

The Impact of Online Education on the Academic Performance of Chinese Universities

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Abstract: With the development of science and technology, online education is very popular in China. There is no doubt that this is a new attempt in China's education industry. This paper analyses how the development of online education in Chinese universities would affect students' academic performance, as well as the development trend of online education in Chinese universities. The results of this analysis indicate that online education would have an impact on students' academic performance. Overall, the development of online education in Chinese universities is not only the general direction of education development, but also the general direction of China's education reform. It also suggests that university administrators should encourage the development of online education on campus.

Keywords: Online Education; Chinese Universities; Academic Performance

1. Introduction

With the development of science and technology, various industries are starting to focus on the Internet platform. In the education industry, educators are also encouraging the development of online education^[1]. Burns thinks that universities moved quickly from offline courses to online education^[2]. This is a huge online education experiment, which has accumulated a lot of experience and lessons in a short period of time, which is worthy of in-depth summary and discussion.

The purpose of this paper is to examine the controversial issue of developing online education in Chinese universities, and evaluate development online education at Chinese universities could affect a student's overall academic performance. This paper advocates that developing online education on the Chinese universities is very beneficial to both students and teachers, Chinese universities could develop more online education to help improve students' academic performance.

2. The impact of online education on students' academic performance from different perspectives

The impact of online education on academic performance is reflected in different ways. In this section, three perspectives on how the development of online education affects students' academic performance will be analyzed from the perspectives of student participation, parental involvement and teachers participate respectively.

2.1 Student participation in online education

According to Gao, a Chinese scholar, online education has broken through the inherent mode of classroom teaching in Chinese universities^[1]. Moreover, through the application of modern education technology based on the Internet, teaching has been expanded in time and space. This enables online education to develop rapidly.

Correspondingly, Sener^[3] took a very optimistic stance on online education. He stated that online education is more flexible in terms of place. Students could study without any confining of space and choose their own appropriate location. In order to ensure the desired academic performance, students need to self-study to help them improve their performance through online education^[4]. In China, Wang explained that online education always requires students to self-study the course before class^[5]. When researching this problem, he gave an example about online education. For example, the teacher assigned a sharing task to the students, asking them to learn the relevant content through the Internet and books around a

certain topic, and then share it in a group. Students would independently carry out various kinds of learning for this task, and teachers are responsible for providing various information resources (including live and recorded broadcast resources). In this way, students are required to self-study knowledge^[5]. It could better help students understand the knowledge they need to grasp in class, and self-study could not only cultivate students' self-study ability, but also improve students' academic performance through self-study.

Similarly, in order to research on the relationship between self-study time and overall academic performance, Doumen, Broeckmans & Masui conducted an empirical analysis on this subject in 2014^[4]. Doumen, Broeckmans and Masui selected students from their universities who chose Macro - Economics and Financial Accounting 2. The results show that for these courses, the longer the self-study time is, the greater the chance of getting high marks in the exam^[4]. The conclusion is consistent with Sener's idea that online education is beneficial to students, and it is good for students' academic performance.

2.2 Parental involvement in online education

The COVID-19 pandemic seriously limited the behaviour of people around the world^[6]. The students had to take their lessons online at home. In this case, parents played an important role in students' online education^[7].

Same as face-to-face education, online education still requires students to pass an exam in order to receive credit. When online education takes place at home, parents and children can collaborate on learning activities. Such an educational model promotes the development of independent learning, fosters responsibility for their self-development and growth, and allows students to improve their academic performance in the home environment^[7]. Therefore, good online education in collaboration with parents at home can help students improve their overall academic performance.

2.3 Teachers participate in online education

To achieve the goal of developing online education could not rely solely on students, the role of teachers could not be ignored. Without the teacher's management, students may not want to study, which will lead to a decline in academic performance^[4]. Compared with face to face courses, online education has higher requirements for teachers, mainly reflected in the preparation of teaching materials, the grasp of teaching time and the design of teaching environment^[1].

Lots of teachers who seek innovative opportunities or want to increase their teaching skills are willing to develop online education^[5]. It could make teachers feel more different from traditional education. This is an era that advocates open education in Chinese universities. Teachers could improve their teaching experience through online education. This is not to say that the technology related to online education is advanced and superior, but that teachers will learn many different skills when designing the course content of online education^[3]. In addition, teachers could also participate in more education-related training through online education^[8]. This process is beneficial to teachers.

However, online education would have some bad effects on the interaction between teachers and students, because it is hard to notice in time^[9]. Robin McConkie and Randall Ward conducted a study on teacher-student interaction in 2018. In their opinion, under the influence of teaching mode, interaction between teachers and students is an important issue in education^[9]. They think that in the network environment, it may not be too easy to assess students' understanding ability. For instance, it is difficult for both students and teachers to see each other's expression because of the poor network environment, and it is easy to deviate from the understanding of knowledge only through dialogue. Sometimes the network connection is blocked and teachers and students could not hear each other's ideas in time. However, with the further development of Internet technology, China's network situation would be improved and these problems would be gradually solved^[5].

After solving these problems in turn, teachers could more easily use modern educational technology to lead the design and monitoring of online education, and students could learn through online education resources provided by their own universities^[1]. Furthermore, students could improve their academic performance by using these convenient academic materials and understanding them carefully^[3].

3. Conclusion

To sum up, whether to develop online education in Chinese universities is a controversial issue. This paper has shown that firstly, it is beneficial for students to develop online education in Chinese universities. It could cultivate students' self-study ability. The time of self-study is related to students' academic performance to a certain extent. Secondly, the role played by parents in online education could also promote the improvement of students' academic performance, which further illustrates the advantages of online education for students. At last, the development of online education in Chinese universities could help teachers improve their teaching skills, which is also beneficial for teachers. Similarly, the improvement of teachers' teaching skills also enables students to get better

education and thus improve their academic performance^[3].

However, there are also some reasons why online education should not be developed in Chinese universities. The process of online education requires a high level of interaction between teachers and students [9]. Due to the problems of online education mode itself and the network problems that online education may face, it is difficult to show the interaction between teachers and students. This may affect the effect. As a result, these potential problems should be attention to, and it is essential to strive to solve them.

In order to ensure that in the development of Chinese university online education could play the greatest advantage of students' academic performance, there are several recommendations here. Firstly, clarify the content of classroom teaching and extracurricular self-study, and explain in-depth teaching content in combination with online teaching resources. Secondly, students should have initiative. Through online education, students could learn online key courses independently, accumulate knowledge through classroom time, and enhance students' autonomous learning ability.

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