

Practice and Thinking of Online Teaching Based on "Ding Talk"

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Abstract—online teaching has become an important teaching method, and the research of online teaching practice based on "Ding Talk" can explore the effect of online teaching. This article takes junior high school students as an example, and further analyzes the problems in online teaching based on "Ding Talk" through questionnaire survey, and puts forward opinions and suggestions from four perspectives of students, teachers, parents, and education departments, which has certain guiding significance for online teaching in primary and secondary schools.

Keywords—Online teaching; Ding Talk; primary and secondary school teaching

I. INTRODUCTION

At the end of 2019, novel coronavirus appeared in Wuhan, Hubei Province. Thirty-one provinces in the country have launched a first-level response one after another [1]. In order to prevent and control the epidemic well, on January 26, 2020, the State Council held a press conference demanding all major, secondary and primary schools to postpone the start of the spring semester in 2020, suspend classes and study continuously, and implement online teaching[2][3]. "Ding Talk" platform has become an important online teaching tool in this period. Through the investigation of the "Ding Talk" based online teaching practice, some thoughts were put forward. These suggestions and thoughts will be helpful to online teaching and mixed teaching in the future.

II. RELEVANT CONCEPTS

A. Online Teaching

Online teaching is a new type of teaching form, which uses computers to enable educators and learners to break through the boundaries of time and space and is supported by online learning resources, tools, platforms and space, thus realizing non-face-to-face and distance teaching between teachers and students. At present, online teaching can be roughly divided into three categories. The first category is online recording and

broadcasting teaching, that is, teaching videos are recorded by teachers in advance and then watched by students themselves. The second type is online live teaching, that is, a way in which both teachers and students log on the online teaching platform to complete the teaching at the appointed time. This teaching method can realize timely interaction between teachers and students and long-distance video connection between teachers and students, thus enhancing the sense of reality to a certain extent. The third type is hybrid online teaching, i.e. recording, broadcasting and live broadcasting, which can give full play to their advantages and make up for each other.

The online teaching mode mainly studied in this paper is online live teaching.

B. Online teaching platform

At present, the most widely used online teaching platforms are "Ding Talk", "QQ Group Classroom", "MOOC", and so on.

The online teaching platform used in this article is "Ding Talk". "Ding Talk" is a free communication and collaborative multi-end platform created by Alibaba Group. In the field of education, teachers and students can use "Ding Talk" to achieve distance learning, and through "Ding Talk" can also strengthen the communication and exchange between home and school.

III. PRACTICAL RESEARCH

A. Research object

The research object of this article is mainly a junior middle school (2) and junior (3) students, a total of 88 students, and the students in two classes take classes together, and there is no difference in teaching.

B. Research Methods

In this paper, a questionnaire survey method was used. 88 questionnaires were distributed and 88 were returned. The questionnaire recovery rate was 100%.

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C. Research Results and Analysis

In the questionnaire survey, 32.95% of the students had been exposed to online courses before, and 67.05% of the students had not been exposed to online courses before (Fig. 1). 79.55% of the students said that they could adapt to the online teaching method currently used by teachers, while 20.45% of the students said that they could not adapt to the current teaching mode (Fig. 2).

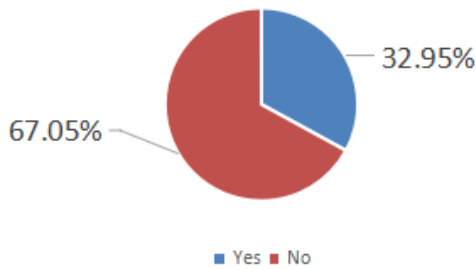


Fig. 1 Contact with online courses

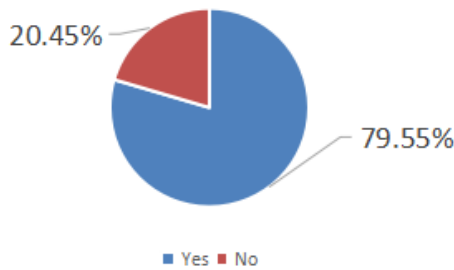


Fig. 2 The adaptation of teaching mode

In terms of classroom attention, 31.82% of the students said they were focused on the teaching process, 52.27% said they were more focused on the teaching process, and 14.77% and 1.14% said they were less focused and unfocused in the teaching process (Fig. 3).

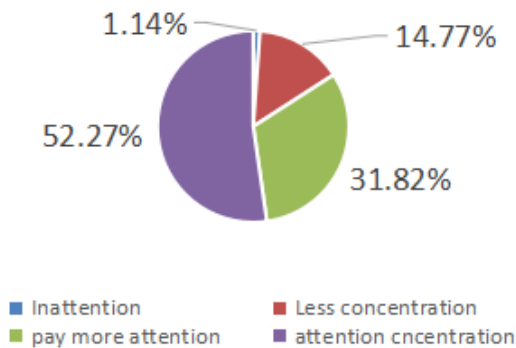


Fig. 3 Concentration condition

In the aspect of causing distraction, 8 students were removed from thinking that their attention was not distracted and skipped the topic. 65.91% of the remaining 80 students were distracted by the environment, which was too noisy.

