

Analysis on the Network Status of Online Teaching of Tax Planning

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Abstract

With the rapid development of big data and artificial intelligence, online education has experienced explosive growth. By summarizing the progress over a period of time, this paper uses the questionnaire survey method to initially understand the various indicators of network status before and after the online education of students, and conduct statistical analysis.

Keywords

The Network Status; Online Teaching; Data Analysis.

1. Introduction

With the rapid development of informatization and big data, informatization changes have taken place in the global industrial chain, which has had a great impact on all aspects of life. The current situation and countermeasures are worthy of reflection by frontline educators. This paper investigated the online education experience of students from Fuzhou University of International Studies and Trade, and followed them for three months. Combined with the author's teaching experience, this paper discussed the network status of university online teaching of Tax Planning.

2. Research Methods and Data Analysis

In this study, by looking for relevant indicators for the online teaching of Tax Planning for undergraduates, questionnaire surveys were made, and the comparisons were distributed one week after the start of the online class and three months after the start of the online class.

All questionnaires were collected through the questionnaire star WeChat terminal and export, a total of 1200 questionnaires were distributed, and 1071 valid questionnaires were recovered (both questionnaires were recovered and valid). the questionnaire is divided into three categories, which are distributed one week after the online course and three months after the online course, including Using Equipment, Network Mode, and Network Fluency.

The research data was analyzed using SPSS 25, and the qualitative data was expressed as the number of cases (percentage), and the Pearson chi-square test or adjusted chi-square test was used to compare the two groups. Quantitative data is expressed as mean±standard deviation, and comparison between the two groups is made using T test or T prime test.

3. Research Results

As shown in Table 1 and Figure (1-3): In terms of equipment support, as shown in Figure 1, most students use computers for class (70.3%), and some students use mobile phones for class; as shown in Figure 2, the home network is the main traffic source of online teaching (76.7%), and the network usage pattern has not changed significantly after three months (79.4%). In terms of platform experience, as shown in Figure 3, most students can achieve smooth internet in class, but there are still some students who need to use the review function to learn to affect

class progress (24.8%). And after three months of online class, although this problem has been improved, it still exists (20.1%). [1-3]

Table 1. The Network Status of Online Teaching

The Network Status	One week after class (number of cases)	Three months after class (number of cases)	Chi-square value/T value	P value
Using Equipment			11.420	<0.001
Personal computer	753	822		
Phone or tablet	318	249		
Network Mode			2.289	0.130
Home network	821	850		
Mobile Phone Flow	250	221		
Network Fluency			6.973	0.008
Does not affect the class	805	856		
Occasionally affects /need replay	266	215		

