

# Online Home Study Plan for Postponed 2020 Spring Semester during the COVID-19 Epidemic: A Case Study of Tangquan Middle School in Nanjing, Jiangsu Province, China

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**Abstract.** *The implementation of “School’s Out, But Class’s On” is inseparable from the support of online education. The problem that each school needs to consider for online teaching during the delayed start period is how to use the network for teacher and student learning and management on the basis of ensuring the health of teachers and students to ensure high quality and high efficiency of online teaching. Taking the practical exploration of Tangquan Middle School in Nanjing, Jiangsu Province as an example, we explored the implementation plan of online teaching in schools during the COVID-19 epidemic.*

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**A**FFECTED, by the COVID-19 epidemic, on January 27, 2020, the Chinese Ministry of Education issued a notice requiring all types of schools to postpone the start of the 2020 spring semester, and emphasized the use of the internet platform to ensure “School’s Out, But Class’s On” plan, i.e., “School is closed, but student learning is continuing online” or “Online Home Study” (This refers to the Official Website of the Chinese Ministry of Education: <http://en.moe.gov.cn/>). Tangquan Middle School in Nanjing City, Jiangsu Province, according to the requirements of all levels, take multiple measures to effectively and effectively solve the problem of autonomous learning of students, so that students can safely, orderly and effectively carry out the extended learning life during the extended school period.

## **Establish Work Goals and Requirements**

In order to solve the problem of student learning during the epidemic, the school focuses on cultivating students’ autonomous learning ability and adheres to the five ethics of “morality, intelligence, sports, aesthetics, and labor.” In accordance with the characteristics of online learning and the actual needs of students, guide students to carry out independent learning, ensure the effectiveness and quality of online teaching, and promote the all-round development of students.

After discussion, the school established the following job requirements:

1. **Raise awareness.** Class teachers and teachers in all subjects should attach great importance to online teaching, actively guide students, organize students in this class to do online learning, and give full play to the role of leading cadres, party member teachers, and backbone teachers in exemplary and exemplary roles.
2. **Organization is in place.** Each class teacher and teacher in each subject must carefully plan, arrange carefully, and organize carefully to ensure that the student’s “School’s Out, But Class’s On”.
3. **Strengthen publicity.** The head teachers and teachers in each subject should timely publicize the work highlights and advanced models during online teaching and learning, and continuously gather positive energy.
4. **Encourage innovation.** Class teachers and teachers in each subject are encouraged to develop students’ autonomous learning ability based on the actual development of resources and focus on the guidance of learning methods. But to control the total amount of learning resources, we must not increase the excessive academic burden.
5. **Strengthen supervision.** The head teachers and teachers in each subject should strengthen inspections to ensure the effectiveness of work; the teaching affairs office and information center should strengthen their work guidance to solve technical and teaching problems in a timely manner for each head teacher and teachers in each subject; the teaching affairs office should strengthen supervision.

## **Set Up a Working Group**

In order to better carry out “School’s Out, But Class’s On”, the school set up a working group led by the principal, and the vice principal as the vice-group leader. The heads of the teaching and research offices, and the lesson preparation teams are as the team members, so as to guarantee a good job of network teaching during the extended school period.

## **Develop an Online Teaching Plan**

With reference to the online teaching requirements of the municipal and district education bureaus, the school has formulated online teaching plans for each grade. The online learning in the “School’s Out, But Class’s On” period was divided into two stages, namely the review and the new lesson stage.

### ***Develop an Online Review Plan.***

For the first week (02/03/2020-02/07/2020), it was the review period for students. The school arranged students to conduct home-based review through the Jiangsu Provincial TV Teaching Channel and other platforms.

### ***Develop Plans for Online New Lessons.***

Starting from the second week, online teaching had entered the new lesson learning stage. The school arranged students to study according to schedules through multiple platforms, and prepares record books for recording.

## **Build an Online Teaching Platform**

With various teaching platforms at all levels, the school builds a platform for online teaching, tutoring and answering questions for teachers and students throughout the school. This effectively solves the problem of delaying students to attend school due to the epidemic situation, and realizes the “School’s Out, But Class’s On” of the whole school, and teachers are suspended from teaching.

1. **National or local public education platform.** The school uses Jiangsu’s teaching platform “Air Master Classes and Jinling Micro School”, Pukou District’s teaching platform “Pukou e Start”, and Jiangsu Province’s online learning mobile app “I Su” for online teaching.
2. **National or local television education channels.** During the review phase, the school required the school to listen to the “Drum Tower Online Review Class” for home-based independent review by watching the Jiangsu Education Channel. For ninth grade students, the school organizes students to learn independently by watching Pukou Television News Channel.
3. **Public communication platform.** The school establishes communication groups for each class through public communication platforms such as QQ or WeChat, so that teachers can help students answer questions in a timely manner.

4. **Enterprise live broadcast platform.** The school uses the office communication platform “Dingding” to carry out online group live broadcasts, and conducts online interactive teaching through the network live broadcast platform.

## **Building Online Teaching Resources**

Schools give full play to their subjective initiative and, based on the use of public teaching resources in provinces, municipalities, districts and other countries, will further enrich curriculum resources for students’ learning based on the results of school classroom instruction reform.

1. **School-Based resources.** The school encouraged class teachers and teachers in each subject to develop resources, especially the construction of online instructional resources, according to the actual semester and the age characteristics of the students. The school organized teachers to prepare pre-study sheets and guide plans for students to study independently, appropriately increased the learning contents, focused on the guidance of learning methods, and enriched the online teaching courses during the postponed start of the school.
2. **National and local public course learning resources.** The school made use of the learning resources of famous teachers and lessons in public platforms such as the country, the province, and the urban area to conduct online teaching, and guided students to use rich network resources for student preview and development.
3. **Epidemic prevention and health knowledge.** In addition to academic knowledge, the school paid attention to the spread of epidemic protection knowledge, strengthened life education, public safety education, and enabled students to obtain comprehensive and vivid training and development.

## **Implementation of Online Teaching**

1. **Develop a home study plan suitable for students.** The teachers in each class put forward different requirements to different students according to the students’ ability, and strive to have each student have their own home study plan.
2. **Teachers of each class teach online.** The teachers of each subject (Chinese, mathematics, English, physics, chemistry, politics, history, geography, biology, and 9th grade sports) would arrange the learning content of the new class in the first week and publish it in the class QQ or WeChat platform with the textbook pictures, self-study pre-study sheets, and tutorials. The answers were checked and announced the next day. Students revised and corrected them by themselves, then uploaded the pictures of the learning results to the group, and finally the teachers answered individual questions online.
3. **Home-school joint education.** In order to facilitate the communication between parents and children, the school had strengthened contact with par-

ents, unified curriculum and activity arrangements. All learning and activity resources were mainly based on Pukou District teaching platform (“Pukou e Co-study”) online learning, supplemented by teachers’ live broadcasts, through QQ, WeChat, Dingding and other platforms jointly carried out home study and counseling with parents. For the students who had the ability to learn, the school organized parents’ guidance and arranged for the students to choose the famous teacher class in Jiangsu Province, “Sky Master Classes and Jinling Micro School Platform” for independent learning with the help of parents.

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