

Online Teaching Practice and Thinking for All Faculty Members under Pandemic Situation

Su Xinchun
{suxch@xmu.edu.cn}

Tan Kah Kee College Xiamen University, Xiamen China

Abstract. At the beginning of the Chinese New Year in 2020, when COVID-19 suddenly appeared and spread rapidly, the Chinese government, with great courage and responsibility, resolutely took strict and effective control measures. The government responded immediately by a comprehensive and crowd control mechanisms including in all teaching activities. Stopping the spread of COVID-19 among people has become the most important thing in the country. Since the outbreak of the pandemic, there are exactly three different forms of teaching methods: first, completely online teaching mode; second, mixed online and offline teaching mode (hybrid learning); third, completely offline teaching mode that uses emergency teaching mode. During the pandemic, there are also five questions to think about these teaching modes, e.g., how to adapt to the new teaching environment and reforming, how to understand and choose new teaching methods, how to adjust new of teaching content, how to pursuit new teaching goal, how to understand and adapt to new learning situation for students. Guiding students to study with enthusiasm and taking them to a good teaching environment will help to fully make the students to participate in teaching activities. We found that there are five aspects to carry out effective online teaching: using new teaching methods, changing in status and role of lecturers, doing discussion on the new presentation of teaching content, changing in teaching objectives, and giving innovation for student in learning.

Keywords: Pandemic; teaching methods; teaching and learning innovation; teaching platform

1 Introduction

When COVID-19 broke out suddenly and spread rapidly, the Chinese government, with great courage and responsibility, resolutely took strict and effective control measures. The government took immediate response including through a comprehensive and crowd control mechanisms. Stopping the spread of COVID-19 among people has become the most important means. In this emergency situation, the production and life of the whole society have been greatly affected, Colleges strictly made priorities, hundreds of millions of lecturers and students were to stay at home, facing the situation of no teaching and no learning activities in campus. On February 4, 2020, during the winter vacation, the Ministry of Education of China issued the Guidelines on the Organization and Management of Online Teaching in Regular

Colleges and Universities during the Pandemic Prevention and Control period, putting forward the general requirements for colleges and universities to “Suspend classes but not stop teaching/suspend classes but not stop studying” and giving nine specific measures.

2 Theoretical Framework

Based on The Central Leading Group for COVID-19 Prevention and Control, Ministry of Education, Guidelines on Online Teaching Organization and Management in Institutions of Higher Learning during Pandemic Prevention and Control, High Education Office (2020) no.2, the nine measures for pandemic era teaching include: First, open all high-quality online courses and virtual simulation experiment teaching resources for free to colleges and universities across the country. Second, formulate online teaching organization and implementation plan immediately. To meet the needs of pandemic prevention and control, colleges and universities should reasonably adjust and make overall arrangements for the teaching plans of spring and autumn semesters. Third, ensure that online learning and offline classroom teaching quality are essentially equivalent. Fourth, allow for the demonstration and leading role of “National High-quality Open Online Courses”. Fifth, open national online teaching simulation experiment project sharing platform service. Sixth, guide online course platforms that are organized by social forces to provide high-quality course resources and technical support services for free. Seventh, strengthen support services for colleges and universities to choose online course platform teaching solutions. Eighth, give the role of experts in organizing, guiding, integrating, and coordinating. Ninth, strengthen publicity of pandemic prevention and control knowledge. Su and Du (2020) at Guangming daily noted that there are three changes in teaching methods during pandemic era. My colleagues and I have been thinking about online teaching. Guangming Daily, one of China's most influential major newspapers, was one of the first to reflect on online teaching during the pandemic. I completed the online teaching of Ferdinand De Saussure ‘Introduction to General Linguistics Course’. This course is somewhat difficult to understand, by the process of teaching, lecturers firmly master and follow the “guidance”, guide students to read the original work and relevant literatures. The guidance course is divided into several topics, and each topic is used once. There are 4 or 5 pages short and 20 pages long papers. The teaching methods are divided into several steps: In the first step, the lecturer assigned reading tasks and the arrangement of thinking questions. In the second step, students read the original book and answer the questions after class. Third step, students report in class, each question has 2-3 students’ reports. Fourth step, lecturers give comments. Compared with traditional classroom, the teaching effect is as follows: students read more carefully, participate in in-depth communication, interact more with lecturers and students, and grasp the main points of the original work more firmly.

