Research on Online Teaching Reform of College from the Perspective of Community

Wenxiang Gao

School of Economy and Management, Leshan Teachers College, Leshan, Sichuan 614000, China

Abstract

With the development of internet,community learning becomes an important style. In order to against outbreaks of COVID-19, it is common for college to offer online classes. And yet, the practical teaching effect is often poor because teachers lacked management experience of community. This article analysed the problems of community teaching in universit, and put forward the reform advice and steps suits. The objective of this study was to improve the college students' knowledge and competence.

Keywords

Learning Community; Online Education; Colllege.

1. The Era of Online Community Learning is Coming

The rapid development of mobile Internet, as the younger generation of digital aborigines, calls for active learning by using Internet technology and fragmented time. By the end of 2019, the number of online education users in China has reached 261 million [1]. "Internet plus education" has given education more room for imagination. The education industry has also undergone a fundamental change. Community learning has become the most important online learning mode in the past two years. Through the Internet, people learn to share certain learning tasks with people who share their own interests or have common goals. Community learning has incomparable advantages. The number of learning from individuals to groups has a more teaching atmosphere. Communication among members triggers cumulative learning, and community emotion makes students change passive learning to active learning. The novel coronavirus pneumonia has brought the education industry into formal learning. The new crown pneumonia epidemic situation has brought the community learning into formal teaching, and organized online community teaching based on the natural community of college, profession or class. At present, the University's online community teaching will be more "technical". It does not pay enough attention to the emotional identity, communication and interaction and value sharing of the online community. The effect of online teaching is far lower than expected and does not give full play to the great advantages of community learning. Teachers should think about teaching from the aspects of community interaction, mechanism, interaction and experience, So as to realize the perfect combination of old and new teaching methods.

2. Problems in Online Community Teaching

2.1. Imperfect Interaction Mechanism and Low Community Activity

College Students' online communities are mostly established by relying on the real communities of natural classes, majors or colleges. However, due to various reasons in the process of online teaching, there are three low levels of activity, interaction and sharing in the current community teaching. First of all, it is difficult for teachers to adapt to community teaching for a time and get used to the traditional teaching mode. Teachers play the role of

knowledge imparter and value exporter, while students are the passive recipients of knowledge, rather than the creators, disseminators and sharers of knowledge. Secondly, the interactive mechanism of online community teaching is not perfect. Some teachers require students to watch learning videos and complete specified homework by themselves. Some teachers use live teaching methods, but for classroom discipline, they will adopt the whole staff forbidden mode. These teaching methods generally lack the state of zero communication between teachers and students. Some teachers will add interactive links such as question answering, case discussion and after-school sharing, but the number and quality of interaction are not satisfactory due to the lack of effective incentives. Finally, students lack community awareness because they care about other students' comments and deliberately reduce interactive behavior. For example, those with excellent grades are afraid of being said to be in the limelight, and those with weak grades are afraid of ridicule and will not take the initiative to ask for advice. Low community activity will affect students' sense of existence, classroom teaching atmosphere and sense of acquisition of teaching value, so it is impossible to realize the link between community and members.

2.2. Lack of Systematic Management and Low Community Recognition

Psychological research shows that when individuals find themselves similar to other members of the community, they will have a high sense of identity. At the same time, emotional identity is more lasting than value identity. For college students with high emotional perception ability, the role of identity is more obvious. At present, there are no full-time managers in community management, which is generally built by counselors and teachers, and the teachers in charge of learning committee assist in management. Because students are not full-time managers, they have heavy learning tasks and lack of community management experience, so the level of community management can not keep up. Community management mainly adopts management means such as punch in, course check-in and task management to help students resist inertia. However, due to students' lack of high self-discipline and many external interference factors, students' long-term and real learning can not be guaranteed. Due to the lack of attention to students' sense of existence, participation and achievement in online community management, students lack emotional identity and sense of belonging to the community, the relationship between members is loose, and it is difficult to mobilize and maintain college students' learning enthusiasm.

2.3. Poor Communication and Low Learning Efficiency

Internet technology makes the communication of community members break through the limitations of time and space. Online communication occurs anytime and anywhere, but the unstable and slow network speed makes voice easy to jam, and the in-depth communication of community online is more difficult. For example, in the case analysis, it is impossible to describe all the scenes, details and demands involved in the case with the help of words and voice. It is also difficult to clearly and deeply explain their ideas and opinions in the discussion, which affects the communication enthusiasm among community members, and can not smoothly realize the knowledge collision and thought stimulation of the community. In addition, there are a large number of people in each community, and the community information is mostly square information. Coupled with the fragmentation of communication and discussion, the community produces a large amount of information every day. If community members do not pay attention, they are afraid to miss valuable information. If they want to obtain comprehensive information, they need a lot of time and energy. Most community members habitually choose to ignore the group information. The efficient interaction of the community is the key to the activity of the community and an important source of community value. Poor communication and low efficiency reduce the community's sense of identity.

