

Field Expansion of Classroom Lecturing in The Context of Epidemic

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Abstract. This paper mainly introduces the Hong Kong Baptist University (HKBU) Mobile Health Declaration system established by HKBU to ensure the safety measures on campus in the context of the epidemic. Due to the change of new classroom lecturing mode, the campus and lecturer by means of various ways of field extension help students to adapt to the sudden changes of lecturing model. They used a variety of lecturing means to strengthen student's understanding of classroom lecturing content and consciously form extracurricular immersive way of self-study. They also used remote project between lecturers and students in a form of small workshop, conducting more academic lecture by overseas experts, conducting summer vacation research program of 'Nomination for Undergraduate Research Program' and other practice project, using the form of multi-mode learning for taking appropriate response, making effort to recover the impact of passive learning that is caused by many factors, and also encouraging students in learning.

Keywords: health protocol measures in campus; classroom field expansion; multi-mode learning; distance education

1 Introduction

Face-to-face lecturing has always been the basic way of lecturing. At the beginning of 2020, COVID-19 pandemic suddenly broke out across the globe, disrupting normal classroom lecturing. In order to cope with this sudden challenge, campus community management measures of Baptist University have been managed through four stages: First, prevention management of face-to-face lecturing stage; Second, online and offline (hybrid) mixed lecturing stage; Third, large-scale online lecturing stage; and Fourth, return to face-to-face lecturing stage. In the second and third stages, campus increases various control measures, and strives to maintain campus environment safety. Campus facilitates students and lecturers with new lecturing and learning facilities, such as open classrooms. The campus library provides more space for students, provides counselling psychologist during outbreaks, and provides regular lecturing and exclusive online extracurricular activities. All these facilitations have ensured the orderly progress of lecturing work. Based on the simple introduction of the measures taken by Baptist University, this paper mainly introduces the theme of field expansion of classroom lecturing.

2 Theoretical Framework

2.1 Emergency Management Theory

Emergency management is a major issue concerning the safety of people's lives and property. Emergency management is one of important part of social governance and safety is a common goal for all stakeholders. If safety is not guaranteed, the interests of every stakeholder will be conflicting. The beginning of pandemic in 2020 was a major task for emergency management in 2020. Related theory tells us that the development of an organization cannot be separated from the input and participation of stakeholders. The realization of organizational goals is influenced by stakeholders. Therefore, ZOOM network teaching becomes a necessary task to maintain campus safety.

2.2 Connectivism Learning Theory

Connectivism learning theory is a study based on network thinking in the digital era. It is a new reflection on the network relationship between knowledge, learning, and teachers. George Siemens, a Canadian scholar, put forward the theory in the article teaching on technology and distance learning written in 2005. George Siemens in his blog, [http://www. Elearnspace. Org /Articles/ networks.htm](http://www.Elearnspace.Org/Articles/networks.htm). and the website <http://www. Connectivism. Ca /> said that in the digital era, we must concern in these three movement: (A) attention should be concerned on learner individual knowledge network, (B) teacher role should be integrated into diversity of teaching roles, (C) learner's learning network should be to strengthen and develop. This theory is the theoretical basis for us to expand the classroom teaching field during the pandemic period.

2.3 Online Learning Guidance Theory

Zhang Weiyuan, Feng Xiaoying, and Duan Chenggui(2016) said that network learning guidance refers to the formation of a friendly and interactive learning environment through the guidance, promotion, support, coordination, management, and evaluation of teachers in the network learning environment to help students carry out independent learning and cooperative learning effectively. In English, we commonly use the words "e-tutoring", "e-moderating" and "e-facilitating" to express "network tutoring", "network coordination", and "network facilitation". It is an important part of the network education development system model. During the pandemic period, we expanded classroom lecturing fields and carried out extracurricular activities such as one-to -one or one-to-many guided learning, all under the guidance of the "network guided learning" theory.