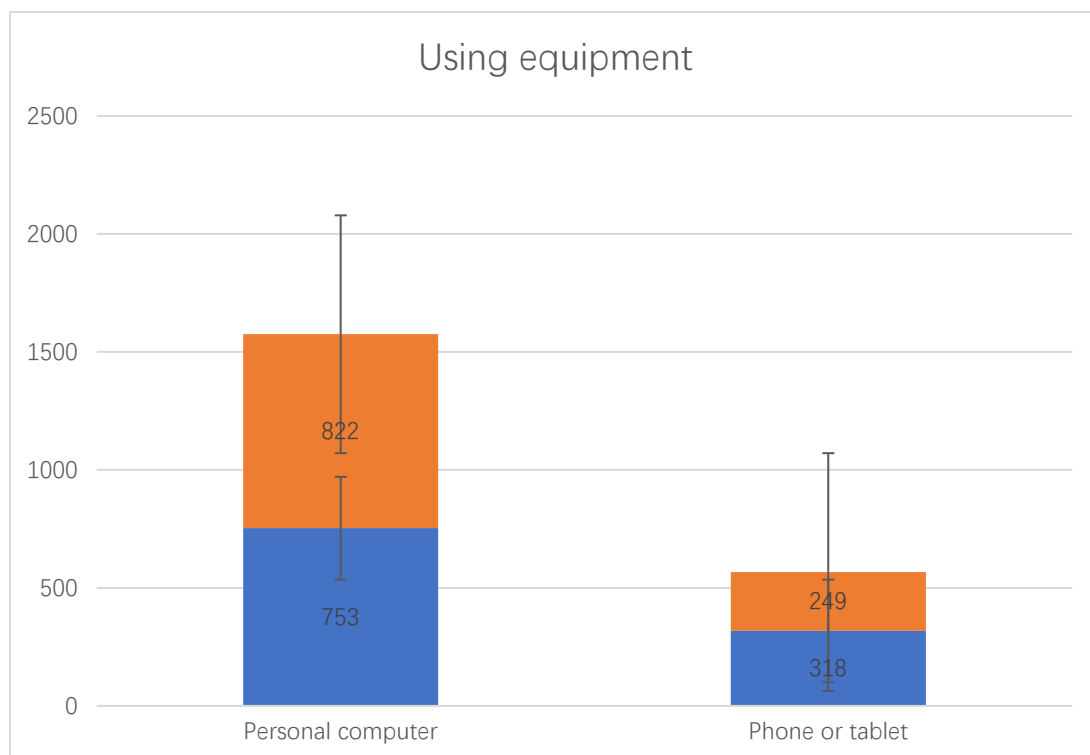


Figure 1. Composition ratio and changes of using equipment(one week to three months after the start of classes)

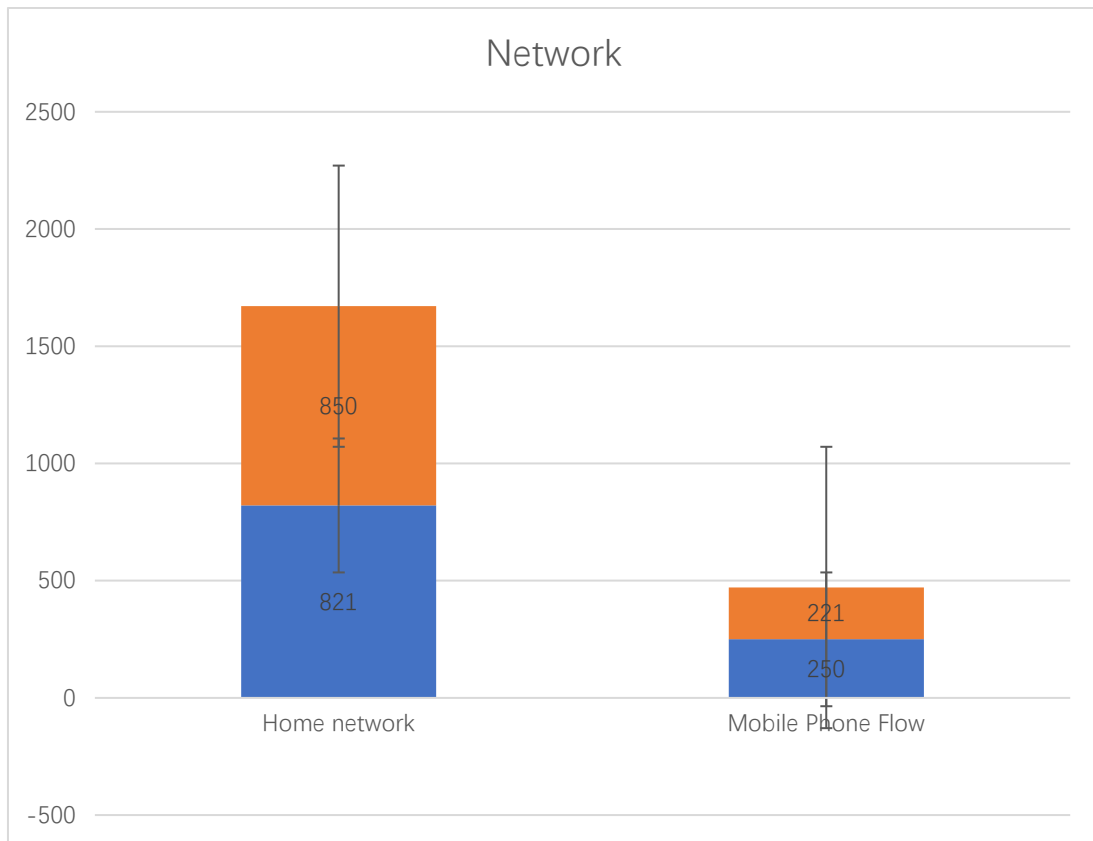


Figure 2. Composition ratio and changes of network(one week to three months after the start of the course)