2.4. Lack of Incentive Mechanism and Lack of Community Creativity

A real community must be student-centered and stimulate students' thinking and sharing to the greatest extent, which depends on the scientific incentive mechanism. At present, the routine check-in, task assessment and final assessment in university community teaching can not mobilize students' enthusiasm and ensure students' active learning, active communication and active sharing. For example, extensive rewards and punishments based on students' sign in and clock out can only ensure students' participation in learning in form, and the promotion effect of systematic and deep participation in learning is not obvious. For example, teachers set learning tasks in online teaching to urge students to learn. Due to the unscientific setting of task content and the lack of feedback and evaluation of tasks, students can not feel self-growth in the process of completing tasks, and their enthusiasm for participation gradually decreases. For example, in order to encourage students to participate, communicate and share more, teachers will increase the scores of course scores according to their speech, discussion and sharing behavior, but the focus is on quantity rather than quality, so the purpose of sharing deteriorates. A large number of students share for sharing and spend time in communication. Some activists, high-quality sharers and learning experts can't feel their value, So he became silent. The lack of high-value information sharing and meaningful thought collision further reduced community creativity and community identity.

2.5. Low Output Value and Insufficient Social Cohesion

The survey shows that college students' evaluation of community teaching is not high. The main reason is that the community output value subject is single, the community output resources mainly come from teachers, and the student value output is less [2], which affects the types, quantity and forms of community value output. Moreover, because of the communication and interaction between communities, the ideological collision and intellectual stimulation of communities can not be promoted, and the community value is greatly reduced. Teachers are not proficient in network technology, make insufficient use of network resources, obtain less relevant curriculum resources, teaching content is not rich enough, knowledge points are old, and can not solve students' pain points. Finally, teachers' design of classroom experience and atmosphere is insufficient. They mainly use single teaching forms such as PPT and video. The way of knowledge expression and display makes students feel dull and boring.

2.6. The Assessment is Homogeneous and the Guidance Effect is Poor

Assessment is a means of supervision and feedback. At present, community teaching mostly adopts the process assessment based on sign in and punch in and the final assessment based on theoretical examination, which restricts the realization of quality education and teaching effect. First, the assessment only assesses the assessment of knowledge, lacks emotional assessment, lacks guidance for students' learning enthusiasm, competition and cooperation, integrity and independent thinking ability, and students' participation, teamwork, overcoming difficulties and self-achievement cannot be improved. Second, they only pay attention to the result assessment and ignore the process assessment. Students pay too much attention to the learning of the course itself. The research shows that only by communicating with others, it is easy to form knowledge concepts and achieve knowledge transcendence. The lack of assessment of students' ability makes it difficult to improve students' problem-solving ability. Third, there is no timely feedback after the assessment, students have many questions but nowhere to ask for help, know the shortcomings but can not get suggestions for improvement. Fourth, the assessment objectives are not clear, the assessment and evaluation rules are not careful, and the specific guiding role for students is not clear .

3. Online Community Teaching Strategy

3.1. Change Ideas and Optimize Community Emotional Experience

Community teaching should not only make use of emerging technologies, but also update teaching ideas. While spreading knowledge and sharing value, it should pay attention to students' experience and emotional needs. The teaching focus has changed from paying attention to technology application to paying attention to emotion, paying attention to students' emotional feelings, creating a humanized teaching environment, deepening the organic connection of community knowledge, value and emotion, making the community a teaching place with harmonious relations, teachers a reliable partner, and students a learning partner for interactive communication, sharing and common growth. Teaching design changes from focusing on learning results to focusing on learning experience, increases interesting learning content, and can adopt teaching methods such as reverse teaching, virtual practice technology and game, so as to bring diversified new experiences to students.

3.2. Careful Organization to Increase Community Vitality

The communication and interaction of community members can enhance the activity of the community and produce strong resonance. It does not provide emotional experience for the community. The activity of the community is inseparable from organization. In terms of teaching organization, teachers should rely on the rich online teaching functions of the platform to reasonably arrange and design interactive links, such as adding interactive links such as question answering, special discussion, case discussion and book report meeting in the classroom, adding online interactive links such as check-in questions and troubleshooting after class, or through homework, group information push, reading guidance Material collection is designed to interact with other communities and increase students' interaction, sharing and communication behavior. In terms of community operation, reasonably set up the community structure, organize some activists and opinion leaders to establish a "core group" of the community, let the core group give advice for the development of the community, and encourage them to participate in topic discussion and sharing, so as to drive the vitality of the community, or set up interest learning groups according to their interests and tasks, Drive the sharing and creativity of small teams with projects.