3 Methods

There are four stages of epidemic prevention and control at Hong Kong Baptist University. The section below discusses in detail the four stages of campus community management measures managed by Baptist University:

3.1 First Stage: Prevention Management of Face-to-Face Lecturing Stage

Every year in early January is the new semester start time for Hong Kong universities. The COVID-19 outbreak in early 2020 coincided with the start of the new campus term in Hong Kong. Therefore, while there is no local epidemic in Hong Kong, Hong Kong's universities have been very serious in initiating emergency plans. On January 13, in the second week of January 2020, is the first day of campus at Hong Kong Baptist University (HKBU). To ensure campus health and safety, HKBU initiated a contingency plan on January 3, 2020, and sent a letter to each faculty member and student: Campus Access Control for Students and Staff on January 13, the first day of campus, each employee and student will be required to enter the Campus by swiping their ID card through the card machine. On January 6, the campus sent a letter to all staff (Precautionary measures on the Cluster of pneumonia cases in Wuhan of Hubei, 6 January 2020), and proposed: The Hong Kong Government has activated the severe response level for novel infectious diseases. Starting from January 7, 2020, the campus implemented a two-level control on campus access: Level 1—security control; Layer 2—Health control. This means all visitors must fill in their own health declaration form and take their temperature at the checkpoint at the entrance to the campus. This announcement also stipulates that all campus facilities frequently used by members of the university community will be cleaned and disinfected more frequently, including study areas, libraries, student dormitories, restrooms, classrooms, examination rooms, clinics, elevator cubicles, and elevator lobbies. Further, masks are available at the Student Union store on campus and the BURC University bookstore. Everyone is requested to wear surgical masks. HKBU first established the HKBU Mobil program on its own campus, and the Health Declaration system for entering the campus has been formed.

3.2 Second Stage: Online and Offline Mixed Lecturing Stage

The combination of face-to-face lecturing and online lecturing has been effective from March to August 2020. The biggest feature of this stage is that it provides a new lecturing platform—ZOOM lecturing platform for the normal lecturing order of the campus at the fastest speed. In response to the requirement of “Suspend classes but not stop teaching/suspend classes but not stop studying”, HKBU organized online lecturing training. Like other universities in Hong Kong, HKBU formulated guidelines and implementation plans for online lecturing, and an unprecedented large-scale online lecturing began. The campus started ZOOM lecturing classes at the end of February to provide the necessary technical knowledge to learn and master the ZOOM platform. In this way, the whole campus can be online together in a very short time. In order for lecturers and students to adapt to the new emergency plan, the campus also provided other supporting services, such as:

1. The campus released campus safety information punctually and achieved normalization, which is still maintained today. During the campus epidemic situation, timely control, disinfection, and epidemic prevention work.
2. The campus library will be kept open to provide suitable study space for students who need to borrow books.
3. Various major activities of the campus should be carried out in an orderly and normal way, both online and offline. For example, the campus holds online and offline graduation ceremony, scholarship evaluation activities, and various office meetings to ensure the orderly development of campus life.
4. The campus starts health psychological counselling system in time to provide psychological counselling services for students in emergency situation. This is done in face-to-face communication and online video communication, from the physical space of

the classroom to the virtual platform of the network. The change of learning environment undoubtedly affects the way and state of students' learning. In the traditional classroom, lecturers and students realize the communication of knowledge and spirit all rely on the online space, which then becomes a new educational problem. The opening of the health psychological consultation system provides a new mode for everyone's communication.

3.3 Third Stage: Large-Scale Online Lecturing Stage and Regression Face-to-Face Lecturing Stage

From September 2020 to December 2020, online lecturing becomes the main course. This is supplemented by face-to-face lecturing. The mixed lecturing mode (hybrid), which is mainly online and offline, becomes an additional option. It should be pointed out that after the ZOOM online lecturing mode is opened, lecturers often carry out online and offline modes at the same time according to the epidemic situation, which can be used by students in different situations.

