

# Research on the Reform of Online Teaching Mode in Colleges and Universities

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**Abstract:** With the opening of a worldwide epidemic - COVID-19, a new teaching model in the history of education - "online teaching" model has been promoted and popularized, which will be a good opportunity for the reform and innovation of traditional teaching models. This paper probes into the problems and reform of online teaching mode in colleges and universities.

**Keywords:** College education; Flipped classroom; Online teaching.

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## 1. Introduction

At the beginning of the 20th century, Dewey, a famous American educator, put forward the "child centered" education theory. This theory was applied to undergraduate education by Carl Rogers, an American psychologist, in 1952. So far, the "student-centered" education concept has taken initial shape. In 2020, with the outbreak of the COVID-19, a worldwide disaster, teachers and students who should have been teaching and learning in the classroom were brought back to the mobile phone and computer terminals, and teacher centered classroom teaching was transformed into student-centered online teaching. However, with this special teaching mode coming quietly, there are many outstanding problems to be solved.

## 2. Good opportunity for teaching mode reform

Compared with the traditional offline teaching, which focuses on teachers, online teaching pays more attention to the process of "learning", which requires students to learn actively. In the teaching process, online teaching will imperceptibly push students to the dominant position in the classroom, strengthen the "learning" behavior and weaken the "teaching" link. With the outbreak of the COVID-19, the Ministry of Education has proposed "no suspension of classes", which is undoubtedly a good opportunity for teaching mode reform and innovation. Guo Yingjian, dean of the School of Foreign Languages of Renmin University of China, said in an interview with the China Science Daily with passion: I hope that the large-scale online teaching carried out under the pressure of the epidemic can reverse the traditional teacher centered teaching model in the classroom to a certain extent, so that students can show their dominant position in the teaching relationship through the network.

## 3. Characteristics of online teaching mode

### 3.1. Taking students as the center to realize "flipped classroom"

The online teaching mode changes the teaching behavior with teachers as the main body into the learning behavior with

students as the main body, giving students more opportunities to participate in the teaching process. Taking Database Management and Development as an example, this course is highly practical. In the traditional offline classroom, teachers will race against the clock to impart theoretical knowledge to students. Under a fixed teaching workload, teachers occupy a large number of teaching resources, leaving little time and opportunities for students to independently practice and innovate. Even in experimental classes with relatively few class hours, students only complete the corresponding experimental content step by step, there is no independent innovation at all. During the epidemic, online teaching was carried out for this course. Teachers would prepare the outline of the course content and knowledge points in advance and distribute them to students. During the teaching process, they would record the corresponding chapters of Muke with this software (because of the sudden outbreak of the epidemic, in response to the national call to "suspend classes and schools", they would temporarily record while teaching). Formulate the experimental content of corresponding chapters for students, and give students the initiative to learn, so that students have plenty of time to practice and innovate, complete the corresponding learning content, and achieve "flipped classroom".

Some people may say that teaching should be teaching oriented, and teachers are the soul and protagonist of teaching. In fact, this is not contrary to the proposal of "student-centered", which is intended to emphasize that teachers should cultivate students' ability to learn independently and mobilize students' enthusiasm for innovative practice through various means, not that teachers should be separated from teaching or reduce their participation in teaching.

### 3.2. Motivated by trust and respect, stimulate teachers' enthusiasm for teaching

In the campus of our country, we usually think that managers who have not gone deep into the classroom are failures. But in foreign countries, this phenomenon is the manager's affirmation of teachers' classroom teaching and the trust and respect for teachers. Online teaching can well avoid the phenomenon that managers go deep into the classroom to listen to lectures (of course, if you want to go deep into the Taste Hall to listen to lectures, nails can also provide a good platform to listen to lectures). Many teachers will think that

listening to a lesson is a kind of supervision and inspection of teachers, and a performance of not being trusted and respected. In fact, in the teaching process of teachers, there is no teacher who does not teach students well and does not try his best to teach students. So, in addition to bringing more pressure to teachers, do managers have any advantages or positive factors when they go deep into the classroom to listen?

In fact, it is not these pressures that stimulate teachers' enthusiasm for teaching, but their trust and respect, which encourage them to want to better improve the teaching mode and improve the teaching quality.

