus of the study is the assessment of the students and teachers on the instructional strategies, and assessment of the instructional tools using online modality. The study also delved on the observations made by the administrators on the way how the faculty is handling their online class. Thirty two teachers and two hundred two students from Training Institutions in Changsha city, Hunan Province were chosen using Percentage Method of sampling. Needed information was gathered using self- survey questionnaire. The researcher constructed a teaching model teaching model as delivery of instruction based from the following recommendations: Keep students engaged during the online discussion, teachers must create discussion problems and enable the dialogue to be carried out without too much participation of teachers, so as to strengthen group discussion among students and let students talk and learn from each other.

Keywords: Online Learning; Online Assessment; Instructional Strategies; Teaching Model

1. Introduction

With the COVID -19, the structure of education in China has changed drastically from face to face to online learning. Tencent, WEchat classroom, meanwhile has been used extensively. With this sudden shift away from the classroom, some are wondering whether the adoption of online learning will continue to persist post – pandemic, and how such a shift would impact the learning outcomes of the students and at the same time the methods of teaching of the teachers. According to researchers at Penn Stae’s College of Information Science and Technology, a new, post pandemic normal is likely to emerge. And instructors can utilize some tools and concepts that became common during remote learning to further advance learner engagement in this new normal when students return to the traditional classroom¹. As countries rebuild and reinvent in response to COVID -19, there is an opportunity to accelerate the thinking on how to best support quality education or all. In the long term, evidence -informed decision and programs that account for country - specific conditions have the potential to improve pedagogy, support teachers, motivate students, improve school governance, and address many other aspects of the learning experience².

The primary focus of the study is the assessment of the students and teachers on the instructional strategies, and assessment of the instructional tools using online modality. The study also delved on the observations made by the administrators on the way how the faculty is handling their online class. Thirty two teachers and two hundred two students from Training Institutions in Changsha City, Hunan Province were chosen using Percentage Method of sampling. Needed information was gathered using self- survey questionnaire. Researcher utilized Comparative descriptive research design and used T-test to execute and study the difference between the assessment of the teacher and student respondents as regards to: Instructional Strategies, and Instructional Assessment Tools.

2. Methodology

Comparative Descriptive research design was employed in this study with the survey questionnaire as the major data gathering tool. Descriptive research is used to describe the characteristics of the studied population or phenomenon. Two hundred two students and 32 teachers were randomly selected from 1000 students and 200 teachers in a Training Institution

in Changsha City, Hunan Province. Percentage Method was utilized to compute the number of student respondents and teacher respondents. The responses of the participants in the study were collected using questionnaire which was structured in a 4 – point rating scale. This questionnaire is a product of a thorough reading of related literature and studies and designed according to the specific problem of the study. The questionnaire is composed of two parts: The first part aims to elicit profile information of the respondents in terms of gender, educational attainment, and employment status. The second part aims to assess the `Instructional Strategies, and Instructional Assessment Tools in the Online Modality. T test was utilized to answer the differences in the responses of teachers and students as regards to the variables mentioned in the statement of the problem. For Data Management procedure SPSS 27 was utilized used. The analysis of the hypothesis test of significant relationship and difference were carried out using the 0.05 level of significance. The null hypothesis was accepted if the computed significance value is greater than or equal to 0.05 level of significance. Otherwise, the null hypothesis is rejected.

3. Results

The followings are the assessment of the faculty and student in the effectiveness of the instructional strategies using online modality. Data shows that in using the online modality, both faculty and student respondents rated the indicators of communication as an effective instructional strategy .This finding was substantiated by the obtained overall mean rating of 2.69 and 3.32 respectively. Survey revealed that the respondents assessed the indicators of “ Delivery of Content using Online modality ” to be “Effective” as an instructional strategy this finding was confirmed by the overall assessment rating of 2.67 from the Faculty and 2.80 from the students. Based from the results, the indicator of “Strong Community of Learners” was assessed by the respondents as an “effective” instructional strategy used and maintained in online courses. This finding was gleaned from the recorded overall mean responses of 2.69 from the faculty and 2.74 from the students. The data reveals that faculty assessed the indicators in the” use of technology” as means of instructional strategy in online modality to be” Quite effective”. Nevertheless the students assessed the aforementioned indicators as “Effective” and this inference was based from the obtained overall mean rating of 2.37 from the faculty and 3.22 from the students. Based from the results the overall assessment of the faculty and students on effective instructional tools using online modality registered a mean rating of 3.17 and 3.0 respectively which was likewise translated as “effective”. The result of the survey shows a no significant difference in the assessment of the teachers and students as regards the effectiveness of instructional strategies using online modality this inference was based from the t value = -1.56 and obtained sig value = .06 since the sig. value is > .05 level of significance set in the study. Based from the result of the study no significant difference is noted in the assessment of teachers and students as regards to the indicator “Communication”. This finding was supported by (p = .880) this value is > than the 0.05 level of significance set in the study. Moreover the results also shows a significant difference in the assessment of the teachers and students in terms of “Content Delivery” (p = .045), “Strong Community of Learners” (t= 3.02, p = .001), “Using Technology (t = -4.38, p < .001). This inference was based from the generated p values which are all < than the 0.05 level of significance set in the study. Tabular results revealed a no significant difference in the Assessment of Teachers and Students on The Effectiveness of Instructional Assessment Tools this inference was based from the obtained t value which is equal to on the following indicators and this inference was supported by the generated p values of the indicators which are > than the 0.05 level of significance set in the study.

4. Recommendations

Based on the analysis results, the following recommendations are been made: Keep students engaged during the online discussion, teachers must create discussion problems and enable the dialogue to be carried out without too much participation of teachers, so as to strengthen group discussion among students and let students talk and learn from each other. Online discussion can cultivate a sense of community and promote the connection between teachers and students and between students. As such online teaching needs to be taught in a way that attracts students to effectively transmit information, maintain the interest of the courses, and improve students' learning speed. Respondents were most interested in a varietyof teaching strategies (such as visual and audio) as a way of content delivery. Therefore, in the process of designing online teaching strategies, we need to consider the perspective of learners, especially in order to deal with this sudden shift, we are

more and more aware of how to expand online learning and strengthen students' education. In designing online courses, teachers need to give clear expectations, instructions and guidance. When teachers cannot supervise students' work in teachers, these contents are more important. Teachers should help students understand technology and learn how to use technology in the first few days of the course. Secondly, teachers can use a variety of technologies to help the smooth progress of online courses, such as video conference, video, screenshot, learning management system and so on. Carry out effective educational feedback and teaching evaluation to ensure the quality of online teaching. , the school should earnestly perform the teaching management function and establish a management mechanism suitable for online teaching. The head teacher and class teachers need to assume the corresponding management responsibility, timely grasp the students' listening, learning, homework and practice feedback through various network tools, and ensure the teaching quality after class. Pay close attention to the learning situation of students with learning difficulties and do a good job in personalized Q & A and counseling. In order to check the effect of students' online learning, teachers should use the online test paper generation system of the learning platform to detect students' learning situation online, obtain timely student evaluation results, understand each student's learning situation, and enable teachers to give targeted online lectures and answer questions.

References

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