3 Methods

My two institutions (Xiamen University and Tan Kah Kee College of Xiamen University) have proposed the full implementation of online teaching, which requires three “100%”, e.g., “100% course”, “100% lecturers”, and “100% students”. Since the outbreak of the pandemic, our faculty has completed three semesters. From the perspective of teaching patterns, there are exactly three different forms: The first semester (February to July 2020), completely online

teaching mode; at the second semester (September 2020 to January 2021), mixed online and offline teaching modes (hybrid learning); Semester 3 (March-July 2021), completely offline teaching mode using emergency teaching mode. Below are the main analysis of the first semester with completely online practice teaching period. There are five questions to think about, e.g., how to adapt to the new teaching environment and reforming, how to understand and choose new teaching methods, how to adjust new of teaching content, how to pursuit new teaching goal, how to understand and adapt to new learning situation for students. The practice activities are mainly from the School of Humanities and Communication, Tan Kah Kee College, Xiamen University. Our college has five majors (Chinese language and literature specialty, journalism, radio and television, advertising professional, cultural industries management professional). The majors belong to 'literature', 'communication', 'management' three first-level discipline, with a total of more than 50 full-time lecturers and 2000 students. The lecturers and students at this time are all scattered around the country. There were 160 major teaching classes. In order to better carry out online teaching, the college compiled and printed 'Online Teaching Brief'. Each lecturer filled in the 'Online Teaching Report' after class, collected and compiled the 'Online Teaching Report', and sent it to all lecturers at 10 am the next day. More than 100 issues were printed in this semester. Each report mainly includes two parts: first is the use of teaching equipment, teaching platform, students' learning status, and teaching process. Second part is the adjustment, exploration, and improvement of teaching content and teaching methods. The first part increases role in learning, mastering, and improving the skills of using online teaching equipment, enabling all lecturers, whether technical or theoretical, young or old, to be familiar with online teaching skills in a short time. The second part plays an important role in improving the cognition of online teaching, understanding the rules and characteristics of online teaching as soon as possible, improving the level of online teaching, and showing its characteristics and effects.

4 Results and Discussion

Due to the pandemic situation, all lecturers should immediately adapt into comprehensive online teaching based on unfamiliar situation. The most important thing is to take the initiative to face, master, think, and cope with the situation in terms of understanding and attitude. It was not about just sit, wait, or rely on. Six of the nine measures in the issued by the Ministry of Education on February 4, 2020 are related to the use of existing online teaching resources and platforms. Online courses have been implemented in China for many years and platforms and teaching resources such as "live teaching", "recorded teaching", "MOOC (Massive Open Online Courses) teaching", "Micro classroom", "High-quality course classroom", "*Chaoxing* Learning synchronous classroom", "Learning way (*Xuexi tong*)", "*Wangyi* Open Course", "I courses", "*Tencent* Classroom", "*Huya* Live class", "*Youku*", and many more have emerged one after another. Official, private, and commercial enterprises have made great efforts and launched a lot of products. However, when the pandemic suddenly came and online teaching was implemented nationwide, serious problems such as too small platform, limited capacity, too specialized products, solidified content, low popularity and difficult development appeared. The reasons are as follows: 1. At the beginning of design, these resources and platforms are only for the minority, but they are suddenly used in such a large range of the country with high frequency, which is unbearable, so there are frequent network problems; 2. Most of these resources and products are oriented to specific majors and courses, and have relatively fixed structures and procedures that cannot be deconstructed, making it difficult to

meet the needs of a large number of majors and courses in China; 3. Most lecturers are unfamiliar with the existing online platforms and resources.

Fully relying on the subjective initiative of lecturers, let each lecturer according to the technical characteristics of different teaching platforms, according to the different characteristics of the courses taught, according to the learning status of students in different majors and grades, try to find their own effective methods. Online courses have been promoted in China for many years, but only at this time, the comprehensive implementation of online courses has brought historical opportunities. Online teaching is also more diversified and flexible in its means, channels, and tools. The name of online network teaching that emphasizes hardware conditions becomes popular. At this time, the “teaching platform”, “social platform”, and “management platform” provided by a number of large software enterprises are very popular because they are different from the “network courseware” which solidifies the specific knowledge content and is popularized at a very fast speed. At the beginning of the institute, lecturers were encouraged to show their talents and choose their own software. At first, there were as many as 10 kinds of software. After a period of use, they gradually focused on the two software “Dingding talk” and “Tencent” with more fruitful functions, more stability, and larger capacity. Their functions of classroom teaching, discussion, interaction, storage, playback, homework, evaluation, attendance and meeting are quite powerful, providing an adequate and excellent online teaching platform for a large number of and diversified online teaching in China. To carry out online teaching, we try to reform in the following five aspects:

