Analysis on the Online Education Research Topic in China---under the Background of Covid-19 Epidemic Era

Tang Jing

[1]*Malaysia University of Science and Technology (MUST), Malaysia*

[2]*Northwest University of Political Science and Law, Xi'an 710122, China*

Abstract: More and more researches have been taken on the online education in these years. COVID-19 Epidemic has changed the way of people's life and learning, as well as the researchers' attention. The researches on online learning have been developed in the diversification of aspects. In this paper, the author will analyze the online education research topic in China. The purpose of the paper is to help readers get a whole view of the research topics on online education.

1. Introduction

The Ministry of Education of the People's Republic of China has released the Guidance on Promoting the Healthy Development of Online Education, Guidance on Strengthening The Construction and Application of Network Learning Space in 2019. The first document mentions that by 2020, the infrastructure construction level of online education will be greatly improved, and modern information technologies such as Internet, big data and artificial intelligence will be more widely applied in the field of education, with more abundant resources and services and a better online education model (2019, September 25th). The second document indicates that by 2022, a green, safe, manageable, functional and distinctive real-name system will be made available to all levels of education, all teachers and school-age students. Government encourage students to study online according to their own learning needs, through the space selection of all different kinds of network courses (2019, January 16th).

By June 2019, the number of online education users in China had reached 232 million, an increase of 31.22 million over the end of 2018, accounting for 27.2% of the total number of Internet users. In 2019, Office of the Central Cyberspace Affairs Commission, Cyberspace Administration of China released that the number of mobile online education users has reached 199 million, an increase of 5.3 million over the end of 2018, accounting for 23.6 percent of mobile Internet users. According to iiMedia Research in 2019, data analysis of China's online education industry: the number of online education users will reach 305 million by 2020.

Affected by the COVID-19 outbreak in early 2020, Chinese universities have made full use of online education for teaching [1]. China's online education market is expected to exceed 540 billion yuan by 2022, according to relevant data. According to China's Ministry of Education, since the national primary and secondary school Internet cloud platform and China Education TV Aerial Classroom were officially launched on February 17, the national primary and secondary school

Internet cloud platform had been visited by 2.073 billion people and 1.711 billion people as of May 11.As of May 8, 1,454 universities nationwide had launched online teaching, and 1.07 million courses, or 12.26 million courses, had been taught online by 1.03 million teachers. A total of 17.75 million college students, or 2.3 billion person-times, took part in online learning.

2. Analysis on the Online Education Research Topic in China

Since the outbreak of the COVID-19, the number of studies on online education has increased dramatically. By January 8th, 2021, the author searched on the China National Knowledge Infrastructure (CNKI) by setting search condition is that the topic includes the term: online education that is used as a search keyword. According to the statistics on the website, 845 journal articles on the topic were published in 2020. Since 2009, the number of publications has increased significantly each year. The top twenty topics of online education research are also very rich which can be seen in the following figure:
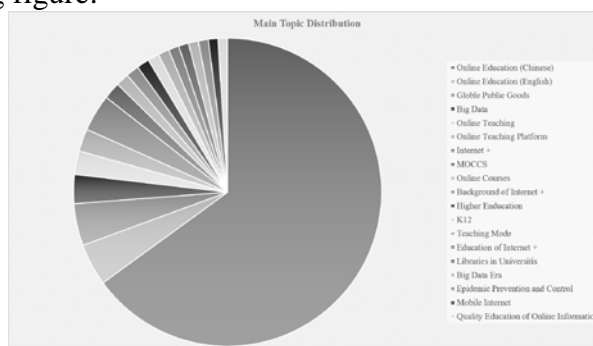
It can be found that besides online education, the field of technology and large-scale online education are the primary focuses of the online education research. With the emergence of various online education platforms, MOOCs, flipped classroom and other changes in education methods have promoted the development of education informatization, making the research topics in this field more diversified. Some of them are representative and excellent articles, for example, Chinese researchers, Wang Youmei, Ye Aimin Lai and Wenhua, made a study about domestic hotspots research of mooc based on the knowledge map analysis. take 645 journals about MOOC from CNKI database as the research object, making co-word clustering and multidimensional scaling analysis as the main research method, and use Bicomb co-word analysis software of SPSS 20 to complete content data statistics and analysis. The results show that the domestic research on MOOC mainly focuses on four aspects: the development of MOOC, the impact of MOOC on traditional higher education, the application model, and the problems and challenges of development [2].

In the newest research, the topic of cross-study topics in Artificial Intelligence and the theme of the background of the outbreak of COVID-19 come out in 2020. For example, Yang Bin and Huang Cheng, scholars from Tsinghua University, who wrote an article about how to make a breakthrough in online education under the epidemic. He mentioned that the unprecedented online education during the epidemic period has led China's online education into the mature stage of the 2.0 era, and even catalyzed the embryonic form and exploration of the 3.0 era. Colleges and universities set up a "virtual university" actively, carried out a variety of classroom and network education activities, to a certain extent, all of these promoted the development of the Internet + education and explored the true meaning of "online education" in "online education": On the basis of knowledge, to achieve broader promotion of competency and value models, community building and identity education concepts and goals [3]. Challenges and methods of online education from the perspective of Sino-US comparison is also discussed by Wang Mo and Wang Minjuan. They pointed out that in both the United States and China, all the approaches to teaching online has caused great

inconvenience and problems for students and parents during the epidemic. The temporary and hurried implementation of online teaching due to the outbreak of COVID-19 has left many teachers with little training and experience in online teaching[4]. From this perspective, experts can focus their research on the implementation of the recommendations.

In early researches, the comparative study of online education and traditional education mode is also a major research focus. Nowadays, the comparative study of online education between China and America gradually become the study focus. Relevant articles have appeared in some key journals in China, such as Heilongjiang Researches on Higher Education, Language Teaching and Linguistic Studies and Educational Research. Chinese researchers, Qin Lei and Hu Ronglin made a study about technological trends and social needs: a comparative study of online education in Chinese and American universities. They mentioned that America has the advantages of resources and talents, and its online education has a high appeal in the world. China has better 4G/5G network coverage, but the quality of courses and organizational system still need to be improved [5].

3. Summary

To sum up, the research direction of online education is developing in a diversified direction with the technological change, but there are also many problems to be solved. The development of online education is too fast, But the theoretical research has not kept pace with the practice. Practice is the basis of theory, and practice plays a decisive role in theory. Theory has a negative effect on practice, and scientific theory has a positive guiding effect on practice. Theory and practice complement each other and are indispensable. It is worth noting that in the future while expanding theories in related fields, researchers should also pay attention to the discussion and assumption of problem-solving oriented practical experience.

References

[1] Kong Xiao, Liu Naijia, Zhang Menghao and Xu Mingwei. Analysis of online college teaching data before and after the COVID-19 epidemic [J]. Journal of Tsinghua University (Science and Technology),2021,61(02):104-116.

[2] Wang Youmei, Ye Aimin Lai and Wenhua. Where to Go: Domestic Hotspots Research of MOOC Based on the Knowledge Map Analysis [J]. China Educational Technology,2015(07):12-18.

[3] Yang Bin and Huang Chen. Beyond Online Courses: A Breakthrough in Online Education under the Epidemic [J]. China Higher Education,2020(08):25-27.

[4] Wang Mo and Wang Minjuan. Challenges and methods of online education from the perspective of Sino-US comparison [J]. Educational Research,2020,41(08):35-39.

[5] Qin Lei and Hu Ronglin. Technological Trends and Social Needs: A Comparative Study of Online Education in Chinese and American Universities [J]. Heilongjiang Researches on Higher Education,2021,39(02):64-68.