3.3. Scientific Management to Improve Community Communication Efficiency

Community learning has great potential, which is to achieve real in-depth learning through communication and discussion among members. In the face of the massive scattered, disordered and fragmented information of the community, it is necessary to strengthen management, so that it is difficult to establish meaningful relationship between knowledge and knowledge. First of all, the community needs special personnel to be responsible for management. Serious and responsible learning committee members can be selected to be responsible for general management and information release of counselors and teachers. Secondly, many different subgroups can be established to play their specific role, making the information theme of the group more distinct. For example, the punch in group mainly supervises students' behavior in class; Online course group focuses on formal online learning and push of course resources; The job group is mainly used for job release, communication and evaluation feedback; The communication and sharing group is mainly for discussion. Thirdly, in the process of communication, different communication methods shall be flexibly selected according to the communication content. If some adopt pure voice, pure text or text voice combination, video conference can also be adopted if necessary to ensure the accessibility of communication.

3.4. Improve the Output Quality and Enhance the Sense of Community Access

Sustainable and stable community value output can ensure the realization of the ultimate goal of online teaching. As one of the subjects of value output, teachers should create high-quality online courses, build rich learning resources, and allow more high-quality open courses, subscription number articles, blogs, news, videos and pictures at home and abroad to enter the classroom . At the same time, teachers should give full play to the advantages of multimedia teaching, appropriately increase good expression and display methods such as animation, video and audio, increase students' sense of pleasure and satisfaction, and bring high emotional value and experience value. Increase student exchanges to stimulate the thinking and sharing behavior of the whole community, and realize the knowledge co creation and thought crowdfunding of the community.

3.5. Multiple Mechanisms to Improve Community Creativity

3.5.1. The Task Mechanism Encourages Community Members to Continue Learning

It is difficult for continuous online learning to rely on students' initiative and consciousness. Teachers can pay attention to the overall planning and design of task objectives, task difficulty and task feedback. The teaching objectives should be clear. Different tasks can be set according to the matching of teaching objectives, course content and learning resources to achieve different teaching objectives. Improve the knowledge structure and arrange tasks such as watching videos and learning ppt; Skill objectives are mainly achieved by case analysis, course discussion and experimental operation; Emotional goals mainly use team projects, small games and small tests [5]. The difficulty of the task should be gradual, and the task should be continuously strengthened and fed back in real time, so that students can experience the joy of hardship and get a sense of achievement.

3.5.2. Develop Incentive Mechanism to Improve Community Creativity

Community learning is communication and sharing. Each quality interaction or sharing is equivalent to a mini "flipped classroom". Online teaching needs to build a scientific incentive mechanism to protect the enthusiasm of sharers and encourage students to create, build and share behaviors. First of all, we need to actively create a relaxed, friendly, serious and knowledge-seeking community atmosphere. Each sharing in the community should give feedback such as praise, flower donation, applause and oral praise. For high-quality sharing, we can give feedback, encouragement and extension, so as to encourage students' continuous enthusiasm for participation. Secondly, on the basis of recording the sign in, clock out, discussion and sharing behavior data of community members in detail, conduct weekly, monthly and semester selection, select the top few with the most interaction, the best sharer, the best question and the best answer, and award the titles of "activist", "sharing expert" and "questioning expert".

3.6. Scientific Assessment to Improve Learning Motivation

Online evaluation measures: first, diversified evaluation methods, comprehensively evaluate students' mastery of curriculum knowledge, professional skills and quality, so as to achieve the purpose of promoting learning through examination and competition. The second is to adopt diversified evaluation methods in combination with curriculum characteristics, professional training objectives and students' characteristics, such as open book, closed book, semi open book, investigation report, case analysis, online test, etc. Third, the results and process assessment should be carried out simultaneously. The process assessment focuses on the assessment of students' participation, activity, teamwork and community contribution. The result assessment focuses on the degree of knowledge mastery. The chapter test can be carried out at the end of each learning module, and the final examination can be carried out at the end of the term [6]. Fourth, evaluation differentiation. At the same level, multiple groups of

evaluation contents with the same difficulty are provided for students to choose independently. Multiple evaluations with the same goal can also be provided, and the best of them can be taken as the examination result.

Acknowledgments

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