4.1 Using New Teaching Methods

The multi-means and multi-modes of online teaching bring great convenience to teaching, which can bring together a wider range of text, pictures, audio, and video resources, and call them across domains. However, the key is that users should be able to use them first. There are some reflections from our lecturers about this aspect:

1. It is important to keep students “awake” in online classes. It is easy to lose students and progress without seeing students' reaction and only immerse in self-teaching, it will distract teaching content. Therefore, it is very important to grasp classroom concentration, students' online status and students' listening status through voice and communication at any time. (Aesthetic Principles, Zhu)
2. The “interaction panel” is mainly used for interaction, and the interaction of students is more active, and the participation is wider than that of classroom teaching (Introduction to Teaching Chinese as a Foreign Language, Sun)
3. Using word cards to transfer knowledge, with a small whiteboard, the effect of online teaching using Dingding talk interactive panel is better. (Broadcast News Production, Pan)
4. Two alumni were invited to share their experiences with the students: a doctoral student from Musashino University of Fine Arts Japan, a graduate of our school and the founder of a workshop of our school. From Tokyo Gakugei University AI education master's student, the graduate of our school she is participating in the AI application research and development project to share. (Practical lesson, Huang)
5. Online teaching is a brand new thing for me. New situations are also new opportunities, new forms are also new challenges. Maybe in a few years, a dozen years, a few decades, there will be a group of lecturers who call us “Dingding talk lecturer”? (Humanities Research Methods, Du)

4.2 Changing in Status and Role of Lecturers

The status and role of lecturers should be changed, that is, from the traditional pure knowledge imitator standing high on the platform to the organizer, the guide of teaching activities. Online courses transcend space constraints and give unprecedented freedom to teaching. While freeing fixed teaching space, they also lose the absolute control of the classroom over the teaching site. When students can join and leave groups, and switch on and off cameras, microphones and software at any time, online courses are facing the “competitor” from other sources of interference. Offline meeting, long hours and lectures in classrooms are not as effective as they should be on such “online platforms”. In online teaching environment, the relationship between lecturers and students is no longer divided into ‘speaking’ and ‘listening’ as in offline teaching, but ‘lecturer’ cannot be equated with “live host”. The traditional has “one (lecturer)-to-many (students)” method, meanwhile, online class has “many (students)-to-one (lecturer) method. There are some reflections from our lecturers about this aspect:

1. Lecturers should strive to achieve two changes: one is the role change. Due to changes in teaching links, lecturers need to constantly change their roles, such as “host” (lecturer-student interaction), “manager” (student participation interaction), and “customer service personnel” (text bullet-screen interaction). Second, the change in course design strategy. Compared with offline teaching, online teaching should pay more attention to the subjectivity of students' online learning and the interaction between lecturers, students and students. (Public relations language Art, Lin)
2. Alternate use of bonus points in class (less than a point is regarded as absent from class), open the whole class bonus points to answer, not only can do a paragraph by paragraph to focus on sorting, moderately relax the class atmosphere, from the live data can also be found that students behind *the study watching time increased significantly*. (College Chinese, Zhang)

4.3 Doing Discussion on The New Presentation of Teaching Content

The ‘online courses’ can be understood as ‘a chalk, a book’ change into ‘a camera, a microphone’, for example by using the video or audio for several teaching, it is still in a big frame, large plates, it still in one-way knowledge, it is like the video of “teaching”, it is still like the offline version of teaching. Therefore, we cannot simply copy the traditional classroom teaching into ‘online courses’, nor should we identify the work of online courses according to the requirements of offline classroom teaching. Different types of courses should be dealt with separately. The core courses of basic courses, basic theories and knowledge system cannot simply emphasize the systematic integrity of knowledge, but can adopt the teaching of knowledge in small sections, key knowledge, integration and jump, not seeking the systematic integrity of knowledge, but the deepening and breakthrough of key issues and key knowledge. There are some reflections from our lecturers about this aspect:

