NEWSLETTER

The Situation of "School's Out, But Class's On" under the Epidemic

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CONFRONTED with the COVID-19 outbreak, online education has become the main way of teaching at all kinds of schools since the Ministry of Education of P. R. China proposed the "School's Out, But Class's On" policy. An empirical article published in *China Educational Technology* took 59,156 primary and secondary school teachers in Hubei Province (the worst-hit area of the epidemic), as research objects, analyzing their online teaching behaviors, teaching modes, and acceptability through questionnaire survey and interview.

The research findings are as follows:

In terms of teaching behavior and teaching mode: the smartphone has become the most commonly used teaching terminal for teachers. However, from the perspective of its functions, the function supporting the teaching process is slightly single, and the screen is too small, which will affect the effect of teachers' online teaching.

In terms of the use of teaching resources, teachers' own resources made the most, accounting for 51.79%; in addition, public education resources play an important role in this online teaching.

Considering the online teaching contents, teachers can carry out flexible teaching according to local conditions. On the basis of the spring schedule, 78.84% of the teachers began to teach basic cultural courses and carried out epidemic prevention education, life and safety education, and other themed education. They also guided students to operate home-based labor, physical exercise, and other activities, which combining education with talent cultivation.

As to the teaching mode and activities: live online classroom and centralized tutoring and Q&A are the teaching modes generally adopted by teachers; in addition, more than half of the teachers assigned and corrected homework (80.46%), answered questions online, and provided tutoring (76.32%) and sent digital learning resources (65.11%), which ensured the learning of students' cultural foundation courses. What's more, 62.66 percent

of teachers communicate with students' parents to encourage them to supervise the students' learning.

In terms of teachers' acceptability: teachers have a strong willingness to use online teaching. The perceived usefulness and willingness of rural teachers were significantly higher than those of urban teachers, and the acceptability of junior middle school teachers was the lowest.

There are some problems in online teaching: the network environment and hardware equipment still need to be improved; teachers lack the ability to design online teaching; teachers' information literacy is uneven, and they cannot accurately analyze the learning situation.

Therefore, the author considered that the hardware facilities and software resources should be improved to provide a good environment for online teaching; the teaching concept should be changed from "teaching for teaching" to "teaching by learning"; the way of teacher training and teaching research should be innovated to improve teachers' ability of online teaching design; data-driven, individualized instruction should be realized based on learning analysis technology.