3.4 Fourth Stage: Regression Face-to-Face Lecturing Stage

During the third semester (January – May 2021), the emergency mixed lecturing mode is mainly offline and mainly online. With the COVID-19 outbreak basically under control in Hong Kong, there are strict rules for entering and leaving campuses, and the time is ripe for offline classes. Face-to-face instruction resumed in September 2021. HKBU always puts the safety and health of lecturers and students in the first place. In the face of crisis, we are not only dealing with it, but also trying to 'turn crisis into opportunity, co-exist with crisis and turn crisis into new motivation'. Since March 2020, the campus has opened the ZOOM system. Lecturers and students use information technology to promote online lecturing in an all-round way, and strive to maintain the normal lecturing order. I took an active part in lecturing according to the lecturing calendar. According to the actual situation of the students, I adhered to the mixed lecturing of offline face-to-face and lecturing of online, and earnestly achieved "class by point as scheduled", "class lecture together" with students, and ensured good interaction between lecturers and students. My mixed lecturing ability is improving, and so is my students' learning ability to cope with difficult situations. We have been through the hardest year and a half.

4 Results and Discussion

Field expansion of classroom lecturing

4.1 Online ZOOM Classes Are Offered

Lecturing is the main activity of a university. Therefore, at the beginning of the outbreak of the epidemic in February 2020, HKBU considered the online education model and immediately opened the ZOOM class. With the spread of the epidemic around the world, campus lecturing has changed from classroom lecturing to the combination of online and offline lecturing to the full ZOOM online lecturing state. As long as conditions permit, as long as there are students in the classroom, as a lecturer, I try to do face to face lecturing. This form of lecturing allows to meet the needs of students, solves students related problems directly. At

the beginning of online lecturing, I first recorded the video, which was explained in ZOOM class and then sent to everyone for review. Later, once students gradually adapted to online lecturing, video recording stopped. However, once online classes become the primary source of knowledge for students, lecturers must add more information for students to use on their own. The biggest problem with online education is that it cannot be fully interactive. Because of the lack of on-site interaction, lecturers must also add a lot of additional contents in the lecturing process to enhance the best effect of lecturing. What impressed me most at this stage was that I spent more time on lesson preparation and the amount of lesson preparation increased. We found that Online ZOOM class is very convenient. After a period of practical network lecturing practice, I found the benefits of ZOOM class, such as the ability to bring together a wider range of text, pictures, audio and video resources and call them across boundaries. There are chat rooms for discussion, interaction, storage, playback, discussion in different areas, and people can upload homework, data, and so on. Through this platform, lecturers and students can expand the classroom space, and our means of Chinese lecturing has been expanded.

4.2 Using ZOOM Platform, “The Second” Classroom Activity Was Opened

a) Using ZOOM Platform to Hold Extracurricular Discussions As Required

Our extracurricular lecturing activities are to increase the strength of online education around the online lecturing model, and to appropriately introduce the research trends of relevant academic issues. We provide necessary readings of various extra-curricular references, relevant bibliographies, or topics. We also emphasize the guidance and comment link between students. Through mutual comment between students, we can learn more knowledge from each other. I deeply realize that the students have good ability in doing extracurricular study report. It uses the library information system that refers to related information, such as paper, group discussion with ZOOM and other media, and also uses the E-mail threads in doing discussions with the lecturer. This is also the time when students can be more creative in learning. Students can do a group study report and receive new knowledge.