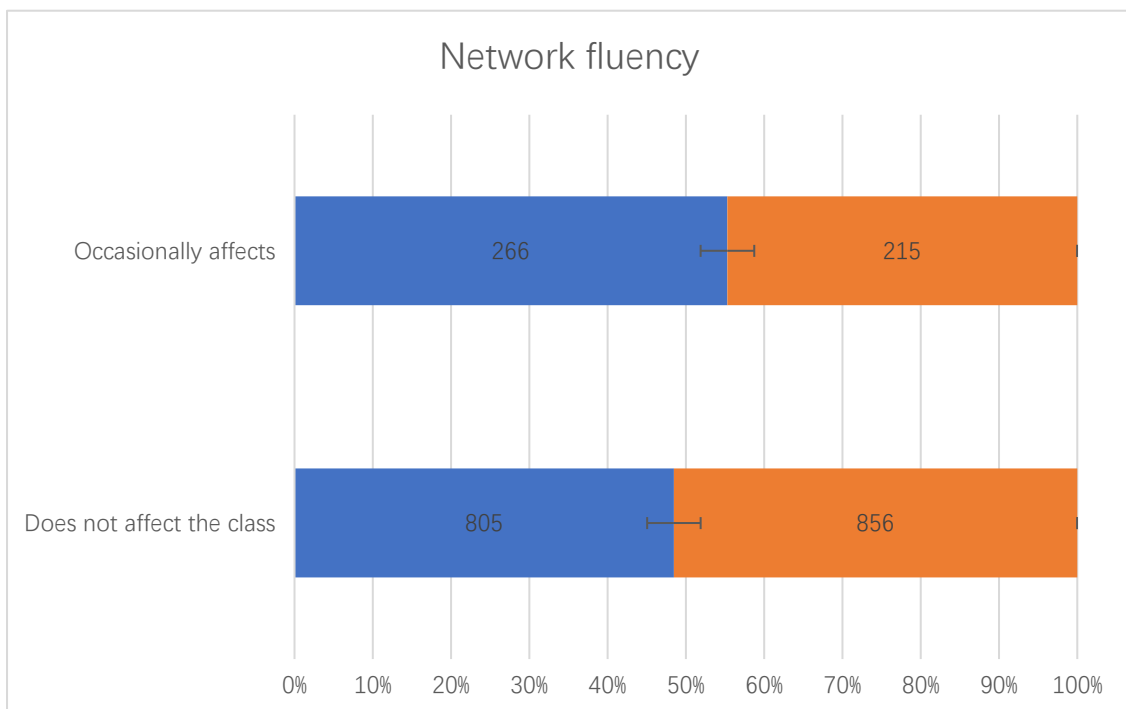


Figure 3. Composition ratio and changes of network fluency (one week to three months after the start of class)

4. Discussion

In the past few months, in the context of informatization, for the first time in modern times, human beings have changed the traditional way of life and learning due to infectious diseases. In response to the call of the Ministry of Education, and in order to control the new crown epidemic, many articles related to online teaching during the new crown period have been published and summarized. Online teaching technology has been diversified and developed in depth. However, reflection on the online teaching model has existed a long time ago. Learning from foreign Khan Academy, my country's higher education implemented an open free online course-MOOC in 2007. In addition to MOOCs, diversified online teaching has also begun to emerge. There are multiple platforms to develop various software and applications for online teaching. This epidemic will undoubtedly promote the development of online teaching.

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