

# INFLUENCE OF ONLINE EDUCATION NORMALIZATION ON TEACHING MANAGEMENT DECISION OF SECONDARY VOCATIONAL SCHOOLS IN SHENZHEN

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## Abstract

The study finds that online teaching, as a new type of teaching tool, not only enhances secondary students' enthusiasm for learning in class, but also brings into play students' subjectivity in teaching, improves interaction between teachers and students, facilitates teachers' exploration of new teaching modes, provides timely guidance, answers and evaluation for students in teaching activities, enhances classroom teaching efficiency and improves classroom teaching quality. It is conducive to teachers exploring new teaching modes, guiding, answering and evaluating students in teaching activities, improving classroom teaching efficiency and enhancing classroom teaching quality. Based on the above findings, the researcher proposes recommendations in three aspects: online teaching management, teachers and students. In terms of online teaching management: optimise the online learning environment to stimulate learners' interest in using it. In terms of teachers: first, enhance online learning support services to improve students' sense of presence; second, provide independent learning scaffolds to stimulate learning initiatives. In terms of students: enhance the sense of self-control and promote the generation of positive learning emotions.

**Keywords:** online education; secondary-level E-commerce; secondary-level education management

## Introduction

### Statement of the research problem

At present, the world has entered a risk society where various disasters and emergency emergencies are common, and the increase in uncertainty has put the emergency response capacity of education to a new test. In the event of emergency emergencies, where offline classes are not available, online education, with its advantage of overcoming time and space limitations, has become the main way for schools to maintain teaching and learning activities, playing an important role in ensuring the continuity and stability of teaching and learning, as well as an important measure for educational emergencies. At the same time, whether the education system has a scientific, systematic and effective standing online emergency response initiative in the face of emergency emergencies also reflects the modernisation of the education governance system and capacity from one side. However, while China's online education currently plays a positive role in responding to emergency emergencies, it has also become a testing ground for its emergency response capabilities, revealing a number of problems. For example, in the face of emergencies, the daily management is completely disrupted as schools do not have corresponding emergency plans, and the conventional offline management system is unable to cope with longer periods of online education; the overall information literacy of

teachers is low, and they lack experience in online teaching and are not competent enough; students are not comfortable with the online teaching approach and have low self-motivation to learn; and so on. We need to improve our online education emergency response capacity to ensure that education and teaching can be carried out in an orderly manner under all circumstances, so as to promote the modernisation of our education governance system and governance capacity. Therefore, carrying out research and analysis on the online teaching mode of secondary school curriculum and constructing a perfect scientific and standardised online teaching mode of secondary school curriculum are conducive to the orderly development of online teaching of secondary school curriculum and the improvement of secondary school teachers' informatization skills in the future.

### **Research Objective**

Objective 1: Through the comprehensive assessment of students' online learning effects, it helps to understand students' independent learning intuitively and clearly, provide suggestions for improving the talent training mode and adjusting teaching strategies, and accumulate knowledge and experience for improving students' independent learning ability and future career development.

### **Research Hypothesis**

Hypothesis 1: We hypothesise that students are generally receptive to the online education model for e-commerce majors in secondary education.

Hypothesis 2: We hypothesise that e-commerce majors in secondary education learn better and students enjoy it more than traditional classroom learning using online education methods.

Hypothesis 3: We hypothesise that the integration of the use of different online teaching tools is more efficient for the online education mode of secondary education.

### **Benefits of the study**

It enriches the research on online education and online learning effect assessment. Based on the exploration of research hotspots and trends in related fields, this paper explores the fit between online learning and secondary professional education, and constructs an online learning effect assessment system that meets the characteristics of online learning and the training requirements of secondary e-commerce majors.

Deepening the practice and exploration of online learning effect assessment. On the one hand, it helps to find out whether online learning is beneficial to the professional development of secondary school students, whether it can be integrated into vocational education teaching, and whether it can promote students' continuous development, so as to help the construction of online resources and teaching informatization in secondary school.

### **Theoretical and Literature Review**

The process of online education is constrained by a variety of factors, resulting in poor online education results. Therefore, the only way to give full play to the value of online education is to continuously improve the quality of online education managers.

### **Analysis of the current situation of online education management.**

Although online education has grown by leaps and bounds in junior schools, there are still a number of problems that are difficult to overcome. The main reason for this state of affairs is online education management, which is specifically focused on the following aspects. Firstly, there is a lack of funding for online education management. Under the online education model, schools have to build their own online teaching platform based on the characteristics of online education, but ordinary junior secondary schools do not have the technical capacity to do so, and basically use the funding method to let the technology provider tailor the online teaching platform for the school. In this case, even if the school has an online teaching platform, it still needs the relevant hardware environment and software environment to support it, but some junior secondary schools are still facing financial difficulties. In addition, after the online platform supporting online education is put into use, it is still necessary to launch training for the relevant teaching staff, and the current funding is difficult to meet this need. Secondly, not enough attention has been paid to it. Currently, most junior schools have introduced online education models and even online education platforms. Thirdly, the number of managers is insufficient and the online managers themselves are not experienced enough.