b) Using ZOOM Class to Carry Out Extracurricular Academic Speech Activities

In order to increase students' understanding of the history of Chinese language, especially the situation of Chinese language lecturing in the early world, on the afternoon of March 8, 2021, we invited Keiichi Uchida, a Professor of East Asian Cultural Studies Graduate School and a Director of Asian Cultural Studies Centre from of Kansai University, Japan, to deliver the 2021 academic lecture for students of The College of Arts and The Department of Chinese Language and Literature. From the late Qing Dynasty to the early Republic of China, there was an upsurge of learning Chinese in Japan, Korea, and Vietnam, and a group of people came to China from the United States, Britain, France, Germany, and other western countries to learn and write Chinese. Thus, a number of Chinese works written by foreigners appeared. Further, as early as the Qing Dynasty, there were Chinese lecturing and research conducted by foreigners from both east and west. One of the main features of this research is the study of classical Chinese, colloquial Mandarin, and various styles of Chinese dialects. Therefore, the Japanese scholar Keiichi Uchida within the city of Baptist university Chinese department students conducted a class about foreigners studying Chinese in the Qing dynasty as the theme

of the lecture. This is also helpful for Chinese students from foreigners in the research field by providing more in-depth understanding of the features of Chinese language, which is beneficial to stimulate the learning enthusiasm of the students of Chinese during special epidemic period. Professor Keiichi Uchida used fluent Chinese to introduce the materials he collected in the late 19th century for foreigners to study Chinese, as well as the methods, viewpoints, and achievements of westerners to study Chinese. Students were deeply inspired by the lectures given by overseas professors, expanded their horizons, had more understanding of the development of Chinese education history in the world, and found new academic topics in Chinese research.

C) Using ZOOM Platform to Hold Extracurricular Academic Exchange Seminars

University is the place of academic exchange. Students should not only learn Chinese, but also have academic discussions about Chinese. Therefore, necessary academic exchange is a very important link in university life. During the epidemic, we extended our academic activities of off-campus learning through ZOOM class. On June 19-20, 2021, an academic Seminar of Students from Department of Chinese Language and Literature of HKBU and Students from Campus of Liberal Arts of South China Normal University in Guangdong was held. This is an academic conference of graduate students from two universities. Although the meeting was held on ZOOM and students from the two universities could not communicate face to face, the preliminary work of the meeting was well advanced. In this activity, there were some regulations, e.g., each student's lecture content should be submitted in the form of a paper, reviewed by experts, and reported in groups. For each report, the presenters have 15 minutes to present their paper, 10 minutes for the expert of the campus to give comment, and 5 minutes for the discussion. There was a total of 30 minutes for each speaker's report and comment. Each speaker should have a PPT presentation on site. Therefore, this activity is actually a formal academic conference mode, and the students of the two universities completed the academic report in a very serious academic atmosphere. In this activity, more than 40 graduate students had intense academic exchanges within two days, which were filled with collisions of academic ideas and the demonstration of students' research ability. Although we could not meet each other, through the establishment of an academic exchange of *WeChat* application group, the communication after the meeting could be continued. This also promoted the cooperation between the Chinese departments of the two universities, increased the students' academic ability, and enhanced academic exchanges. It has added some vitality to our study and life during the epidemic period.

d) The ZOOM Online Communication Platform is Used to Increase The New Space for Small-Scale Learning Activities

Last year, I was responsible for the lecturing of four courses: Ancient Chinese, Modern Chinese, Chinese and Chinese Culture, and Language and Culture, which basically belonged to the series of language lecturing. A small number of students attended my three courses. Thus, I asked the students who enrolled in the three courses to integrate the three courses. Most of the students listened to my courses ancient Chinese and Modern Chinese, and I asked them to make a connection between ancient Chinese and Modern Chinese. During this epidemic, I also experienced slow adaptation in several aspects: (a) Pre-recorded video; (b) Preparation of PPT lecture notes for the course in more detail; (c) ZOOM video recording; (d) The addition of an information exchange platform; and (e) Temporary extracurricular online

discussion and Q&A sessions. In the past, during face-to-face lecturing, PPT content would be relatively simple. A large number of on-site oral lecturing, or even on-site interaction, and relevant details were solved in the class face-to-face lecturing. However, without on-site interaction and the change of lecturing mode, we made effort to use popular language and simple charts to show more information in the process of preparing PPT lessons. During this online lecturing, I came up with a lecturing idea. I focus on the training of basic language knowledge and promote the cultivation of practical application ability. Network classroom affects after-class communication and interaction between lecturers and students to some extent. However, everything has an opposite side, and it is up to us to face it. The field of classroom teaching expansion is depending on ourselves. Last but not least, using ZOOM on discussing problems with several students in the group has a very good and effective result.

