

# Analysis of the Effective Dissemination of Network Teaching Video

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**Abstract:** With the rapid development of information network, the field of education in society forms a new teaching tool based on the network- network teaching video. As a new teaching tool, due to its powerful interactive ability, unparalleled teaching advantages, quickly swept through the field of education, become the necessary tool of modern education. At present, the domestic research on network teaching video is not mature, many research literature is for the network teaching video of a single angle of discussion, lack of a relatively complete theoretical system. This paper will use the literature method, induction method, case analysis method from “what, why, how to do” three aspects of the effective dissemination of network teaching video research and analysis, and combined with some network video teaching platform specific cases, further enrich the theoretical and practical content, and build a rigorous and comprehensive theoretical system of network teaching video research, In order to promote the effective dissemination of online teaching video, improve the quality of teaching in the field of social education.

## 1. Introduction

This subject through in-depth research and analysis of online teaching videos, urges us to understand online teaching videos from a new perspective, and further analyzes how online teaching videos should be effectively disseminated, so that more audiences can learn Benefit.

At present, the rapid development of network information has made it more and more applied in the field of education. The powerful interactive ability of network teaching makes it better to provide information for teachers and students.

In the current education field, online teaching videos have increasingly become an important auxiliary tool in new teaching modes. However, at present, the domestic research level on the effective dissemination of online teaching videos has not reached the depth and lacks a sound theoretical system. <sup>[1]</sup> Therefore, the research on the effective dissemination of online teaching videos is of rich theoretical significance.

## 2. The Basic Overview of Online Teaching Videos

### 2.1 Definition

Network teaching videos are modern teaching tools based on network information technology that concentrate and upload a large amount of teaching video resources in network space.<sup>[2-3]</sup> Network teaching video is the basis for distance education. It is a new type of teaching tool combined with advanced network technology. It breaks the limitation of traditional classroom teaching and achieves the purpose of teaching through simple network operation. The audience can increase their knowledge by watching the teaching videos on the Internet, and truly learn the teaching content in the videos. Video is a network resource formed by different teachers in different schools in the teaching process recording or professional network teaching teachers save. Network teaching videos are mainly used in systematic lectures and the teaching of related topics, in order to solve the difficult points in the teaching process, display the experimental process and expand the knowledge of students.

### 2.2 The Cause

At present, with the continuous development of network technology, the era of big data has

ushered in. The explosive explosion of information has made traditional classroom teaching unable to adapt to the speed of modern knowledge dissemination, learning solely from the classroom, and not being able to acquire information with the times. In addition, classroom teaching has been unable to meet the development trend of society. The pace of life in modern society is accelerating, and people in the society are often busy with work, which makes them unable to devote too much energy and time to education for classroom teaching. The emergence of online teaching is to solve the limitations of these conditions and make learning easier. The audience only needs the Internet, and can learn by self-learning through online teaching videos and become the recipient of information dissemination, thereby enriching themselves Knowledge, increase your information volume. Therefore, the online teaching video can be said to be the common product of the development of the times and the dissemination of information. It is a teaching tool created to make teaching more close to the needs of reality.

### **3. The Characteristics of Online Teaching Videos**

#### **3.1 Audience**

Due to the limitation of teaching conditions and environment in traditional school education, the audiences are generally specific and limited.<sup>[4]</sup> They focus on the education of people in the nearby areas of the school; they are in a relatively closed and stepwise development state. The audience in the online education system is open, regardless of gender, health status, nationality, rich or poor, only need a computer device in the network state, you can freely learn the knowledge in online teaching videos. The audience of online teaching videos has such characteristics: universality, heterogeneity, and anonymity. The audience of online teaching videos is aimed at the whole people, with the purpose of promoting the whole people to receive education, regardless of age group, to achieve lifelong learning, it is universal.

#### **3.2 Content**

Although the teaching content of traditional education is also making full use of multimedia technology and implementing a modern education model, in the classroom teaching, text, graphics, audio, video, flash animation and other media can be used to present them in a linear arrangement. This form of presentation is systematic, but too rigid and cannot be flexibly switched. The content of online education videos is based on the aggregation of text, graphics, audio, video, flash animation and other media according to teaching needs, and is presented in a hypertext manner, making it systematic and not Lack of flexibility.<sup>[5]</sup> Traditional classroom teaching uses teachers 'courseware and textbook knowledge as teaching resources. In many cases, students' thinking and imagination space is often limited due to limited resources. The online teaching videos use the database as a resource base and have a wealth of information resources. In addition, the network information resources are diversified. It involves various fields and disciplines of social life, and integrates multiple aspects and perspectives. Results.

#### **3.3 Channels**

In traditional school education, the exchange of learning between teachers and students or classmates is often limited to face-to-face limited communication during class, and is usually in a top-down teaching mode. The place of study is limited to school classrooms. The way for students to acquire knowledge can only be through the teaching in the teacher's classroom. Once they are distracted during the lesson, they will miss a lot of knowledge points and lead to backward learning. The online teaching videos can be used to obtain learning resources through various channels, such as "51 self-study network", "wisdom tree", "the perfect network" and other types of websites, you can use these learning websites to learn knowledge at any time, Get the information you need.<sup>[6]</sup> It is even possible to directly search for online teaching videos for their own blind spots to solve their own problems in the teaching process. The acquisition of online teaching videos is from multiple sources, and there is no single, limited problem.

