

# *Value Dimension of Online Classroom Teaching Time Management in the Post-Epidemic Era*

Wan Feixue\*

*Xi'an International Studies University, Xi'an, Shaanxi, 710128, China*

*\*Corresponding author*

**Keywords:** Post-epidemic era, Online classroom teaching, Time management

**Abstract:** Classroom teaching time management is an important means and effective way to ensure teaching quality, improve teaching efficiency and ensure teaching effect. Since the novel coronavirus outbreak, online teaching has gradually become a new form of classroom teaching in China, and the post-epidemic era has put forward higher requirements for online classroom teaching time management. By analyzing the value of the value dimension of online classroom teaching time management, focusing on the interaction between teaching technology, time and teaching and the influence of three elements on students, the online classroom teaching time management model centered on students' learning is constructed.

## 1. Introduction

Before the outbreak of novel coronavirus, online classroom teaching is also one of the ways of education and teaching due to the advantages of convenience, immediacy and retrospective. By the ai media report | 2019-2020 China online education industry development research report, only from 2016 to 2019, China's online education user scale has grown from 104 million to 261 million. In early 2020, the Ministry of Education issued a notice on the extension of the spring 2020 semester[1] All over the country have carried out "suspension of classes"[2] Work, online teaching has quickly become the mainstream way of education and teaching. With the stability of the epidemic, China has entered the post-epidemic era, and normal education and teaching have gradually resumed. However, due to the continuous local epidemic situation in various regions, online teaching is still the most convenient non-offline classroom teaching method on the premise of responding to the national epidemic prevention requirements.

## 2. The value of online classroom teaching time management in the post-epidemic era

"Modern teaching view of time refers to the view and attitude of educators on the time consumed in the process of modern teaching activities"[3]. The view of online classroom teaching is one of the components of modern teaching teaching. The particularity of the epidemic state also makes the view of online classroom teaching in the post-epidemic era have its special implication. The concept of online classroom teaching time in the post-epidemic era is the view and attitude of educators on time allocation, utilization and management in the process of adopting information and modern classroom teaching activities in the post-epidemic era. This implication is determined by its characteristics.

## **2.1 Characteristics of online classroom teaching time management in the post-epidemic era**

### **2.1.1 The different space of teaching and learning subjects**

Spatialized time is a form of expression of teaching time. Information technology makes learning no longer limited to the traditional classroom and campus environment,[4]Different space is the biggest feature that distinguishes online classroom teaching from ordinary teaching. Online classroom teaching in the post-epidemic era has no restrictions on teaching and learning space. With offline classroom teaching will teachers and students concentrated in the same teaching space, online classroom teaching broke through the space limit, learners and teachers in different and independent space, which makes all kinds of teaching factors realize the cross space interaction, namely in the classroom teaching smoothness and on the basis of teaching time integrity, by means of information, modern teaching activities, teachers, students, teaching time in different space to achieve interaction and mutual conversion. In ordinary classroom teaching activities, the educators and educators are in the - classroom of the same teaching space. Facing the same teaching elements in this space, the teaching field with the class as the space unit and the class time as the time unit is formed. In this field, all kinds of information and symbols are complex, and any member's actions will affect other educators and educators, and various teaching elements quickly and interact directly. And online classroom teaching activities, the educators and educators in independent teaching space, through a studio or a platform "room" to build a virtual space, and the space unit form teaching field, in the field of information and symbols due to space limitation cannot directly as ordinary teaching activities, easy to cause omission or delay.

### **2.1.2 Low interactivity between the subjects**

Classroom teaching is a process of bilateral interaction between teachers teaching and students learning. However, due to the functional limitations of the platform and software, the explicit and invisible interaction between online classroom teaching subjects are affected. First, the limitation of explicit low interaction is reflected in the less interaction between educators and educated. Since both parties are not in the same space, information and modern means should be used as intermediary, which makes the two parties cannot interact as efficiently as offline classroom teaching. Teachers only need to ask questions and students answer, so that specific students have the right to answer questions by voice. More complex classroom games, activities and other interactive forms are more difficult to realize, so it can be seen that online classroom teaching interactive procedures are complicated, which is easy to cause low classroom interactivity. Second, the implicit interaction is mainly limited by the low transitivity of the implicit information and symbols between the members. Due to the large class size, most of the online classroom teaching adopts the teacher unilaterally open the video, students only join the audio to minimize the lag, to ensure the smooth progress of classroom teaching activities. This makes it impossible for teachers to communicate with students other than sound, and teachers cannot receive students' eyes, expressions, body language and other information and symbols, which is not conducive for teachers to judge students' grasp and concentration.