1. They can purchase or borrow engraving tools for practice. After full discussion with students, they all agreed to practice at home and make use of network video resources and engraving demonstration. (Graphic Design Application Technology, Guo Juan)
2. Guided students to create works on pandemic prevention and control, and published students' works continuously in the self-edited “Light and Shadow” e-publication, which aroused positive social repercussions. Instruct students to observe and record stories around them, and create pictures and tweets. (Micro-film creation, Lin)

3. In the DV editing course, take pictures of familiar scenes near the school as case studies in class (Introduction to DV Editing, Li)
4. Students should preview the hands-on courses before class. During the live broadcast, students should speak slowly and in detail, give time for students to think and give feedback, and demonstrate and explain the questions raised by students on the spot, with good synchronization. (Graphic Design, Li)
5. Before the class, I will release the video recorded by myself, and the lecturer will guide and answer questions online. (Video special effects Production, Guo)
6. The teaching method has been completely different from the one-way teaching mode in the past, and has completely become a research-based teaching mode of students' self-study after class and classroom discussion, with frequent interaction and in-depth discussion, and I believe that students can gain more. (Myth and Culture, Zhang)
7. Ask the students to read 40 academic papers and ask each student to ask a question and the lecturer to comment on it. (Research on Ancient Chinese Mythology, Zhang)
8. More emphasis is placed on the combination with the analysis of classic works, and the interaction between students and lecturers is strengthened. The original 15+60+15 minutes teaching section is adjusted to a more flexible interactive form, and one-to-one tutoring is carried out for students' *completed works*. (Film and TV Drama writing, Lin Yun)

4.4 Changing in Teaching Objectives

The teaching requirements and objectives of timed and fixed-point offline classroom teaching are based on the 'amount of knowledge', while the teaching requirements and objectives of online courses with shorter time and free location emphasize more on 'the knowledge'—the ability to understand, grasp and execute knowledge, especially the requirement of executive ability. The requirement of "knowledge force" is more difficult and complex than that of "knowledge quantity", and the requirement of lecturers is higher and more specific. Under the condition of limited guidance, how to clarify the needs, obtain resources, expand the scope, and finally obtain knowledge and ability is a new problem proposed by the new teaching method to both sides of the teaching, and it is also a problem of more general practical significance. This requires lecturers to directly meet students' ability needs through the "small units, multi-methods" of online courses, to break knowledge boundaries, and to build a teaching model for the purpose of "implementation". "Learn a little" can "do a little", "learn some" can "do a part", even "do whole of set". The function of a lecturer is not like "candle", but like a "lighter", lighting students' ability to apply knowledge and continuously acquire knowledge. At the same time, "lighter" is also constantly enriched, updated and upgraded. Knowledge and ability can be self-renewed and upgraded in 'implementation'. Lecturers lead students to be fully integrated in the process of continuous understanding and implementation, and truly achieve 'application of knowledge'. In the suitable situation with the characteristics of online course form, some are like innovations, some are conservative, some are balanced, some are focused, some are broad, some are deep, all kinds of teaching attempts have irreplaceable effect from the perspective of promoting teaching innovation. It is necessary to emphasize the two-way compatibility of online teaching management, not only to combine long-term courses with short-term courses, but also to combine basic courses with applied courses. The feasibility of online courses should be evaluated from both teaching and learning perspectives, and the innovation of online means should be viewed from the perspective of knowledge and ability cultivation. There are some reflections from our lecturers about this aspect:

1. To solve the problem of project-based courses, one resets students' task goals, simplifying and refining their work tasks. Second, the interactive part of online discussion that requires in-depth communication every week should be conducted in the form of online video conference. The live broadcast of group meeting and the form of assignment should be cancelled, and the group discussion part of the course should be changed to collective online work. (Public Relations Planning and Special Events, Huang)
2. Spending time at home anyway means there's no teamwork, as everyone has to do the heavy lifting alone, and filming equipment is limited. In fact, the failure to achieve teamwork is both a disadvantage and a benefit, which can stimulate each student's challenge and make their learning more effective. (Film and TV Drama Writing, Lin)
3. During the process of online teaching, I focus on mastering the four points, namely, the interactive nature of live broadcasting; Grasp the accuracy of knowledge points in teaching; Grasp the appropriateness of diction; Grasp the timeliness of online tutoring. (College Chinese, Zhu)
4. It is not convenience that there is no text book for online teaching, so I put myself like composing texts book for my course. It makes a difference in my teaching. If there is a story overview, proposal plan book, field outline, dialogue design and other concepts, I will do all of them first, then show the results in class, explain the relevant knowledge and the possible difficulties in the process of practice, supplement examples, and finally change students to play. I required myself to complete a script at the end of the semester, and transfer each step into a *textbook for teaching that week*. (Drama, film and television text creation, Zhang)