## **4. Analysis of Effective Dissemination of Online Teaching Videos**

### **4.1 The Concept of Effective Communication**

#### **4.1.1 Cognitive Level**

From a cognitive perspective, the effective communication that audiences receive when they receive online instructional videos means that the audience can increase their knowledge and change their original knowledge structure through autonomous learning of online instructional video content. Online teaching videos are mass communications that rely on the Internet. Its effective dissemination is inseparable from the audience's full awareness of them. The way to judge effective communication is whether the audience has completely received the information and the degree of surface reaction to the teaching video content. At the current stage, the standard for the effective dissemination of online instructional videos is assessment through assignments, tests, etc., and simple definition of the audience's awareness with scores. For example, the learning of the Wisdom Tree online course not only needs to recognize the teaching video content, but also needs to complete the homework posted online, and participate in and complete the web form test at the end of the learning. Passing the score assessment is from the cognitive level, so that the audience has direct sensory feedback on the effective transmission of information.<sup>[7]</sup>

#### **4.1.2 Emotional Level**

It is impossible to judge the effectiveness of a simple analysis of teaching video transmission from the cognitive level. Therefore, only by fully infiltrating the knowledge in a network instructional video into one's thinking and research can effective communication be achieved from an emotional level. The effect of communication is mainly reflected in the audience's evaluation and feedback on instructional videos. Of course, the evaluation and feedback results should also be fault-tolerant, and external adverse factors should be included in the scope of effective communication. The way of judging the emotional level in today's online teaching communication is to conduct a subjective evaluation of each chapter of the online course separately, while establishing a space to provide opinions and ideas.

#### **4.1.3 Action Level**

Action refers to the change in the behavior of the audience after the recognition and assimilation of online instruction videos. The biggest challenge facing the effective dissemination of online teaching videos is to understand and acquire relevant knowledge and concepts through watching online teaching videos. After in-depth analysis with personal emotions, it is implemented into the specific behavior of the audience. So, how to define the concept of effective dissemination of online teaching videos at the action level? On the one hand, it is possible to make full use of the discussion course of the online course. Through the study of the complete chapter content, a practical discussion link of relevant knowledge is released. It is required to complete the discussion of the topic learning in combination with the specific practical experience of the audience. Participation in the discussion can, to a certain extent, encourage the audience to use the content learned in the online teaching videos in daily practice, so that in the process of practice, it improves the deeper absorption of the theory.

### **4.2 Comparative Study of Effective Transmission**

The online teaching video is affected by various factors during the transmission process, which makes it unable to be effectively transmitted. When using online video for learning, the audience often faces many problems, which seriously hinders the effect of transmission. For example, 51 self-study website is a widely used adult self-study website in modern society. Although it has a large amount of video resources and even teaching videos related to various professional fields, the types on 51 self-study website are all in one category. Knowledge-based explanation at the surface level, lack of in-depth understanding of the tutorial. Makes its information lack of depth. In addition, 51 self-study network has some deficiencies in the management of online video. The entire website

is full of a variety of advertising plug-ins, which greatly affects the pure environment of online teaching. A large number of videos have not been well classified, and there is a chaotic pattern in general. The video screen resolution in 51 self-study network is relatively low, and the overall picture quality is relatively fuzzy, which cannot provide clear teaching content for the audience.

In comparison, the online teaching videos that are regularly maintained and managed have provided a good communication effect for the audience to a large extent, so that the audience can obtain the corresponding knowledge through the learning of the online video, and the online teaching video achieves the best transmission effect. . For example, the teaching of MOOC online courses is a relatively professional and systematic self-learning platform in China.

#### **4.3 Analysis of Improving Effective Communication**

The dissemination of online instructional videos should be close to the needs of the dissemination objects in order to achieve the best dissemination effect. Based on Lasswell's 5W model, it analyzes how to do it from the five elements of communicator, message, channel, audience, and effect.

First of all, the disseminator is the publisher of the online teaching video. The effective dissemination of the video mainly lies in the richness and knowledge of the video content. The publisher needs to pay attention to the quality of the video when recording the video. <sup>[8]</sup>

Secondly, the message refers to the content of the instructional video. When the instructional video is being disseminated, it should be adjusted for its characteristics one by one. ① Comprehensive, the dissemination content of the online instructional video is completed by the social integration of multiple media. The content system should Try to integrate as many resources as possible, comprehensively consider multiple situations, and enrich the teaching content. ② Openness. The video is shared by network information technology, so it must fully consider its open characteristics and make timely adjustments to meet the needs of the public. ③ Openness. The online teaching video is in a changing and open system. Therefore, the timeliness of the video must be considered when teaching content is disseminated, which is in line with the characteristics of the development of the times. Next is the channel. The channel for spreading online instruction videos is a computer based on the network.

The last is the effect. The effect produced by the online teaching video is that the audience has caused a change in their ideas, behaviors and behaviors after learning the content of the online teaching video. The audience must have their own preferences and uninteresting aspects when conducting video learning. These can be derived from the communication effects. Therefore, it is necessary to summarize and analyze the reasons for widespread recognition, and deepen reforms, emphasizing the impact of recognition. <sup>[9]</sup>

#### **5. Conclusion**

In the current stage of research on online teaching videos, comprehensive development has not yet been achieved. Both theoretical and practical levels need to be continuously improved. The theory of communication science should be used rationally to construct a complete and effective communication model. At present, the continuous promotion of online teaching videos is gradually popularized in various colleges and universities. This makes it increasingly important to study the effective dissemination of online teaching videos. At the same time, the rapid development of online teaching videos is also affected by many external factors. This makes it impossible to obtain effective information dissemination, so it is necessary to study the effectiveness of network instruction video dissemination. This article analyzes and analyzes the reasons for the concept of online teaching video, and combines in-depth analysis with the currently widely used online education video platform. The basic Laswell's 5W model constructs a relatively complete concept of online teaching video transmission. Then on the basis of this, the meaning of effective communication of online teaching videos is expounded from the emotional level and the action level, and specific methods are proposed in combination with actual cases. The effective

dissemination of online teaching videos requires continuous practice to enrich its theoretical system.

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