4.2 Increasing Summer Extracurricular Programs to Give Students Better Practice in Language Studies

During the epidemic period, HKBU launched the students' summer vacation Nomination for Undergraduate Research Program in 2020 and 2021, which is a project for lecturers and students to conduct joint Research during the summer vacation. From May to July, 2021, I led some undergraduate students to conduct the Study on the Cantonese in the 19th Century (May 2021 to July 2021). Below are the three projects:

1. The Research on a Handbook of the Canton Vernacular of the Chinese Language (1874)

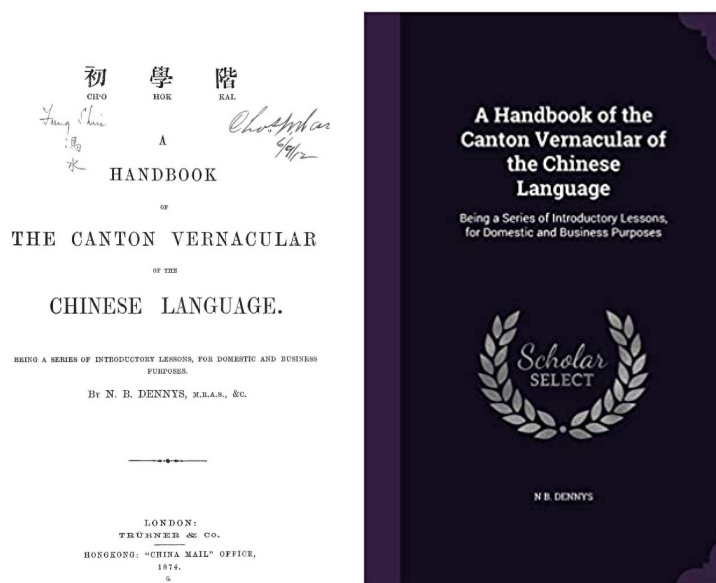


Fig. 1. A Handbook of the Canton Vernacular of the Chinese Language (1874)

2. The Research Value on Cantonese Bible Translations 羊城土话《路加传福音书》 (1883)
3. The Research Value on Cantonese Bible Translations 羊城土话《马可传福音书》 (1882)



Fig. 2. Cantonese Bible Translations

The students typed the three Cantonese dialect documents of the late 19th century into Word text and sorted out the Cantonese vocabulary and Cantonese sentence patterns in the documents. They gained a better understanding of the vocabulary and grammar of Cantonese used more than 100 years ago.

4.3 Using Moodle System, E-Mail, Wechat and Other Platforms for The “Second Class” Activities

Nowadays, there are many tools and platforms for people to communicate with each other. In language lecturing, I make full use of the existing communication media platform between lecturers and students according to the individual needs of different students, and communicate with students through multiple channels to timely solve their difficult problems in learning.

a) Moodle System

The online lecturing platform of Baptist University has *Moodle* system, which is also the main platform for lecturers and students to send lecturing information and evaluate each other's homework. This is the platform where I work every day, and I use this platform to carry out the main extracurricular basic lecturing work.

b) E-Mail is A Traditional Communication Channel

Some students like to communicate with each other on the E-mail platform. In the process of Chinese lecturing, I send relevant references and research papers in the form of attachments. I also make use of traditional media means and the effect is also very good.