### **Analysis of strategies and ways to optimise the quality of online education managers**

Under the new situation, online education has gradually entered the classroom and has become a modern education tool. In order to give better play to the value of online education management, it is necessary to strengthen the quality of online education managers from the following aspects, based on the current situation of online education management.

Increase information software investment Some junior high schools often equate information technology with computer rooms, computers and electronic whiteboards in the process of carrying out information-based teaching, and these modern information devices are simply too difficult to meet the current needs of online education. Therefore, in the process of strengthening the management of online education, it is necessary to increase the investment in information software, constantly enhance the importance of modern information technology, and increase the relevant funds to combine the actual situation of education in junior colleges and universities, and scientifically design online teaching platforms that are compatible with them. In addition, the actual situation of the school can be analysed with other schools to share excellent courses and high-quality courseware, so that online teaching can be carried out better.

### **Literature review**

During the epidemic, online education and teaching activities made a huge contribution to meeting the needs of students learning at home, while also posing a huge challenge to education and teaching management. Online education is a cross-border integration of "Internet + education", which has systematically transformed the mainstream business of education, including the teaching and learning environment, curriculum, teaching activities, learning, teaching evaluation, teaching management, teacher development and learning organisation [2]. While the epidemic has given rise to a major development in online teaching and learning, online education has blocked social interaction between teachers and students [3]. The essence of education, however, is teaching and learning, which requires interaction between teaching and learning. While many people are enjoying the convenience of online teaching, they are also

concerned about the problems that online teaching may bring, and the control of teaching quality is one of the most important concerns.

During the epidemic, a variety of online teaching policies and teaching resources were in place to ensure that students were able to 'learn', but as online teaching was carried out, a number of issues came to the fore: live teaching was rampant, inefficient, and teacher-student interaction was not guaranteed. On the basis of "learning to learn", the question of how to make students "learn well" is one that deserves serious consideration. During the epidemic, classroom teaching has changed to online learning at home, face-to-face teaching has changed to online teaching, and the functions of parents and the education sector have also changed to some extent. To ensure the quality of teaching - learning, teachers, parents, students and education authorities must collaborate with each other.

## **Research Methodology**

### **Population/sampling method/variables**

The survey was mainly conducted online, using the internet tool "Questionnaire Star" to collect questionnaires and results through WeChat. The survey mainly covered students' understanding and acceptance of live teaching, the application of live teaching in law courses in secondary schools, problems and suggestions for improvement. The survey targets 6 secondary schools in the author's area and four secondary schools in neighbouring cities. Students of different majors but who are required to study the subject of Ethics and Law in the first half of 2020 were randomly selected, and the teacher questionnaire survey was conducted for the teachers of law courses in the above schools.

### **Data collection**

A total of 67 valid questionnaires were collected from teachers and 605 from students. Interviews were conducted with teachers of law courses and students who had experienced the live teaching method in a secondary school in the author's area, so that they were more realistic about the application of live learning, and grasped their ideas about live teaching, problems and suggestions in the development of live teaching, which could better enrich and improve the results of the questionnaire survey and make our final results more reliable.

### **Tools/research design (questionnaires/interviews)**

The questionnaire survey method is to set relevant questions for the thesis topic and select teachers and students who have participated in the live teaching of law courses in secondary schools to conduct a questionnaire survey, and then filter, analyse, summarise and conclude the data, according to which the problems existing in the live teaching of law courses in secondary schools can be analysed.

## **Result**

### **Factors influencing online teaching**

Smartphones are gradually becoming a necessity in students' daily lives and studies, and WeChat is also a communication software used by students for interactive communication more frequently. 79.5% of students use WeChat every day, and they are willing to use it for online learning and communication. Therefore, students have a relatively high rate of mobile phone

ownership and use WeChat more frequently, which provides favourable conditions for the smooth implementation of online teaching.

### **Online learning preferences and needs**

Most students are willing to use WeChat for online learning. Among the resource preferences for online learning, more students choose videos, pictures and PPT, and the length of online learning can be mainly within 30 minutes. Only 23.08% of the students pre-reviewed before class and 19.23% of the students reviewed after class, so from the perspective of teaching design, teachers should improve students' motivation to learn and let them take the initiative to The majority of the students had a need to learn. In terms of learning needs, most students choose to look up information on their own or discuss with their classmates in WeChat groups to solve their problems.

