

Evaluation and Improvement of the Effect of Online Teaching

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Abstract: As a new teaching mode which is different from traditional classroom teaching, online teaching comes into being with the rapid development of Internet technology. Online education developed earlier in the United States and other developed countries. This paper takes a course taught online as an example, sorts out all aspects of on-campus teaching, analyzes and evaluates the effect of the online course, and reflects on the future development direction of online teaching.

1. Introduction

As a new teaching mode, online teaching arises at the historic moment with the rapid development of Internet technology. Blend teaching reform is developing rapidly in the United States, the United Kingdom, Australia, Japan and other countries with a high degree of information, and has been successfully practiced in many foreign universities and formed a systematic management and practice mode. China keeps up with the trend of online education in the world, and is affected by objective factors, the practice and reform of online education are in full swing. Taking an online course as an example, this paper analyzes and discusses the prominent problems in the process of teaching reform, and seeks for feasible solutions, in order to provide some help for the improvement of online teaching reform.

2. Overview of Online Education

2.1 Definition of Online Education

Online education is a kind of teaching mode based on network platform. Under the situation of separation between teachers and students, online course teaching is effectively implemented centering on the traditional course model and taking online platform as the carrier, aiming at promoting learners' learning.

By using multimedia network, teachers can carry out teaching activities anytime and anywhere without being restricted by time and space, which is a subversion of traditional education. Online education is characterized by openness and sharing, autonomy and individuality, low cost and fairness, interactivity and systematicness.

2.2 The Development of Online Education

In the 1990s, online education emerged thanks to the rapid development of Internet technology. Led by the United States, many countries have introduced relevant policies and plans to develop online education, among which Coursera, Udacity and edX are the three leading online education platforms.

The year 2020 brings unprecedented opportunities and challenges for the development of online education in all countries. In the field of higher education, universities around the world are actively building online open courses, and student participation has been steadily increasing.

Countries in the world have completed the preliminary practice of online education under special circumstances. The next important task is to sort out the problems found in the practice and improve the theory of online education to better serve the practice. The following is an example of a specific course taught online to analyze its online teaching process, find problems and reflect on them.

3. The Implementation of Online Teaching

3.1 Selection of Teaching Platform

The choice of platform is the first step of online teaching, including live broadcast platform and teaching resources upload platform. The platform should have a stable network and make it easier to give notifications. Continue to use the platform used by students before, for the release of teaching materials, homework, testing and other teaching activities.

3.2 Preparation Before Class

The electronic textbooks and relevant materials of the course will be uploaded to the teaching platform in advance for students to view and download. Topic discussion will be released before class to guide students to discuss relevant course contents. Since this course is a legal practice course, a large number of cases will be used. Long or complex cases used in class will be sent to students in advance for preview, so as to improve classroom efficiency.

Before class, enter the live broadcast platform to debug PPT and voice in advance, release the class notice, remind students to enter the live broadcast room and test the network situation in time, and give feedback in time if there is any problem.

3.3 Online Classroom Interaction

Interactive communication was conducted by voice interaction and bullet screen in the broadcast room, and interactive answering questions were conducted by PPT. Through several weeks of teaching practice, the online teaching method is constantly adjusted, which not only tests the students' learning effect, but also improves the class participation and efficiency.

Students can ask questions on the bullet screen at any time, which changes the situation that students dare not interrupt teachers in class and makes the classroom atmosphere more active. During the teaching, theoretical knowledge teaching is combined with case practice, and some MOOC videos are interspersed to adjust the classroom atmosphere and improve students' attention. With the function of recording the screen, each lesson can be recorded and uploaded to the teaching platform automatically, so that students can replay and learn what they do not understand in class.

3.4 Feedback after Class

After class, students make use of the course video playback and courseware to consolidate in time, raise questions in time if there is any doubt, and explain the common problems uniformly.

The teaching platform is used to publish homework and tests after class, and various forms such as essay questions, case questions and multiple choice questions are adopted to effectively test students' learning results.

4. Evaluation of Online Teaching Effect

4.1 The Data Analysis

According to the data provided by the online teaching platform that I used, analyze the data and found the problem.

The whole teaching process and students' participation are shown in the following table:

Table 1 the Data Of Online Teaching Platform

The number of students		127
Homework	Job publication times	9
	Number of assignments submitted by students	1133
	submission rate of students' assignments	99.1%
	On-time submission rate	97.1%
Attendance Check	Attendance Rate	99.1%
Classroom Interaction	Number of classroom interactions	11
	Interactive participation rate	87%

As can be seen from the above table, In the process of online teaching, students' attendance rate and homework submission completion rate are relatively high, reaching almost 100%, which is closely related to the convenience provided by network technology. However, in interactive teaching, the degree of participation is not high, and the actual effect of participating in answering questions is not optimistic, which indicates that compared with traditional face-to-face classroom communication, online teaching needs to be further improved in terms of teacher-student interaction and student-student interaction.

4.2 Questionnaire Survey

A questionnaire survey was conducted on the students' online learning in order to further understand the status of online teaching and further promote the quality assurance of online teaching.