### **3.3. Expand teaching vision and improve teachers' quality**

In front of the rich and huge excellent MOOC resources and high-quality online courses, teachers can also learn from the teaching essence of everyone in the industry, develop their strengths and avoid weaknesses, expand their teaching vision, and improve their teaching level. Students are the ultimate beneficiaries.

## **4. Problems in Online Teaching Mode**

### **4.1. Does not accept online teaching**

A large number of teachers, even students, do not accept the online teaching mode in their hearts, let alone gain and innovate in this teaching mode. Before the outbreak of the epidemic, many teachers had not been exposed to online teaching before. In response to the national call to "suspend classes without stopping school", they insisted on "accessing the Internet", accompanied by subjective factors that cannot operate, objective factors such as network delay and disconnection at any time, and cognitive misconceptions that opening live classes is to be a "webmaster". More importantly, they understood online teaching as simply reading PPT, these cognition and behavior are far from the "flipped classroom" teaching model based on online teaching.

Although some teachers or students have accepted the "student-centered" teaching mode in concept, they are still stuck in the actual teaching process, and few of them can truly integrate online teaching with traditional classroom teaching by adopting the original mode of teaching.

### **4.2. Insufficient time and energy for innovation**

At present, the assessment and evaluation of teachers in colleges and universities mostly focus on the workload of scientific research. The heavy scientific research tasks and teaching tasks make it difficult for teachers to have time to prepare for online teaching. Making a complete curriculum resource requires teachers to pay considerable time and energy. In terms of whether the annual assessment is qualified and whether the teaching mode is innovative, more teachers stick to the rules, choose the teaching method they are good at, and give up accepting, researching and innovating the teaching method. In fact, this is an important reason why it is difficult to really change the traditional teaching mode.

### **4.3. Inadequate emotional education**

Communication is the key to open the soul, and language is the key to the soul. Some teachers believe that face-to-face offline teaching can stimulate teachers' desire for performance and sense of recognition. At the same time, face-to-face communication between teachers and students is more likely to stimulate students' feelings and empathy with

students than that of online teaching without understanding teachers' attitudes and seeing teachers' body language.

## **4.4. Learning monitoring difficulties**

The most difficult point of online teaching is students' learning monitoring. Classroom is an organic whole that requires students and teachers to cooperate with each other. No matter how well teachers prepare, it is difficult to improve teaching quality without students' executive power. So how to monitor students in online teaching is particularly important.

## **5. Research on the reform of online teaching mode**

### **5.1. Excellent online teaching platform**

With the large-scale rise of online teaching mode, various online teaching platforms and APPs are constantly emerging. Here we have to mention a well-tested and useful online live teaching software - Nailing. This software can realize the links and functions that most offline classes have, such as online teaching, discussion, questions, classroom attendance, and homework submission.

Selecting an excellent online live broadcast platform can make the boring two-dimensional classroom three-dimensional. It can help teachers effectively supervise students, conduct classroom interaction, and make the live broadcast classroom shine.

### **5.2. Adequate preparation before class**

In order to make students and teachers cooperate perfectly in online classes and complete teaching tasks with high quality, teachers need to make full preparations before class:

Select course materials and resources that interest students, so as to stimulate students' learning fun, let them slowly integrate into learning, and improve their learning initiative and enthusiasm.

Grading and grouping students is very popular in foreign classrooms. The students should be stratified according to their academic achievements, which is convenient to distinguish their learning attitudes and abilities. Students are grouped according to the principle of combining strength with weakness, which is convenient to stimulate students' learning initiative.

### **5.3. Injecting emotional education**

Empathize with students and empower themselves. In the process of online teaching, more consideration should be given to students' feelings, and emotion should be integrated into education and teaching to let students know that teachers are with them and pay attention to them at all times. Anonymous questions in class and group discussion can be adopted to let students participate in it, so as to achieve better learning results. A successful course must be the product of empathy between teachers and students.

### **5.4. Scientific research and teaching complement each other**

Teachers' time and energy are limited. We hope that colleges and universities can carry out practical reform, allow scientific research workload and teaching workload to complement each other, and appropriately reduce the scientific research workload of teachers who spend more time and energy on teaching reform. I believe that more teachers will be willing to reform and innovate the teaching mode.

## 6. Conclusion

In today's era, online teaching mode has been recognized by more and more people, but it is not isolated from offline classroom and exists alone. What is better is that the two complement each other and are skillfully integrated.

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