### **Understanding of online teaching**

The survey results show that, in the choice of online teaching mode, students prefer the teaching mode in which teachers' offline lectures are the main focus and students' self-learning is supplementary, indicating that online teaching should focus on the cultivation of students' independent learning ability. In the questionnaire survey, it was found that 62.82% of the students wanted to use the online classroom platform for online teaching in the teaching of E-Commerce course.

### **Understanding the effect of online learning**

Through the analysis of the questionnaire, it can be found that students prefer the online teaching mode. Learning habits have been improved, independent learning ability has been enhanced, student-student interaction and teacher-student interaction have made the classroom richer, students are more engaged in the online teaching mode, learning participation has been enhanced, and it has also played a certain role in improving students' interest in learning.

## **Conclusion and Discussion**

### **Summary of teachers' teaching needs analysis**

Through the interviews with the teachers, we summarised the dilemmas of traditional classroom teaching, as well as the teachers' understanding of online teaching, their willingness to carry out online teaching, and made adequate preparations for the implementation of the online classroom platform.

### **Difficulties of traditional classroom teaching**

#### **1. Low level of student participation in the classroom**

Through interviews with teachers, I learnt that because the traditional classroom teaching mode is a class teaching system, one teacher has to manage dozens of students, and teachers are unable to pay attention to every student in the classroom.

#### **2. Incomplete data collection**

Students review before and after class offline, and teachers can only use random checks to check students' learning. Even for the in-class assignments, teachers are unable to monitor each student's answers, resulting in incomplete data collection on student answers. Teachers are

unable to make timely process teaching assessments on students, especially when teaching the 1+X certificate process, and are unable to take care of each student's operational progress.

### 3. Poor teacher-student interaction

When students encounter problems in traditional teaching, teachers are often unable to answer and solve them in a timely manner. Moreover, the time for communication between teachers and students is limited, mainly focusing on classroom teaching time and after-school breaks, which leads to poor interaction between teachers and students, and teachers are unable to learn about students' learning difficulties and students' difficult problems cannot be solved in a timely manner.

## **Understanding of online teaching**

Interviews with teachers who teach e-commerce revealed that some teachers have adopted online teaching methods, such as using online resources for students to watch during the pre-course and classroom lecture stages. Secondly, the teachers were willing to accept online teaching as a way of exploring new ways of teaching and learning to solve problems in the traditional classroom. They believe that online learning does not require much time or location, and that students can view online teaching resources anytime and anywhere, and that online learning also makes it easier for teachers to track students' learning, to use back-end data to make stage assessments of students, or to personalise teaching for some late-comers.

## **Discussion of the results**

After the practical analysis, the online teaching mode has solved some of the problems of the drawbacks of traditional education, and the conclusions are as follows.

First, online teaching improves students' interest and motivation in learning. The pre-class micro-lecture videos are very interesting and the number of students watching the class materials online has increased, but teachers have to push teaching resources suitable for them on the online classroom platform, drawing on the teaching materials and taking into account the level of difficulty of knowledge.

Secondly, classroom activities in online teaching are student-driven and reflect student agency. Students express their opinions in class by sending pop-ups, collaborating in groups in class, and evaluating each other in groups to express their views.

Thirdly, online teaching enhances the interaction between teachers and students. Students give feedback on difficult points on the online classroom platform, teachers answer questions online in real time, and pop-ups and accompanying tests in the classroom facilitate interaction and communication between teachers and students.

Fourthly, teachers use the online classroom platform data for diverse assessment. With the pre, in and post class data provided by the online classroom, teachers can get a more complete picture of student learning and make more accurate process and summative assessments for each student.

Fifthly, online teaching promotes the development of students' active learning skills, communication skills, group work and problem-solving skills.

In the real teaching process, online teaching based on the online classroom platform is also a double-edged sword that requires teachers to grasp certain degrees, with the following conclusions.

First, ensure that the online test questions are few and precise. Teachers should draw on the textbook to recommend suitable and interesting teaching resources and test questions for students. The number of questions should not be too many and the quality of the questions should be high, otherwise it will reduce students' interest in learning.

Secondly, uniform management of mobile phones is implemented. Teachers can implement unified management of students' mobile phones during lessons when their computers have been synchronised with students' online classroom software, so as to avoid students playing mobile games in class.

Thirdly, effective monitoring of the classroom. During brainstorming pop-up sessions and teamwork task-based activities, teachers should not only focus on the data in the background, but also on the learning status of each student.

Fourth, control the pace of classroom teaching. When teachers teach with the help of an online classroom platform, they should be clear that the platform only adds interest and practice to classroom activities and does not replace the function of offline teaching, and that the instability of the platform may cause distress on both sides of the teaching spectrum.

Fifth, provide timely feedback. Students' questions online are immediate in nature, and teachers should give real-time feedback and evaluation to students in a timely manner so that they can understand their learning situation; delays in feedback may reduce students' motivation to learn.

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