

Normalized online and offline wisdom teaching under the background of epidemic prevention and control

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Abstract: During the epidemic period, China's investment and construction in education informatization have been fully tested, the advantages of online education have been fully demonstrated, online education has been fully recognized, showing infinite vitality. It is foreseeable that after the epidemic, online education will not ebb, but will become the tide direction. Use the smart cloud as the connecting channel for online and offline learning, and realize the effective combination of learning and interactive platform. While effectively stimulating teachers' subjective initiative, it can also highlight students' subjectivity. By studying the promotion process of online and offline online teaching platform in colleges and universities under the background of epidemic prevention and control, this paper systematically analyzes and combs many factors affecting the application of the platform, and expounds the effective promotion and application strategies of online and offline online teaching platform from four aspects: policy support, diversified training and continuous service, attention of supervisors at all levels, and quantitative evaluation of courses.

1. Introduction

Entering the stage of normalization of epidemic prevention and control, the task of external defense input and internal defense rebound is arduous. Schools are faced with multiple tasks of coordinating epidemic prevention and control, restoring teaching order and coordinating online and offline teaching. Online education will still be an important means to guarantee learning in the stage of normalization of epidemic situation. Traditional learning is mainly direct communication between people, while online learning is indirect and polynomial communication between teachers and students, students, teachers and parents through mobile devices such as computers, tablets and mobile phones [1]. Teachers' online teaching, students' online learning and parents' online supervision are all facing new challenges. They need to work together to improve students' autonomous learning ability and self-control, enrich students' emotions, temper students' will and develop conscious study habits [2].

Exploring the construction of a new teaching mode in colleges and universities under the background of normalized epidemic prevention and control is an important task for the overall planning of epidemic prevention and control and education and teaching. Students' compulsory courses began to implement the "online+offline" combination mode in the classroom [3]. On the basis of summarizing the previous online teaching experience, relying on the construction of intelligent classrooms and combining with the requirements of normal epidemic prevention and control, colleges and universities explore the construction of a new online and offline teaching mode of "one goal, two modes, three guarantees and four groups".

2. The purpose of building online and offline interactive integration wisdom teaching

Advanced Internet technology is usually only used as the carrier of online learning resources,

and does not play a good role in the offline learning process [4]. It realizes the unity of students' learning and doing, and teachers can give guidance, feedback and comments on the problems existing in students' learning and doing in time. At this time, teachers mainly guide the whole teaching process. The massive open online course platform is used to build a smart classroom of "cloud+end" online and offline hybrid teaching, which fully supports three complete links before, during and after class with rich educational resources, interactive teaching forms and statistical analysis of big data, and integrates with each other, thus grasping the core of educational informationization.

2.1. Stimulate teachers' initiative

As the main provider of platform teaching content and the main guide in the process of online and offline teaching, teachers need to reset and optimize teaching content, give full play to the advantages of lecture style, refine and streamline knowledge points as much as possible, and summarize the highlights of each teaching. Online learning under the support of new technology is carried out in two ways: TV and network, and teaching interaction is mainly based on network. At the same time, TV rebroadcast and on-demand network are arranged, and students can download the cloud classroom APP of famous telecom teachers, mobile education APP and other online teaching video-on-demand services. According to the teaching needs under the background of normalized epidemic prevention and control, the school relies on the gradually built intelligent classroom system, and implements intelligent teaching combining online live broadcast with offline teaching. For online live teaching, teachers can choose to continue to use third-party platforms such as Rain Classroom and Tencent Conference, or use the classroom automatic live broadcast system. Both live broadcast modes support live broadcast and on-demand function, which not only ensures the students to participate in face-to-face teaching, but also supports online students' distance learning.

2.2. Highlight students' subjectivity

Students can learn, preview and review the course content independently on the Internet cloud platform, and at the same time, they can obtain the extension knowledge points of the current knowledge through the functions of questioning and interaction on the platform, so as to achieve the goal of expanding the corresponding knowledge system. The online teaching of "air class" has solved the problem of teachers' teaching, realized the sharing of educational resources, paid attention to students' individualized differences, and broke the limitation of learning time and space [5-6]. The establishment of curriculum teaching mechanism adapted to the normalization of epidemic prevention and control reflects the mobility and flexibility of education and teaching methods. Online subject teaching is to adjust the content and methods of home-based learning for college students, from the previous stage of students' self-learning and self-management, to the school's online subject teaching according to the curriculum teaching plan of this semester, and concentrate on completing the subject course teaching tasks.

