

A Case Analysis on the Online Pedagogy Training Project for Teachers Between Sino-American University

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Abstract: In order to further strengthen the internationalization of the teaching staff and enhance the teacher education and teaching ability, Sichuan Normal University (SICNU) and San Francisco State University (SFSU) jointly held the online pedagogy training project of “Teachers Travel Thousands of Miles”. The project adopts the way of online live learning, which aims to improve teachers’ English language ability and teaching ability. The project is open to all the teachers in the school. After individual application, the recommendation of the college, joint review of the Personnel Office, the Academic Affairs Office and the International Exchange and Cooperation Office, 20 teachers are finally selected to participate in this project. Referring to the elements and characteristics of online international education exchange, it is planned to conduct case analysis on the online pedagogy training project of SICNU-SFSU, to explore the effective value and improvement strategy of teacher international exchange project.

Keywords: Online Pedagogy Training Project for Teachers; Between Sino-American University; Case Analysis on the Online

1. Student level

The students of this project are the participating teachers, respectively from 11 colleges and 1 functional department of SICNU. The age distribution span of the participating teachers is 32-45 years old, and the length of their work time is 2-21 years. Combined with the personal materials submitted by the participating teachers, the data are presented and analyzed in the form of icon from the dimensions of college distribution, teacher title, educational background, and foreign learning experience, etc.

SICNU is a provincial key university in China, and it is the first and oldest normal university to undertake basic undergraduate normal education in Sichuan province. As one of the first national master’s authorization units, and among the 10th batch of doctoral authorization units. SICNU offers courses in 11 disciplines, including Literature, Sciences, Engineering, Philosophy, Economics, Management, Law, History, Education, Art, and Agriculture. The participating teachers come from three doctoral authorization units, namely the School of Education Science, the School of Arts, and the School of History, Culture and Tourism. Therefore, there is no comprehensive coverage of the doctoral degree authorization units, and the coverage rate is less than 50%. Teachers with intermediate or above titles account for a large proportion, while teachers without regular senior titles participate. In particular, since this study is the first breakthrough of the online international exchange project for teachers, in order to facilitate the communication and management of the project, one management personnel of the International Exchange and Cooperation Office was arranged to participate in the training. All the participating teachers have master degree or above, but the proportion of doctor degree is not good. Less than 50% of the participating teachers have more than three months of foreign learning experience.

To sum up, the target group of this study is clear, and the main object is young and middle-aged teachers, which is in line with the original intention of building an international teaching team, and to cultivate and gather a group of high-quality young teachers with international vision. However, this study did not fully consider the composition of the participants from the perspective of the subject distribution and development of the school, and the international background and experience of the teachers also need to be improved.

2. Teacher level

The teachers of this project are all from SFSU. The faculty team includes the management and the teaching levels, with a total of 12 teachers. As for management level, the teaching management of this project is mainly undertaken by the School of Continuing Education at SFSU. Combined with the opening ceremony and graduation ceremony of the participants and those who participate in

direct and indirect management personnel in daily teaching, there are altogether four teachers involved in management, respectively, director of the center of global enrollment and cooperation programs, dean of the school of continuing education, international training assistant, among whom are Chinese. As for teaching level, there are 8 teachers from different subject fields participating in the teaching. From the perspective of knowledge structure, there are 7 teachers with doctor's degree, 1 teacher with master's degree, 5 professors (including 1 Chinese), 2 associate professors and 1 lecturer; in terms of age structure, 4 teachers are over 50 years old, 2 are between 40 and 50 years old, and 2 are between 30 and 40 years old.

From the above data, it is not difficult to see that the teaching team of this project is a teaching echelon of three generations with perfect knowledge structure, reasonable age distribution, good professional quality and academic cultivation under the guidance of the top management with decision-making power and executive ability.

3. Curriculum level

The project offers 24 special subjects, including Academic English, Research English, American Higher Education Policy, Intercultural Communication, Assessment of Learning Outcomes, University General Education, Professional Course Design, and Critical Discussion and other subjects. The course objectives are clear, and each topic focuses on improving the English language ability and teaching ability of the participating teachers. There are various types of courses, such as teaching, lecturing, discussion, question-answering and observation. The course content is rich, but the training time is only 13 weeks, so the knowledge consistency and depth of each topic is not good.

