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Research on the problems and countermeasures of online education development under the normalized prevention and control of the new crown epidemic

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Abstract: With the development of the normalization of the new crown epidemic, online education has become a development trend. This study analyzes the current situation of MOOC online education under epidemic normalization and prevention and control, finds that there are problems of insufficient online platform construction and teachers' online education, and proposes targeted measures to improve the MOOC online education platform (improve the discussion forum function, provide more catechism courses, improve the quality of catechism courses), improve teachers' online teaching ability (strengthen teachers' guidance, improve the efficiency of answering questions on course selection, strengthen offline activities to assist We hope that the strategies of improving teachers' online teaching ability (strengthening teachers' guidance, improving the efficiency of course selection and answering, strengthening offline activities, deepening catechism research, focusing on course integration, and giving full play to the expansion of catechism) can help the current stage of online education. We hope to provide some effective opinions for the development of online education at this stage.

Keywords: New crown epidemic; Online education; MOOC; Normalized prevention and control.

1. Introduction

Due to the widespread outbreak of the New Crown pneumonia epidemic in 2020, education in China was greatly affected, and students were unable to attend school normally because of the home quarantine of the epidemic. In this context, online education platforms began to attract attention. China University MOOC was jointly launched by NetEase and Higher Education Society in 2014, responding to the need of the Ministry of Education for national high-quality open courses and presenting an online education platform that presents the charm of MOOC courses of famous Chinese universities to the public. Based on the background of epidemic normalization, how to create effective ways for students to learn with the help of MOOC online education platform has become the focus of many scholars. This study analyzes the current situation of MOOC online education under the normalization and control of epidemic, finds the problems in the education process, and proposes targeted countermeasures for optimization. It is hoped that this study will provide some effective opinions for MOOC online education under the normalization of epidemic prevention and control.

2. Problems in the development of MOOC online education under normalized epidemic prevention and control

2.1. Inadequate construction of online platform

2.1.1. Imperfect function of discussion forum

There are few ways of communication in the MOOC classroom, and students are only able to communicate with the teacher by answering as well as interacting, and all the teacher has to do is to maximize the effect of this function. The number of students participating in the discussion forum is not very high, but the quality of the discussion forum itself is one of the factors to consider. At present, the main function of the discussion forum is that the teacher asks questions and the students solve problems. In addition to that, students can ask questions and other students and teachers can answer them.

Reason analysis: From the responses of the discussion board, the problems such as slow response time of teachers, perfunctory response to questions, and lack of time to respond are more prominent. Moreover, some students asked roughly the same questions, which also made the discussion forum a lot of duplicate questions, which undoubtedly wasted time. Moreover, the discussion forum cannot categorize the questions of the same content, which leads to the teacher needing to answer many questions and hinders the teaching process. The MU classroom platform cannot classify students' questions, and can only answer the questions briefly by hand, which is less efficient.

2.1.2. Insufficient number of MU courses

In MU classroom, the number of courses is also small, and the number of courses offering political science courses is even smaller. According to the data, there are 5993 courses on MU until May 2021, and 286 courses are related to mathematics, accounting for less than 5%, and the number of political science courses is even less, and compared with mathematics courses, the number of people learning political science courses is more, but the courses are few.

Reason analysis: There is a very big difference between the courses set up on MU, and there are some subjects with very small number of courses set up. It is also because of the emergence of the epidemic that the catechism platform has been paid attention to by many universities, but the number of online courses needs a longer time to accumulate, and this problem still remains in a short time.

2.1.3. The quality of catechism courses should be improved

Although due to various factors such as epidemic, all major universities in China have started to enter into catechism courses, but the quality gap is very huge because there is a very big gap between each university.

Reason analysis: Many teachers just imitate the courses and do not make full use of catechism as a platform. Some teachers only focus on quantity, but do not spend enough energy on quality, so the quality of some catechism courses is not good. The national quality courses can show to a great extent the opinion of the experts about the course. Among all the existing courses, the proportion of national quality courses is low, for example, among the Civics courses, there are only 15 national quality courses, accounting for less than 15%. For students, if the quality is not up to standard, students' learning motivation will not be increased, and the use of catechism will be greatly reduced. Moreover, the popularity and recognition of catechism is relatively poor when compared with flipped classroom, so the platform does not pay much attention to the quality of the course construction, which is one of the main reasons why the quality of the courses on the platform is not good.

2.2. Teachers' online education problems

2.2.1. Pre-course selection guidance is not in place

Students have to choose their courses with their own needs in mind, and it is a very important aspect for students to choose the right course before class. However, during the interview we found that there are many students who said that the courses they choose are basically easy, and if they choose a difficult course, they will withdraw from it. So we can know that students do not have a sufficient knowledge of the course before choosing it and drop for the course before it is finished.

Reason: Students only use the course descriptions as the basis for their choices, and do not communicate with teachers and students, while teachers only recommend courses in schools and do not give any guidance when recommending courses. Before choosing a course, teachers do not give students effective guidance, and students choose courses based on their own preferences, without considering whether the courses they choose are helpful and can help them improve their abilities; some students choose courses that their classmates are taking, and do not choose according to their own subjective will, and give up before the course is finished, which is also a waste of time. This is also a waste of time.