48.86% of the students said it was due to their lack of control. 10.33% of the students thought the teaching content was too boring. 5.68% of the students think that teachers are not attractive enough (Fig. 4).

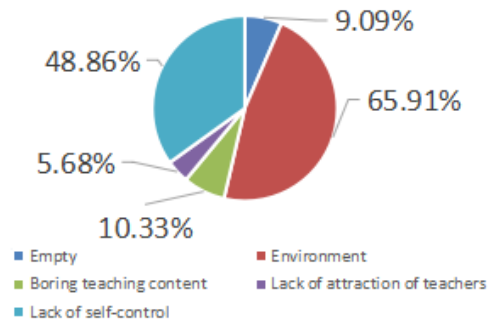


Fig. 4 Affect attention factors

In the aspect of interaction with teachers, 50% of the students think that the frequency of interaction in online teaching is the same as that in normal times. 42.05% of the students think that the interaction frequency in online teaching is less than usual. 7.95% of the students think that the frequency of interaction in online teaching has increased compared with normal (Fig. 5).

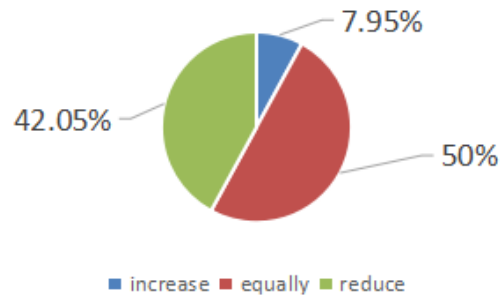


Fig. 5 Interaction frequency

Regarding the one-to-one communication, 46.59% of the students said that the teachers had communicated with them separately. 53.41% of the students said that the teachers did not communicate with them alone (Fig. 6).

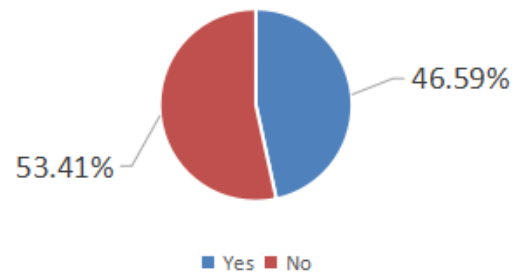


Fig. 6 Communicate separately

In terms of teaching methods, 14.77% of the students think that the teaching methods of online teachers have changed greatly. 36.36% of the students think that there are

few changes in teachers' online teaching methods. 48.86% of the students think that the online teaching method has no change compared with offline teaching (Fig. 7).

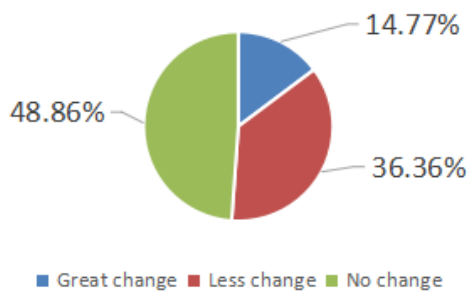


Fig. 7 Changes in online teaching methods

In terms of classroom acceptance of online teaching, 1.14% of students can accept 0%-30% of teaching content; 11.36% of the students said they could accept 30%-50% of the teaching content. 45.45% of the students said they could accept 50%-80% of the teaching content. 42.05% of the students said they could accept 80%-100% of the content (Fig. 8).

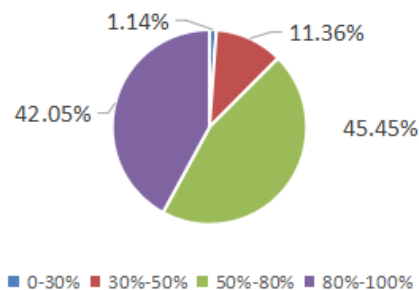


Fig. 8 Classroom acceptance

In terms of homework, 4.55% of the students were slack and could not finish the homework assigned by the teachers in time. 43.18% of the students were tardy, but could finish before the deadline. 52.27% of the students are more active and can finish the homework assigned by the teachers in advance (Fig. 9).

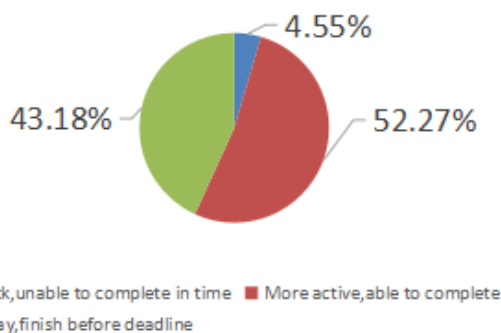


Fig. 9 The completion of homework

In terms of software use, 1.4% of the students said there was no network jam; 12.5% of the students said there was less

jam; 35.23% of the students said there was occasional jam; 51.14% of the students said there was frequent jam (Fig. 10).