Although this project is customized, it does not set up courses based on "local" conditions or "trainees" in a strict sense. The disciplines covered by the course do not match well with the background disciplines of the participating teachers, such as music, physical education, fine arts and engineering, etc.

The project curriculum was determined before the selection of teachers, and the school did not select the participating teachers of corresponding disciplines according to the curriculum design, nor did it coordinate the change of courses according to the selection of participating teachers. As a result, when teaching, the teachers involved in the professional field would affect their understanding and learning interest due to the lack of professional knowledge. On the whole, the course of this project has a positive effect on expanding the international vision of the teachers and improving their cross-cultural understanding ability. However, if the teachers want to do scientific researches based on the subject, they need to spend more time and energy on their own research.

4. Platform level

The iLearn learning service system of SFSU is used for the teaching of this project, in which teachers can organize course arrangement and release of teaching materials, effectively interact with resources and participate in courses. Built on the Moodle platform, iLearn is personalized based on teaching guideline and user needs, to create personalized learning environments for schools and other users. The analysis focuses on platform type, platform design, interaction mode and user experience.

4.1 Platform type. Integration of live recording and broadcasting. Live broadcasting is used in class, and video recording and broadcasting can be used for playback before and after class.

4.2 Platform design. The platform is with beautiful appearance design, simple user interface, the function block, the setting process. Participating teachers can follow the guide to enter the designated project area, set up a learning account and official mail of the university, download the live course software, syllabus and course schedule, and learn about the basic information of the professors. The contact information of technical support is marked prominently on the platform, which is helpful to timely solve the technical problems of the participating teachers in using the platform. The platform design is reasonable and scientific.

4.3 Interactive way. In class, students can interact with teachers and fellow students by means of connecting the microphone, group discussion, and message board. They have strong autonomy in learning before and after class, for example, communicate freely with teachers and study partners through email, homework exchange and study evaluation. Interaction is free, open, and publicly shared.

4.4 Usage experience. Before and after class, the platform's requirements for the network are not too high, and computers and mobile phones can be logged in at different times. During the lesson, participating teachers and instructors need to log in at the specified time via ZOOM. Due to the time difference, participating teachers need to go online to study at 7:30 a.m. Beijing time on Wednesday, sometimes due to subjective reasons, network lag delay, unclear screen, connection interaction failure, etc.

On the whole, the iLearn learning platform of SFSU in the United States has no cumbersome operation steps, clear guidance, and good use experience. The integration of live recording and broadcasting, the combination of independent learning and guided teaching will result in good interaction and high learning efficiency. In addition, the classroom teaching resources and after-class extension

resources provided on the platform are rich, which greatly expands the international vision and knowledge of the participating teachers. Although the project has ended, the iLearn platform permission is still valid for one year, which is conducive to the sustainable development of academic discussion and scientific research of participating teachers.

5. Optimization strategy for online international exchanges

5.1 Expand the thinking and raise the awareness of international understanding beyond mobility. On the basis of the project, open up the green channel of teachers' exchange visits and degree promotion. At the same time, teachers should expand their thinking, adapt to and think about how to improve the internationalization of courses, teaching, management and evaluation in local higher education with the help of online international communication under the premise that cross-border (cross-border) mobility cannot be achieved.

5.2 Strengthen communication and explore new modes of international exchange and cooperation. Internally, strengthen communication with colleges and teachers, understand the international needs of subject development, professional development and teachers' personal development, and find and match projects based on needs. Externally, strengthen communication with partner universities, and strive to achieve personalized customization of international exchange programs in the true sense. Strengthen internal and external communication, promote the organic integration of online and offline education, and achieve the effect of 1+1>2.

5.3 Select the best to promote the gradient development of the international teaching team. Under the circumstance that the school's hard and soft power are insufficient, adhere to the principle of discipline-oriented resource allocation, firmly establish the concept of "talent is the first resource", give priority to the development of first-class disciplines, and cultivate a group of core backbones and backbones with the most international vision and literacy. Take the lead and try first and promote all-round development with key breakthroughs.

5.4 Each performs its own duties and innovates the collaborative management mechanism. All faculty and staff update their concepts and form an international development consensus. All colleges and research institutes should fully mobilize teachers to play the main role in the international development of schools. All functional departments should actively implement the division of responsibilities for internationalization construction and do well in service; The implementation plan of the school's international exchange focuses on implementation, coordination as well as guarantee.

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