

# Guidance Strategies for Online Teaching during the COVID-19 Epidemic: A Case Study of the Teaching Practice of Xinhui Shangya School in Guangdong, China

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**Abstract:** *During the COVID-19 epidemic, schools responded to national calls to implement the “School’s Out, But Class’s On” policy, i.e. suspending classes without stopping learning. Xinhui Shangya School of Jiangmen City, Guangdong Province uses online teaching to guide students to e-learning. We herein discuss the teacher guidance strategies of online teaching during the COVID-19 outbreak.*

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**I**N order to implement the “School’s Out, But Class’s On” policy, Xinhui Shangya School of Jiangmen City, Guangdong Province has formulated the “Implementation Plan for 2020 Spring Semester in Middle School Section of Xinhui Shangya School Regarding ‘School’s Out, But Class’s On’”.

Xinhui Shangya School is a private school. The school’s running conditions are relatively complete. Each student is equipped with a Pad for daily teaching. The school adopts a teacher-led and student-based teaching model based on digital Protocol-guided Learning (Xia, 2020).

Teaching activities are bilateral activities consisting of teacher’s teaching and students’ learning. Students’ learning must rely on teachers’ proper guidance, and students’ online learning also cannot be separated from teachers’ proper guidance. During the COVID-19 epidemic, our teaching was mainly based on live video lessons, supplemented by the individual application of recorded video lectures, and along with micro-lessons to help students learn.

## **Live Video Classroom with Teacher’s Intensive Lecture and Teacher-Student Interaction**

The process of the school’s live video lesson is “Pre-class learning → Live video classroom (teacher’s intensive lecture and teacher-student interaction) → Class quiz → Post-class feedback “. The teaching process of the live classroom is as follows:

- (1) **Pre-Class Learning.** Students learn autonomously under the guidance of Digital Protocol-guided Learning. Complete the “Preview Navigation” section within the allotted time. Students with learning difficulties are advised to scan the code to see the micro-lectures, and middle-level students choose on their own, while the gifted students are not encouraged to watch the micro-lectures. If having difficulties in autonomous learning, students can discuss in the interactive area of the Qingning (Lime) platform. Detect the pre-learning situation through Digital Protocol-guided Learning’s, and complete “doubts and suggestions” according to the preview (Guo, 2018), and finally upload the snapshot of the assignment to the teacher for correction through Pad.
- (2) **Live Video Classroom.** The school uses the combination of the Qingning platform and the Tencent Class Express version of the two-line method to realize online teaching. You can use screen sharing, PowerPoint sharing, video playback, and mobile screen projection to diversify teaching formats according to different subjects, learning contents, and course types. Students can ask questions rose during the lectures directly to teachers through audio, or to leave messages in the discussion area of the platform to achieve real-time interaction between teachers and students.
- (3) **Class Quiz.** The subject teacher will test the students according to the content of the lectured lesson, and grasp the students’ learning situation in time.

- (4) **Post-Class Feedback.** Students upload the snapshot of the classroom test, and the teacher will correct it. Teachers can write comments on students' questions, and can also give students voice messages to personalize the correction. Finally, send the feedback of the test results to the class group and parent group on the same day, and urge students to correct the wrong questions in time and review what they have learned that day.

## **Recorded Video Broadcast with Detailed Explanation of Difficult Points and Practice Innovation**

Compared with the combined lectures and exercises in live video class and teacher-student interaction, recorded video broadcasting classes are more focused on teaching project-based learning methods and assigning student tasks. By giving students time and space to practice, it will improve their learning interest and innovation ability.

In the exploration and practice of recording video and broadcasting, teachers integrate a variety of teaching resources, providing a basis for students' inquiry and practice. Each recorded video lasts about 15-20 minutes. At the end of the course, students conduct autonomous practice inquiry.

- (1) **Physics, Chemistry, Biology and Other Disciplines.** For highly exploratory and difficult experiments, such as biological "human use of bacteria and fungi", chemical "burning and fire fighting", physical "force and motion", teachers use recorded videos and simulated experimental teaching to allow students to analyze, solve, and preheat the experimental contents, steps, and details in an autonomous learning way, thereby improving students' familiarity and proficiency in the experiment. After self-learning of the experimental operation of the recorded video and broadcasting, the difficulty of experimental operation is effectively reduced, and the inoperability is broken. This is beneficial for students to cover all aspects of the book from knowledge points to operation details.
- (2) **Music and Art Courses.** In the practice of online education, schools mainly adopt the forms of detailed picture explanation, video appreciation, and classroom practice. Taking the music lesson "Playing Hulusi-New Learning Tone 4" as an example, the teacher explains the content of the score, plays a video file to appreciate the music, and feels the musical charm and emotional expression of playing Hulusi during the performance. The teacher plays the repertoire, explaining and demonstrating the playing skills to the students in both the key and difficult parts. Students can adjust the tempo of the recorded lesson according to the speed of their mastery of Hulusi performance.
- (3) **Sports and Physical Exercise.** Through video explanations, teachers' action demonstrations and student follow-up exercises are used. Taking the experience class "Physical Recovery Training" as an example, the classroom process includes: warm-up exercise (freehand exercise), dynamic stretching technique action experience learning, rope skipping exercise, and body re-

laxation. Students can master the essentials of various body movements through the adjustment of the progress bar.

- (4) **Information Technology Courses.** The opening of the recorded video and broadcasting with rich contents and leading problems. With “Game: No Way! By creating a small game similar to Parkour” as an example, the teacher uses the content of the game to stimulate students’ interest in learning, and uses the mind map and knowledge framework to explain the game structure in detail. Through competition, stimulate students’ passion for creation. For difficult operation points, students can help them master the essentials by repeatedly watching the recorded lessons. In addition, the design of the curriculum takes into account the stimulation of interest and humanistic education during the epidemic with large classroom capacity.

The recorded video courses are guided by its concentrated knowledge and difficult points, sufficient independent practice space, and interesting questions to guide students in each way during and after the class. This is a fruitful practice of technical courses.

## **Micro-Lecture Aids Learning with Classroom Switch New Knowledge Guidance**

Schools take advantage of Digital Protocol-guided Learning to provide guidance for students’ autonomous learning. The Digital Protocol-guided Learning for each lesson is divided into six sections: “learning goals”, “pre-learning navigation”, “class interaction”, “summary”, “post-class improvement”, and “postscript”. Each lesson is supplemented by learning-oriented, scenario-creating, and difficult-to-interpret micro-videos to provide effective support for students’ autonomous learning.

Through micro-lecture assisted teaching, teachers can either guide students to scan the QR code in Protocol-Guided Learning to watch micro-lectures during the pre-view process, or they can send micro-lecture through the platform. Through micro-lecture, students can not only understand the basic information such as the author’s profile, historical background, etc., but also learn in a targeted manner based on the knowledge points and focuses of this lesson. Students can not only watch science simulation experiments, grasp the experimental principles, but also can be used for review after class to consolidate the students’ learning foundation. Teachers send different micro-lectures according to the learning ability and learning needs of students at different learning levels. This satisfies students’ individual learning needs and fully mobilizes their enthusiasm for learning, and helps students to construct knowledge in depth (Li, 2019).

Through the proper guidance of teachers, the “School’s Out, But Class’s On” was successfully carried out during the COVID-19 epidemic, which provided a solid guarantee for students to carry out e-learning.

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