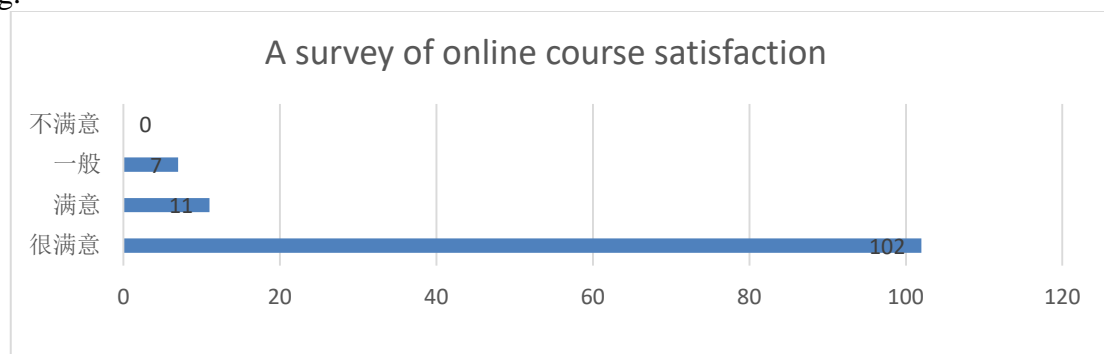


Fig.1 A Survey of Online Course Satisfaction

Take a sample of students taking the course online, the vast majority of students are satisfied, which indicates that the course is working well online.

4.3 Problem Meditation

The theoretical research on online education is not in-depth enough, the practical exploration is still in the preliminary stage, and there are still many problems in online education.

4.3.1 How to Keep Online Teaching Alive for a Long Time

As for the status and value of online teaching, many scholars still think that online teaching cannot replace the physical classroom. We should bring online teaching into the planning of universities, seriously discuss the improvement strategies of online teaching, and deeply understand the potential value of The Times of online teaching.

4.3.2 How to Ensure and Even Improve the Quality of Teaching

Due to the integration of 'Internet +' and 'intelligent +' technologies, online teaching has become an important development direction of Higher education in China and the world. Numerous quality assurance frameworks and measures have been proposed by many distance education institutions and researchers. For example, QM puts forward the quality assurance of online teaching, and the Association of Open Universities of Asia puts forward the quality assurance of distance open education. If online teaching enters the new normal, how to ensure the quality of teaching will be a question it must answer, otherwise online teaching will not last long.

4.3.3 How to Meet Personalized Needs

Online learning faces many challenges, including teachers, students, teaching resources, equipment and so on. One of the ways to deal with these challenges is to carry out personalized teaching, that is to say, let the learning content and learning style match with the learner's knowledge, ability, preference and cognition, so that the two connect and adapt to each other.

Among them, there are two difficulties to be solved. One is the change of teachers' role and the improvement of their ability. From the “teaching-centered” to the “learning-centered”, teachers must adjust their teaching mode and learn new intelligent teaching methods. The second is that students should learn real learning. Teachers are no longer spoon-feeding lectures, but serve as guides to guide students to think and study independently.

5. The Future Path of Online Teaching

5.1 Establish the Consciousness of Change in Advance

We should be aware that the contemporary world is experiencing a fourth scientific and industrial revolution with information technology, Internet plus, big data, cloud computing as the core symbols. This not only has a profound impact on human production and life, but also constantly brings forth and incubates new knowledge, new technologies. This will profoundly reshape the form of education and make people rethink the essence and rules of the process of education and teaching. We should improve our ability to adapt to changes, actively accept new knowledge, new technologies, and improve our ability and level of harnessing and using technologies.

5.2 Strengthen Policy Support

Education departments and colleges should increase policy support and fund guarantee, improve teachers' enthusiasm in creating high-quality courses and building online-offline curriculum

resources. At the same time, it is necessary to establish diversified cooperative education mode to provide more opportunities and development space for teachers and students.

5.3 Change of Teacher-Student Role

At present, colleges and universities have insufficient understanding of online education, and commercial marketization is more serious. Online education should be repositioned as the main way of talent training, and should be given equal credit.

In order to change the teaching mode and break away from the traditional classroom teaching, teachers should not be indoctrinators and lecturers of knowledge, but rather guides. At the same time, students must develop the habit of learning consciously. This also needs reasonable guidance from teachers in curriculum design.

5.4 Promote Mixed Teaching

In 1999, blended teaching was first proposed in the United States. In a nutshell, blended teaching is the deep integration of face-to-face classroom teaching and online learning. In practice, mixed teaching mode has many advantages, such as improving students' learning efficiency, enriching teaching forms, optimizing learning process and saving education cost and so on.

In view of the practical problems existing in the development of higher education, blended teaching is not only conducive to promoting the deep integration of higher education teaching and information technology, but also can promote the innovation and practice of higher education teaching reform.

5.5 Establish Multiple Evaluation Mechanism

Since we advocate the adoption of diversified teaching mode, we must establish a supporting evaluation mechanism. The traditional assessment method is no longer suitable for online education. The course assessment mechanism should be further optimized to enhance the proportion of student discussion. We should increase the mutual evaluation mechanism and pay attention to students' independent play. Let the course examination pay attention to the dynamic understanding and comprehension of students' knowledge while investigating the basic knowledge of the course.

6. Conclusion

By means of network technology and MOOC platform, online education, with its unique advantages, provides a high degree of convenience and standardization for the online teaching of college courses. Taking insurance law course as an example, this paper analyzes and evaluates the implementation process and effect of online teaching, finds out its existing problems, and puts forward some feasible suggestions for its normalized long-term development path. It is found that in the process of online teaching practice, there are some problems such as insufficient attention, insufficient theoretical research, insufficient curriculum construction, and imperfect evaluation and assessment. Accordingly, this paper also puts forward the corresponding countermeasures, in the hope of the future university online open curriculum and offline courses can be more high-quality development.

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