

Reform of Internet-Based Teaching

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Abstract:Internet has been revolutionizing every section of teaching. With the positive impacts on the means, content of courses and methods of teaching, the internet has also produced some deficiencies in teaching practice. This essay suggests that teachers should enhance their structural adjustment of their knowledge and methods of teaching by integrating media technology to maximize teaching effect so as to overcome the deficiencies brought about by the internet.

1.Introduction

The emergence of internet and new media technology has produced great changes in information storage, accumulation, expression, transmission and processing. With the boost from governmental policies concerning internet+, the essential attribute of internet was first introduced into the construction of teaching models, as a result, teaching models have been casting off the stale and bringing forth the new. E-learning, mobile learning and virtual technology have all begun to be used in teaching areas, giving new features to the content of courses, the tools and methods of teaching practice.

2.The content of courses

Traditionally, teachers have been confined to the role of repeating what is in the textbooks which are the sole resources of knowledge in the traditional classrooms. In this practice, the textbooks and the after-class exercises are often matched to strengthen what has been taught. But today the development of internet technology has created a new scenario where textbooks are only one of the learning resources to help achieve the goals of education and the content of courses can be generated by both teachers and students taking advantage of what is online. Teaching today cannot be conducted by only relying on the fixed language symbols in books. Both teachers and student have the ability and rights to question what is in the textbooks

and become creative, and textbooks can never give any finalized answers to questions raised in classroom. In this new environment where the authority of textbooks have been greatly reduced, another attribute of internet has been extended into the learning area, that is, a new era where teaching can be conducted without any textbooks. Some people even call this type of courses content “paperless textbooks” because they believe that the traditional textbooks are simplified in function, inferior in interactivity, serious in spoilage and weak in flexibility. In contrast, the huge amount of digital learning resources online can best match e-learning terminals and can first time offer the learning resources to both teachers and students. It can be universally seen that reading on ipad has become a popular learning style for many students both abroad and at home. Besides the extension of knowledge into the internet, the modern teaching has also socialized the knowledge and been combined with the students’ daily lives, so students can experience the formation of knowledge in their classrooms. This uncertainty of course content has much increased students’ autonomy of learning and posed higher demands for teachers to improve their teaching proficiency and learning. Under this condition, teachers must break the shackles of traditional notions of teaching and set up the new ideas of cooperative teaching through guidance and stimulation to establish their authorities in the internet+ scenario.

2.1 The means of teaching

The traditional means of teaching is to combine speaking with writing on the blackboard. But in multimedia-based classrooms, teaching can be diversified, the excellent PowerPoint presentation with beautiful pictures has replaced the dull writing on blackboard. Knowledge deepening based on video playing and the graphic presentation of what to teach has become commonly used by most teachers. Classrooms are no longer the space where to turn out knowledge while internet has become a space for students to conduct extra-curriculum learning activities. The vitality, interactivity and abundant content of internet enable teachers to present knowledge to students in a variety of ways, of which the most commonly used are the construction of video websites for online courses, and the use of platform for live telecasting. With the construction of video websites, many institutes of higher learning worldwide have uploaded a large number of video courseware and mini-lectures to the online resources. The platform for live telecasting has created a new channel to share knowledge regardless of time and space, and thus becoming one of the favorite means of teaching.

2.2 The approaches to teaching

The traditional approach to ensuring effective learning activities is discipline education, the teachers pass

knowledge on to the students whose task is listening in class, strengthening what has been taught by repeated copying and rote learning, applying what has been taught by constant practice, and having their learning effect checked by examinations. But with the facilitated access to digital resources, great changes have been taking place in many respects:

First of all, the use of flipped class. In this approach, teachers upload and publish what is to be taught and the teaching process on the internet in advance, then the students can schedule their autonomous learning. When in class, they can finish their exploration of problems in assignments together with their teachers in the form of group discussion. In this flipped mode, the students' desire to learn more can be aroused in the interaction with teachers.

Secondly, the online courses offered on Mooc. In the flipped class, the discussion is the face-to-face interaction between teachers and students while on Mooc it is in the form of online dialogues. The emergence of Mooc has integrated the teaching videos, after-class exercises, online quizzes, recording the time span of learning, interactive forums, and certificate awarding system into one, which has realized the sharing of teaching resources at lower costs, promoted the interactivity of the teaching process and improved the effectiveness in terms of teaching, practicing, feedback providing, evaluating, and examining.

3. Deficiency of internet-based teaching

3.1 The outdatedness of course content

Although there are a huge number courseware and teaching videos online, many of them lack individuality or systematic knowledge organization. Some teachers even have borrowed their colleagues' courseware to perform the work, others have been using the outdated syllabus although they present their teaching in the form of PowerPoint. Some teachers seem very dull due to their inability to integrate course content with visual presentation while other teachers, in order to fill the classroom time, just let students perform teaching related activities in the whole period while they only sit on the seats listening. All in all, the new media have been used in class but the subjectivity of teachers has been missing.

3.2 The lack of understanding of the role of new media in teaching

In terms of teaching, internet technology cannot determine the connotation and presentation of knowledge. Nowadays, knowledge can be transmitted in batches. Once there is a new idea emerging, it can be delivered to different groups of people in the way of multiple media (audio, visual and video), but the media cannot

determine the quality of transmission. For instance, in the transmission of audio files, is the link between the preceding and following natural? Is the rhythm and tone quality inviting? In the pictures presented, are their styles suitable to the knowledge points? Or can they precisely express the ideas of the knowledge points? And in video playing, can students watch all the video from the beginning to the end? How much can they learn from this? To all these question, the technology cannot provide any answer. The answers to these questions demand that the teachers themselves fabricate the needed media to present what they should give to students. The traditional teaching intends to just give students what is not accessible, while in this internet era, students do not only have to store but also delete, analyze and apply the knowledge to solve their confusions or practical problems. That is to say, what teachers must deal with is no longer how to pass knowledge on to students but how to achieve this in better ways and shoulder the responsibility to deepen students' understanding of the knowledge.

4. Approaches to overcome the defects of teaching in the internet+-based environment

4.1 Making the course content multi-dimensional

The outdatedness of course content is a big defect in internet-based teaching. To solve this problem, teachers must, on the basis of student differences, offer and update multi-layered content of courses, design individualized learning programs and divide what has to be taught into sections or make relevant sections into a unit. They should also allow some students to skip what they have already acquired and give them opportunities to expand the underlying content. To achieve this, teachers can supplement online texts, pictures, cartoons and audio content to enrich what is to be taught. By so doing, teachers may feel at home with the problems generated in students' autonomous learning and give them relevant answers.

4.2 Learning new media-based presentations in teaching

Since the start of internet+ era, Chinese government and domestic institutes of higher learning have done a series of explorations centering around how to informationize education. But the new modes of teaching developed and applied have only achieved the conversion of what to teach. Therefore, teachers should stress learning the use of new media. For instance, the present pop-culture programs have much entertained students in their lives, in contrast, the videos uploaded online and the teaching styles involved seem so dull that many students find it hard to be absorbed in the learning. To improve things, these questions may be asked: is it feasible to introduce the sense of rhythm and entertainment into the teaching process? Or the popular style of video making into that of teaching? All these need further exploration, teachers may combine the pop-culture

entertainment with their teaching to attract students. This is, microscopically, what teachers must consider what to teach and the ways to do so, macroscopically, what they must manage to learn to apply all-media-fused teaching modes to the expression of new ideas.

5. References

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