Students should also share their online learning experience, which will help other users who choose the current course to quickly grasp and digest new knowledge points. Smart classrooms will collect more and more information, which includes multimedia data such as video/audio, and requires real-time and long-term preservation. At the same time, privacy protection of data collection is also an important demand that must be considered in the future smart classroom scheme. In addition, online teaching is more targeted, extended, integrated and interesting than offline teaching, and more points to the key competence and core accomplishment of the discipline, which means that teachers should develop towards collection, screening, thinking and innovation in preparing lessons. Teachers need the help of information technology to organically integrate with the requirements of preparing lessons, so that learning can be extended to pre-class and after-class, so that students can get more opportunities for independent learning.

3. Influencing factor

The users of online and offline online teaching platform mainly include teachers, students and supervisors at all levels. Any one of them does not support or passively apply it, which will greatly reduce the effect of popularization and application, and even affect the success or failure of popularization and application of the whole online and offline online teaching platform [7].

Teachers are the main builders and users of online and offline online teaching platforms. Whether they have a positive attitude and have enough knowledge and skills reserves is directly related to the success or failure of online and offline online teaching platforms. Online and offline online teaching platform supports a variety of teaching and learning modes. No matter which mode of teaching is carried out, teachers' attitude directly affects students' choice of platform. Therefore, how to change teachers' attitude towards online and offline online teaching platform is the first problem to be considered in popularization and application.

The reserve of information knowledge and skills is an indirect factor that affects teachers and students to use online and offline online teaching platforms. Even though some teachers have set up courses on the platform, due to the lack of continuous professional guidance and lack of experience in using the platform, they cannot upload learning resources with various forms and detailed classifications, which leads to insufficient participation of students on the platform, which also dampens the enthusiasm of teachers and students to use online and offline online teaching platforms to some extent.

Managers at all levels pay insufficient attention to it, and schools lack corresponding policy documents and support from grass-roots groups. Online and offline network teaching platform is a new teaching measure, and its smooth promotion in colleges and universities is inseparable from the attention and support of supervisors at all levels. At the same time, the lack of a long-term and effective evaluation incentive mechanism is an important reason why online and offline online teaching platforms are difficult to be well applied, and its role is prominently reflected in the impact on the enthusiasm of university teachers.

4. Construct a "cross-time, all-round" online and offline interactive mixed wisdom teaching

4.1. Taking students as the main body and teachers as the leading factor

Following the teaching philosophy of "student-centered, teacher-led", and taking task as the driving force, the hybrid intelligent teaching with online and offline interaction based on cloud classroom is constructed. Online and offline mixed wisdom teaching is no stranger, but how to achieve cross-time is difficult. Integrate the knowledge of each module into a comprehensive project close to the actual work, and train students to become applied talents with network management ability to meet the needs of future professional positions; With the help of Internet and TV, we can establish two-way communication channels for teachers and students to "stop classes and study" in colleges and universities. By designing a questionnaire, we can know the students' acceptance of teachers' teaching contents and teaching methods in time. The selection of teaching effect evaluation indicators should take into account the whole process of knowledge learning and application, not just the classroom teaching process. Therefore, students' evaluation is particularly important for teachers' classroom teaching. It is necessary to comprehensively evaluate and timely feed back the collected information to the teachers, so as to continuously promote the improvement of teaching quality.

Class group is a group in which teachers publish cloud classroom learning notices and students discuss cloud classroom use methods and problems. Teachers publish background data of students using cloud classroom in time and urge students to complete learning tasks before, during and after class in time. Parents group is a group in which teachers invite parents to join the group, teachers announce students' learning progress and achievements in using cloud classroom in time, and home and school jointly promote online and offline teaching implementation. In the aspect of teaching management, the Academic Affairs Office and colleges improve the emergency plan for online and offline teaching, requiring the vice-presidents of colleges to coordinate teaching arrangements, and

the department heads and course leaders to organize and strengthen teaching assistants and make good teaching organization. In terms of technical support, the Education and Development Center organizes training and trial lectures for all teachers before class, and departments such as Network Information Center, Network Education College and Youth League Committee mobilize professionals to guide and support online and offline classes. Teachers, with the cooperation of tutors and teaching assistants, make reasonable arrangements for online and offline teaching, so as to ensure that both returning students and online students can get good teaching results.