### **2.1.3 Flexibility of classroom space and time**

In the post-epidemic era, online classroom teaching is extremely flexible in time and space arrangement, which is also the biggest advantage of online classroom teaching. The time and space arrangement of offline teaching is relatively fixed. Students need to come to school on time and complete the learning tasks according to the prescribed class hours in the prescribed class. The amount of class hours, class time and place, and rest time are all divided into standard time periods and prescribed places. Online classroom teaching does not stipulate the space of students, the time is

relatively flexible, can be adjusted according to the students' situation, such as delaying the class time of the first class in the morning, extending the time of answering questions. At the same time, the flexibility of the online classroom teaching is also relative to the offline classroom teaching, and the relative freedom is not the complete freedom. Online classroom teaching still needs to be arranged according to the curriculum schedule stipulated by the school, and teachers still need to prepare lessons with high quality, attend the full prescribed class hours, ensure the teaching quality, and do a good job in classroom attendance. That is, in the post-epidemic era, online classroom teaching is more flexible on the premise of ensuring the integrity, systematization and effectiveness of classroom teaching interaction.

#### **2.1.4 Compression of classroom teaching time**

The compression of online classroom teaching time is particularly obvious in the lower grades. According to the investigation, compared with offline classroom teaching, most of the lower grades have short online class hours and fewer class hours in a single day. First, conducting online classroom teaching limits certain subjects, such as physical education classes. Some schools will publish daily physical education homework instead of online physical education, supervised by parents, to ensure that students get a certain amount of exercise every day. Cancelling online music and physical education reduces the overall class. Secondly, because the development of online classroom teaching activities is in the initial stage, the current online classroom teaching activities are less and not reasonable, so teachers reduce teaching activities in order to avoid classroom order disorder, resulting in the compression of online classroom teaching time. Thirdly, it is difficult for teachers to fully grasp the situation of students' focus online, and it is difficult to take interactive classroom activities such as games to attract students' attention. Therefore, they can only ensure teaching efficiency by reducing classroom teaching time and focusing on key and difficult knowledge, which is also easy to cause the compression of class hours.

#### **2.2 Value of online classroom teaching time management in the post-epidemic era**

Classroom teaching time management is an important means and effective way to ensure teaching quality, improve teaching efficiency and ensure teaching effect. Using information technology to build a virtual platform for online classroom teaching makes the management of classroom teaching time face greater opportunities and challenges. Online classroom is in the teaching technology, time, teaching and students four elements between the interaction of influence, in the process of interaction, by exploring the interaction between teaching technology, time and teaching and three elements influence on students, build to students learning as the center of online classroom teaching time management model. Technology develops with the passage of time and the development of The Times, and the integration into teaching gives birth to a new teaching mode, and the teaching process also needs to have a certain time and moral quality. The concept of time is applied to teaching produces the concept of teaching time, teaching promotes the innovation of technology, technology breaks the limitation of time and expands the extension of time. When the role of time and technology requires students to have certain time moral and information literacy in the process of life and learning, and gradually improve their time moral and information literacy in the process of education. The reform of teaching method will also promote the change of students' study law.

First of all, improve the information literacy of each subject. "Information literacy is an important preparatory skill and literacy for learners to participate in online learning, which is closely related to the investment in online learning"[5]. Enhancing the application ability of information technology and improving information literacy is one of the requirements of strengthening education reform in China. The Ministry of Education has issued the education information "much starker choices-and graver

consequences-in plan", "education informatization 2.0 plan of action" the Ministry of Education of digital education resources public service system construction and application to promote education teaching information file, put forward the " principal information leadership, teachers information teaching ability, training team information guidance ability significantly, promote information technology and education teaching technology integration innovation and development. "The overall development goal of" three promotion and one comprehensive approach".[6] Online classroom teaching relies on information technology, which puts forward certain requirements for the information literacy of schools, teachers and students. Strengthening the management of online classroom teaching time is undoubtedly beneficial to improving the information literacy of all parties, so as to promote the information and modern development of education and teaching.

"Time morality is a certain society to adjust the time relationship between individuals and between individuals and society."[7] Time moral accomplishment is the consciousness and ability of individuals and the society to correctly handle the relationship between time according to this code of conduct. Improving time moral quality is the requirement of cultivating all-round development people, promoting teachers' career development and deepening the education and teaching reform. Online classroom teaching breaks through the original teaching time and space limit, gives new connotations to teaching time, and puts forward higher requirements for the time and moral quality of both teachers and students. The management of online teaching time is undoubtedly conducive to the improvement of the time and moral quality of teachers and students. Teachers should fully respect the learning time, give students independent learning freedom and time; students should also fully cherish their own time, have a full understanding of the value of time and use the limited time to do more meaningful things.

Finally, promote the reform of teaching law and learning law. In the era of information technology, the change caused by technology intervention in education is essentially the structural change of the education system, rather than the unilateral layout and installation of information teaching equipment and facilities.[8] The post-epidemic era of online classroom teaching enables both sides to create a virtual common space on the software or platform through information technology for classroom teaching activities. First of all, integrating information technology into the process of education and teaching means that teachers cannot fully follow the offline teaching methods, and they must be improved and innovated to adapt to the characteristics of online classroom teaching. Secondly, the integration of information technology also has an impact on students' learning style. Due to the weakening of heteronomy from teachers, students need to change from heteronomy learning style to self-discipline learning, and actively carry out independent learning. At the same time, peer interaction can significantly promote students' professional development in different subject areas[9], Online classroom teaching is also conducive to stimulating students to independently form groups for cooperative exchange and learning.

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