4.5 Giving Innovation for Student In Learning

The main requirements and objectives of “suspend classes but not stop studying” is student, the main task of lecturers is based on the ‘amount of knowledge’ and change to ‘the power of knowledge’, but students are still the main implementer in learning process. When with understanding and grasp of knowledge and implementation requirements and targets for the teaching, the teaching can not only stay on the level of utility. It should further “concise, purification”, and must be with the student's ability to acquire new knowledge, ability to discern the core nature of the rapid and accurate, ability to grab need skills, to form the interlocking, practical, and effective teaching process. For example, in basic course of traditional Chinese music instrument ‘*guqin*’, when there is no instrument to practice, some students make their own instrument with foam board and wool strings, and some parents even make a small wooden instrument to practice finger-pointing. Another example is some advertising photography classes, some students at home using white bed sheet hanging up to make reflective wall. There are some reflections from our lecturers about this aspect:

1. In the course of Practical Writing, students make self-evaluation based on their own writing experience, students make mutual evaluation and lecturers make comments one by one. The combination of the three can effectively improve the writing training effect. (Wang Naikao)
2. As for the history of communication at home and abroad, there are a lot of classic film materials that can be used for analysis and discussion. Students are very enthusiastic. Students can quickly find resources for the films mentioned in class and share them, which has a very good effect. (Huang Xiaoli)
3. In terms of homework arrangement, students are encouraged to “move the studio into their homes”. Under the premise of economic conditions, they can purchase appropriate

photographic equipment (such as photographic lamp, soft light paper, background cloth, etc.) from the Internet and practice lighting and shooting at home. The lecturer commented on the photography work taken by some students at home and provided good response. (Advertisement photography, Zhang)

5 Conclusion

Online teaching completely has a different environment from traditional classroom teaching. The hardware and software supporting online teaching are different. It is a prerequisite for online teaching to be familiar with and control these environments and hardware. The teaching content should be short, meaningful and interesting, the output rhythm should be fast and accurate, and the teaching effect should be practical, effective, and acquisitive. The online teaching method requires the organization unit of knowledge to be smaller, adapt to the flexibility of the output method, and meet the realistic conditions for students to receive. However, in the courses of technical skills, ability training, and operation practice, lecturers have more space to make active play. In the process on three teaching methods, there are five aspects that our faculty makes effort to reform: using new teaching methods, changing in status and role of lecturers, doing discussion on the new presentation of teaching content, changing in teaching objectives, and giving innovation for student in learning. How to implement this large-scale online course and how to make good use of these high-quality online course platforms and resources, each university should combine its own conditions to give full play to the initiative of teaching mechanism, 'use' learning, 'change' in learning, 'win' in changing. Online teaching mechanism to promote the difficulty is how to management model of multiple, diverse methods, form of teaching behaviors, on the essence of all kinds of online teaching behaviors evaluation effect, improve quality of teaching management mechanism in the attempt to specialize that should not one size fits all, should not be like mechanization. To completely break the "one-way input from lecturers to students", "transmission static objective system of knowledge", and "students passively accept" mode of traditional classroom teaching, to get all about teaching environment, teaching equipment, teaching design, and the lecturer's good intention to help students to practice.

References

- [1] De Saussure, F. (2011). *Course in general linguistics*. Columbia University Press.
- [2] 苏新春、杜晶晶.线上教学：“摄像头+话筒”后的三种改变.光明日报：2020年3月19日第14版，“教育焦点”栏目.
- [3] 中华人民共和国教育部.在疫情防控期间做好普通高等学校在线教学组织与管理工作的指导意见.中华人民共和国教育部官网：2020.
- [4] 中华人民共和国教育部.关于在疫情防控期间做好普通高等学校在线教学组织与管理工作的指导意见，教高厅（2020）2号.中华人民共和国教育部官网：2020.
- [5] 厦门大学嘉庚学院人文与传播学院.人文与传播学院“线上教学简报”简报.第五十期：2020.