c) WeChat

We made full use of the *WeChat* platform to send learning materials, and sent targeted learning materials for different students' questions, and timely maintained communication with students in learning and answering questions. This is a very good platform, and the interaction effect is timely and fast. In the process of lecturing Chinese vocabulary, for example, I found that the existing Chinese public platform provide all kinds of information about Chinese vocabulary, conference papers, published papers, broadcasted information, network, and international conference. This platform provides all students to get the large capacity of Chinese research information. Some students in the process of writing research report, can get further inspirations for reseach ideas, and get citations from research materials. It is a good platform for communication and expands the scope of the classroom. Over the past year, the common use of these multiple platforms provides us better technical means and space display. Thus, our lecturing work can be carried out in an orderly manner, which is also an emergency measure in a special period.

5 Conclusion

Facing COVID-19 outbreak, HKBU lecturers and students put safety and health in the first place. The campus management measures has experienced several major changes: from strengthening care measures of face-to-face classroom lecturing to gradually adjusting to rapidly open ZOOM platform as lecturing assistant in adjusting lecturing method into offline class. To some extent, this kind of multi-mode emergency lecturing method adapts to the learning characteristics of college students and meets the lecturing needs under the current special environment. It is a necessary means to maintain normal lecturing to expand various fields of classroom lecturing. In facing lecturing methods challenges, I saw the lecturers in the front line of lecturing, not only to cope with, but also to have the responsibility of lecturing according to the lecturing calendar, do "class by point as scheduled", "class lecture together", and strive to co-exist with the crisis, change the crisis into a new motivation. We also use information technology to promote all aspects of online lecturing and ensure good lecturer-student interaction. We strive to maintain the normal lecturing order. In the face of the crisis, I have seen our students continue to attend classes and improve their learning ability to cope with difficult situations. During the special period of lecturing for one and a half years, I as a lecturer also adhered to offline and online mixed lecturing. I gradually adapted to the new lecturing form of linguistics courses in this special environment, mastered all aspects of offline and online language lecturing, put special attention to expand the field of classroom lecturing, and improved my mixed lecturing methods ability. While carrying out ZOOM lecturing, we should try our best to enrich students' extracurricular linguistic activities, guide them to participate in specific research projects, and lead them to conduct academic exchange activities. These are special experiences and special memories during this special period. However, the current situation of Chinese lecturing in the context of the epidemic also leaves us with the following thoughts:

1. During the epidemic, lecturers and students, as the main body of lecturing, are also faced with the realistic problem of how to improve the operation level of online media, give full feedback to the technical advantages of online education, and improve the lecturing and learning effect. Lecturers' network skills and lecturing concepts, as well as students'

- innovative thinking and practical ability, can all be improved in ZOOM online lecturing to achieve better network lecturing effects. We can think about a series of network lecturing skills and Chinese lecturing ideas.
2. During the epidemic period, the original campus life has been changed and has brought reconstruction of the learning environment. Due to the situation on the integration of dwelling or dormitory space as living area into the platform of campus classroom using ZOOM, the boundary between private space and classroom public space becomes porous. Probably because of the problem of living space, many students can just close their own “space” in ZOOM classroom. Often in ZOOM classroom, with turns on the camera, lecturers cannot see the real space of students. Not only the faces of lecturers and students are separated by screens, it has also influenced the atmosphere of the class. This problem weakens the classroom space atmosphere and classroom norms. Thus, in order to answer how to improve the quality of online lecturing, how to regulate the classroom effects, and in order to get better deal with these major public emergencies, we need to discuss all these seriously.
 3. What we need to discuss is how to draw lessons from various useful experiences, or from the educational circles of various countries, to develop online language education as an educational strategy. In particular, the global network lecturing has been launched at the same time in more than a year, and various network lecturing methods used by different countries and universities to teach various language courses can be exchanged and shared. I got a lot of inspiration by attending this conference at Jendral Soedirman University in Indonesia, which is also the biggest input in teaching methods that I got from attending this conference. We also look forward to sharing the useful experience of online Chinese lecturing.

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