

Comparative Analysis between Online Teaching and Traditional Teaching in Epidemic Period

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Abstract

The epidemic prevention and control period has stimulated the vitality of online teaching, promoted the vigorous development of online teaching, and also reflected the embarrassment of online teaching. Online teaching is not incompatible with offline teaching, but only replaces some functions of offline teaching. Online teaching will not completely replace offline teaching after the epidemic. The organic combination of the two, according to the different characteristics of different courses, learn from each other, complement each other, and jointly promote the innovation of educational and teaching forms and school organizational forms, which is conducive to the creation of new forms of educational services.

Keywords

Epidemic, Online education, Mixed mode teaching.

1. Introduction

With the impact of the epidemic, online classes in schools have been promoted. More and more teachers and students have been participating in online classes, and the curriculum software has been updated and updated rapidly. This has accelerated the pace of "school suspension" during the epidemic. After this battle, the advantages and disadvantages between online teaching and classroom teaching become more and more obvious. Although some teachers started with "passive live streaming", they were reluctant to leave the classroom at the end: it turned out that Internet teaching could be done at home, which made them feel more efficient and passionate than offline teaching, and they could calm down to think and study well. However, some teachers are unable to enter the teaching state in class. The brain circuits in the class are always strange to the air, and the students can't "see everything". They feel out of control and confused, which makes it difficult to get into the play. And the students? Some students who dare not ask questions in normal times dare to participate in it now. Thanks to the timely feedback online, they are more active in learning, which is more efficient than classroom learning. And some students because there is no supervision, as long as the point to connect the network, connected to the class, just do what you like to do, the attendance rate and relevant data is not very good, homework find classmates copy, discuss, fool it is very easy. It is also difficult for teachers to see the clue from the "bright" data. With the large class size and the large number of teacher courses, it is not difficult to muddle through. There are also some students who let themselves go completely, and there is basically no restriction on the course check-in. Anyway, teachers can't be seen in person, and they don't care if they are criticized online. One of the most let a person love dearly to the last class of students, because of the outbreak at home, and also meets the sensitive spring, if the course didn't understand and were afraid to ask teachers and classmates, home again some anything stimulus once, so this kind of students' basic need not mention how the learning efficiency, his psychological problems and emotional control, make the teachers very headache, if parents can't even comfort, so far in the computer how the teachers and students to share knowledge, how to make smooth sound education?

2. Internet Online Teaching Advantages

At this point, the difference between Internet teaching and classroom teaching is also obvious. We will find that online teaching has many advantages that offline courses cannot match. The most prominent should be big data, all the statistical data can be clear at a glance, including class attendance rate, video viewing rate, score statistics, learning progress, chapter progress, test questions, learning times, learning time, homework accuracy. Different software contains a variety of data statistics, are basically visual Settings. These clear data bring educators a deeper level of enlightenment and thinking, which is of great significance to the in-depth study of education. Although these data are mixed with a certain amount of "water" (gesture password and location check-in can be falsified, students can refer to the answer after submitting homework to cheat...) But in general, it can be used as a reflection of the educational effect and a reference to reflect the learning facts of students.

Second, online teaching is not limited by time point, geographical location, emotional state (except the classroom that requires video interaction) and other aspects. It can allocate its own time for learning anytime and anywhere. This is a good thing for a self-disciplined student, as long as he finishes the task, he can finish it quickly and efficiently. He can control the learning progress by himself. He can finish the work more quickly, more deeply and more widely in the same time as offline, as long as there are enough online resources and proper guidance. But for students with weak self-discipline, is not the same as no one tube? Finish the homework, progress to meet the target, there are ways to cheat, but if even the cheat is not in the mind, then it is completely out of control. For this type of student, what you need to do online is find a way to appeal to him. For example, game clearance mode, animation and video mode, the course is carefully chewed and designed into a comprehensive task... But some scholars think that teachers help students think, how to keep students learning boring knowledge of the persistence? Again, there's a debate going on here, and there's no debate going on here.

Or one-to-one supervision for such students. However, these methods of supervision are also a thankless short-term strategy. A more sensible way is to ask students or teams to give special guidance and discuss together, so as to promote "learning" by "teaching", and teaching and learning benefit each other. Even if the results are not obvious in the end, it is an output growth for the students being taught. In the achievement, for the progress of coaching effective team to give a certain reward, can improve the efficiency and enthusiasm of coaching.