2.2.2. After-class Q&A lags behind

Catechism platform is an online learning platform based on the Internet, and one of the most crucial parts is the post-class Q&A. But at this stage, there is a certain lag in the post-class Q&A.

Reasons: Teachers often have their own business and teaching tasks, so the Q&A on MU is continued by some specialized teachers. Although teachers will answer questions for students, but the time for teachers to answer is limited, the answer time is seriously delayed, and cannot provide real-time answers to students, in addition, if the discussion time is about to end, then teachers will not answer questions, but such questions will certainly be raised by other students in the future, which will also inadvertently increase the workload of teachers.

2.2.3. The number of teachers answering questions does not meet students' needs

MU is a web-based teaching method, which also changes the traditional way of teacher teaching and student listening, so there are more teachers discussing with students about a certain problem. However, at this stage, the number of teachers answering questions does not meet the needs of students.

Reason analysis: The ratio between students and teachers in MU is relatively low, and teachers play a lesser role in MU learning. And as more and more people use catechism, the number of teachers needed will only increase, so to make students learn catechism better, the number of teachers must be increased, which will also hinder students' learning to a certain extent.

3. Countermeasures and suggestions for the development of MOOC online education under normalized epidemic prevention and control

3.1. Sound MOOC online education platform

3.1.1. Improve the function of discussion forum

From the actual learning outcomes of students, we find that the most important problem existing in MOOC classroom now is that the discussion area is very single and the Q&A of students only focuses on the form. Therefore, there is a need to reform the discussion forum. Advanced technology can be used to categorize the questions asked by students to avoid repetitive or basically the same questions, so as to reduce the burden of teachers, better answer questions and improve efficiency. In addition, the mu classroom platform can be pushed according to the courses that students browse, select some courses that students may be interested in, refer to the current short video push to push the course, so that students can learn the course they are interested in, but also that the staff needs to invest more time and space to improve the function of the mu classroom, to introduce more professional services, so as to help students to be able to form a more comprehensive knowledge of themselves. This will help students to form a more comprehensive knowledge of themselves, provide reference for universities, and reflect the effect of students' learning.

3.1.2. Provide more MU courses

When building courses, catechism should be built based on the actual needs of students and teachers, and various courses should be categorized according to themes to ensure that the courses online in each university can not only meet the learning needs of students, but also show the characteristics of the university and increase the number of courses. Finally, the relevant government departments and schools can make the whole catechism more complete through practice, not just a single course, but to unify all the special courses to solve the problem of fewer courses.

3.1.3. Improve the quality of catechism courses

Students can't learn through catechism without the government's financial investment. What the government needs to do is to understand the needs of students and teachers, to understand what students really want to learn, so that they can design courses that meet the needs of students, so that students can do independent learning. This also requires the authorities to work with the schools and go to the campuses to understand the needs of the students. In the survey, some

students said, "There are many different kinds of courses in the MU platform, but they are not systematic and cannot be connected to the actual courses. The purpose of the government and schools using catechism is to stimulate students' interest in learning, so that they can learn independently and better. Therefore, for each school, the courses offered need to be centered on actual teaching and learning, creating courses that are relevant to the actual curriculum taught in the school and ensuring the quality of the courses.

3.2. Improving teachers' online teaching skills

3.2.1. Strengthen teachers' guidance and improve the efficiency of answering questions on course selection

From the actual survey we found that "the persistence of colleges and universities on the whole platform is not good, that is, the completion rate is not high", and in the process of communicating with students we also learned that "in order to complete the learning task, the courses chosen are basically some easier and shorter courses ". This is the trend of most students' choice of courses, and schools need to pay attention to this aspect and give guidance to students, while teachers' guidance should be based on "interest first, taking into account the advantages and disadvantages", based on students' interests, and suggesting students to choose subjects that interest them. The teacher's guidance should be based on "interest first, taking into account the advantages and disadvantages".

3.2.2. Strengthen offline activities to deepen the study of catechism

Catechism gives students the opportunity to continue learning. But it also requires students to do independent learning and higher level of research, which is very difficult for many students. In the process of communication, some students said, "After watching the videos, there are only online discussions, but nothing else." Therefore, schools need to provide regular tutorials for students based on the courses offered, so that students' questions can be answered in a timely manner, which can also increase the interest of students and meet the needs of different students. This can also increase the interest of students and meet the needs of different students, making it more in line with the characteristics of research-based catechism, and can also attract more students to take the course by offering activities to enhance the school's influence.

3.2.3. Focus on curriculum integration, and give full play to the extensibility of catechism

The first thing that schools should do is to respect the differences among students, set different goals for different students, so that each student can try their best to accomplish the goal, improve students' self-confidence and feel a sense of success. In addition, schools can create different groups to unite students from different grades to discuss the curriculum and allow students to communicate with each other to increase their interest in learning. In addition, schools can bring in students who are not very autonomous to explore the curriculum with other students and answer questions about their knowledge. In addition, the school's curriculum has its own characteristics, and the survey found that many students "have chosen at least one of our catechism courses", which will greatly facilitate the integration of the school's curriculum. Schools can conduct regular workshops based on the characteristics of students and the types of courses they take, so that students can express their ideas and opinions and gain new things. Students can communicate and share their ideas, which is a way to develop their knowledge and stimulate their interest in learning, thus realizing the original purpose of using MU.

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