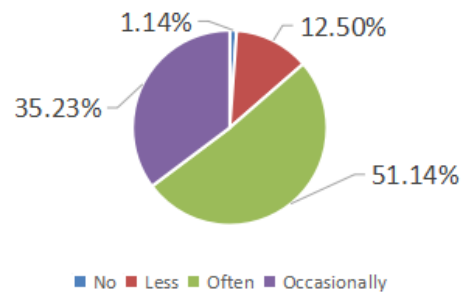


Fig. 10 Software usage

In terms of parental supervision, 10.23% of the students said that their parents had less supervision; 73.86% of the students said that their parents often supervised; 15.91% of the students said that their parents occasionally supervised (Fig. 11).

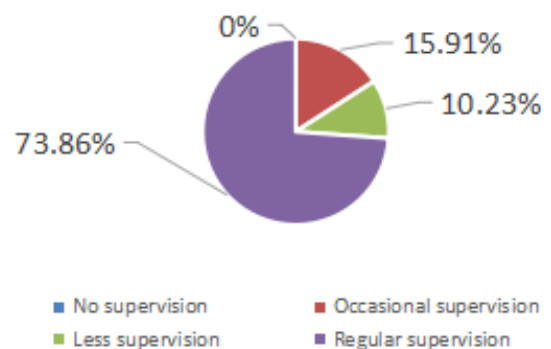


Fig. 11 Parental supervision

IV. ANALYSIS AND REFLECTION ON THE RESULTS OF ONLINE TEACHING

Through the above data, it can be found that although most students have not been exposed to online courses before, they can still be well accepted. Environmental factors and insufficient self-control will cause some students to distract their attention during the online teaching process, which will affect their acceptance of the teaching content. In addition, according to Fig. 9 above, it can also be found that most students can complete their homework in time. For teachers, there is no major change in the online teaching methods of teachers. Some students believe that the frequency of online interaction with teachers is slightly reduced, and the one-to-one communication between teachers and students only covers about 50% of students. According to the author's interviews with students, most students hope that the teacher's instructional design can be more interesting and that the teacher can follow everyone. For parents, most parents play a good role in supervising their children's learning. There is a network freeze when using the "Ding Talk" online teaching platform. Based on the above analysis, the author put forward his own thinking:

A. Students

Students must strictly demand themselves, psychologically complete the "opening ceremony", reasonable arrangement of time to complete teaching tasks. From the perspective of students' physical health, students should be given appropriate space to improve their vision loss caused by long-term viewing of electronic devices. In the learning process, students should also use the interval time of each course to do more eye exercises or get up to maintain physical health.

B. Teachers

Through the interview, the author learned that most teachers only regard online teaching as offline teaching based on the Internet. Teachers still use the original teaching aids to complete the teaching, and do not make good use of the network public resources, just transfer "offline" to "online". There are some differences between online teaching and offline teaching. Teachers should pay more attention to the presentation form and teaching mode of teaching content. On the one hand, teachers should make the content presentation more able to stimulate students' enthusiasm and participation in learning. On the other hand, teachers should consider students' attention and appropriately compress the teaching content according to the specific situation. On the other hand, teachers can change the teaching mode, such as adopting "352" mode, i.e. 30% of the old class review and the new class key and difficult points explanation, 50% of the MOOC video, 20% of the interaction, to improve the teaching effect[4].

Teachers should also keep an open mind and information sensitivity, keep up with the times, pay attention to the educational resources recommended by schools, regions and countries, actively search and screen, select online teaching resources that match their own teaching needs, and provide more high-quality resources for students[5]. When teaching online, teachers should also communicate with students more, so as to find out problems, correct and adjust them in time, understand students' dynamics and learning situation, guide and help students, strive to "pay attention to every student" to the maximum extent, and make every student "not fall behind"[6].

C. Parents

For parents, parents should pay attention to play an exemplary and leading role, take the lead in reading, learning and thinking, create a family learning atmosphere, form a learning family, and learn with their children. Parents should also have in-depth communication and discussion with their children on their daily study and life. Parents should also experience all kinds of parent-child interactive games with their children at home, not only strengthening emotional ties, but also enabling children to combine work with rest.

D. Education department

The education department should actively build a corresponding teaching resource library to facilitate the sharing of resources and resource utilization of teachers in various regions and schools, which is beneficial to teachers and students. Teachers can improve their teaching with the help of the corresponding teaching resource library. Students also can use these resources to better fill their own knowledge blind spots.

V. SUMMARY

Through the questionnaire survey, the author analyzes the effect of online teaching based on "Ding Talk" and thinks about the problems existing in and brought about by online teaching. From the perspective of students, teachers, parents and education department, the author puts forward some thoughts and suggestions on online teaching. Although online teaching should start with "time", it will not disappear with "time". It will still give full play to its unique advantages to serve learners. Therefore, it is very necessary to think about online teaching. There are many problems and challenges in the implementation of online teaching, which also need joint efforts from all sides to better solve, so that online teaching can develop its strengths and avoid its weaknesses to better play its characteristics and advantages.

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