Online classroom third big advantage is the marking objective questions, teachers should set up the course options and answers, adherence, so when the students complete the objective questions submitted later, can be automatically generated results, parsing, make learning process completed quickly closed loop, let students get feedback in time, effectively avoid offline class because the teacher is not submitted in time correcting our homework, learning behavior of stagnation or slowing, which affect the learning effect. It also avoids the phenomenon that teachers waste a lot of time and energy in proofreading exercises in class. Teachers can also save time in correcting a large number of exercises by reading, associating relevant data, and conducting in-depth studies on courses and education.

As to the subjective topic, students can use the video, voice, image, combined documents submitted (shooting and upload make physical objects have color or perspective of bias and distortion, although these can be used to shoot video and fax to repair, if still cannot, can also be used offline physical transfer), including speech way more fun and can be more interactive. But the correction of this kind of exercise is more headache, the teacher needs to revise one by one according to the relevant score items. Otherwise, once there is a big difference in the scores of similar assignments, it will easily cause students' dissatisfaction and complaints (especially if the "student student evaluation" system is adopted).

Therefore, it is indeed easier to carry out the time-consuming and laborious learning process offline (such as the mentioned check-in, objective homework correction, student self-evaluation and student mutual evaluation, as well as self-study and replay of all relevant contents of the course), and it can

also quickly form a closed loop for some learning behaviors, enabling students to learn anytime and anywhere. If teachers know how to guide, they can also let students naturally transition to the next chapter for independent learning.

3. Advantages of Traditional Offline Classroom Teaching

However, offline classes also have incomparable advantages. The first is emotional interaction and scene interaction. Teachers differ in their eyes, expressions, gestures, tone of voice, live and online interactions. When the teacher looks around, he can draw attention to all the students and thus act as a deterrent. Students quickly adjust their learning status due to a glance from the teacher, and these interactions within a few seconds can play a role in classroom control. Emotional interaction not only occurs between teachers and students, but also exists in the "restraint and interaction" with the site environment. Some students are not restrained at home, but they can achieve a certain degree of self-discipline in school and class. It's the environment. Once these advantages are integrated into the line, the blurring of scene boundaries will weaken students' sense of class and thus lead to the blurring of behavior.

Compared with listening to unfamiliar and familiar teachers, students also have different emotional choices. "Close to the teacher, believe in the way" is to communicate and interact with teachers, to establish a close and trusting relationship between teachers and students is conducive to the smooth development of the course. Although this can be done online, it does not mean that every teacher can do it. Some teachers are more suitable for online, while others are more suitable for offline. It takes time and experience to develop the personal charm and teaching habits of different teachers. Most importantly, offline teacher-student exchanges can take place outside the classroom: what looks like "idle chatter" on a quiet playground is an important catalyst for bonding. The memory of years given by the scene will make people have a better sense of painting. The fresh smell of grass and slight cool breeze will make students communicate better with each other. The ultimate direction is to enable students to better enter the state of learning and complete better learning.

Second, courses or experiments that require manual operation are difficult, and face-to-face communication is inseparable from offline activities. Since there are many uncontrollable factors in the manual operation and personalized factors are unknown, many situations need to be judged and adjusted in real time based on the specific scene information. Sometimes, due to the lack of experience, the operator often does not know where the operation is wrong and cannot ask questions immediately, unless the teacher pays attention to it, which is difficult to realize for the online class with a large number of students, or the auxiliary staff needs to observe and pay close attention to each student. The manpower and resources here will be heavy. For those manual courses or experimental courses, it is even more so. Sometimes, an omission in one step may lead to a complete deviation from the original course. A teacher will observe the course in real time, guide, supervise and optimize the efficiency of the solid line.

4. Conclusion

Here we come to a common understanding: there are pros and cons to both online and offline, and we don't have to support one over the other, or be too neutral on both sides. Despite the end of the epidemic, this online course experience has given us a new understanding and thinking about online courses. After online courses still is the mainstream in the development of education, how to arouse the enthusiasm of learning, and a greater extent the complex combination of knowledge and skill points an orderly, effectively transmitted in the form of students happy, guiding, enlightenment, popularization and breakthrough, how to maximize the use of online course education advantage, let the students learn knowledge, mastering skills, internalization and effectively output, innovation, even is the main topics of the after our efforts.

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