4.2. Cultivation of teachers' information literacy

The development of wisdom education requires higher information literacy of university teachers, teachers need to understand the connotation and significance of information-based teaching, have a strong awareness of information-based teaching, feel the vitality and charm brought by information-based teaching, and apply information-based teaching methods to the actual teaching process. Teachers should have a comprehensive understanding of students' learning ability and network application ability before carrying out network teaching. Only in this way can teachers choose and provide suitable learning resources and learning environment for students. In the process of using the online and offline network teaching platform, any problems that teachers have can be publicly released in the group, and the technicians can feedback the solutions in time. It is possible to set up special courses for network platform teaching on the network platform, so as to solve the problems of teaching students in the network platform teaching in time.

4.3. Resource delivery

The core of online learning platform resources is teaching videos recorded by teachers. Generally speaking, the time for students to keep high attention in the learning process is about 20 minutes, so the teaching video of online learning is generally about 10 ~ 15 minutes. Teachers use online teaching platform, video conference platform, smart classroom platform or live broadcast platform to guide students to think and discuss these problems, and then do comment-based answering questions. Online listening solves the problem of time and space limitation of offline teaching. Teachers can provide online course codes and online playback, so that more teachers can listen to other teachers' courses and make a good evaluation of the courses. Therefore, teachers have higher requirements when arranging the course schedule and recording the teaching video, that is, the teaching video clips should be relatively independent and can completely present all the contents of the knowledge points.

4.4. Competent personnel at all levels attach importance to

Generally speaking, from the principal in charge of teaching to the director of academic affairs, the director of educational technology (network) center to the dean of teaching in secondary colleges, the more attention is paid to the online and offline network teaching platform, the higher the popularization and application level of the platform [8]. Based on this, school-level supervisors should actively promote the formulation and implementation of policy documents. It is required that all high-quality courses, public basic courses, and distance guidance courses must go online and carry out network-assisted teaching activities. Improve learning guidance for students who have the conditions and are active in learning; Consolidate learning guidance for students with conditions but low academic level; Students who don't have the conditions should be guided to do a good job of learning guidance. School management's support for online teaching should not only stay on paper or verbally, but also have practical performance. In this way, teachers' enthusiasm for carrying out online teaching can be improved, and teachers will have more motivation to carry out online teaching.

4.5. Conduct online and offline assessments

In the intelligent teaching environment, learners will choose different learning contents according to their own level and ability at different learning stages, whether online or offline. It is very important for teachers to understand learners' learning performance, learning results and

learning attitude. The most important support for front-line teachers comes from the management of colleges and universities. Teachers hope that teaching will be recognized and supported by the leaders of colleges and universities, and the support of the senior managers of schools has a great influence on the mobilization of teachers' teaching enthusiasm. Training is very important for mastering the learning platform. This requires that more attention should be paid to pre-use training when popularizing and applying new technologies [9]. Based on the results of previous investigations, the information department has formulated diversified training programs and on-line continuous service support measures.

Teachers' words and deeds can't be replaced by any advanced technology, which is the status and role of teachers. In the teaching of wisdom education, teachers change from a disseminator of knowledge to a guide, and use wisdom teaching method to organize classroom teaching, so as to guide learners to find their own wisdom teaching methods and realize wisdom teaching.

5. Conclusions

As an information learning platform, cloud classroom has the characteristics of diversified resources, real-time interaction and comprehensive evaluation system. During the epidemic prevention period, it is necessary to make good use of this platform and adopt a hybrid wisdom teaching of "cross-time, all-round" online and offline interaction, and local education administrative departments should adapt to local conditions; With the help of more advanced technical means, the teaching content can better reflect the "student-centered" educational philosophy. The improvement of the informatization level of the whole people lays a good foundation for further exploring new education and teaching methods.

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