

Research on the Engagement of Chinese College Students in Online Teaching

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Abstract: With the development of computer and Internet technology, the content of online courses and the way of online learning have changed. Under this condition, it promotes the transformation of teaching ideas, methods and modes in colleges and universities. As an important supplement to the traditional teaching mode, online learning reflects the advantages of intelligence, interaction and openness. In order to further implement the corresponding educational technology and educational philosophy, it is necessary for colleges and universities to investigate the situation of students' participation in online learning, find out the factors affecting college students' participation in online learning, and formulate relevant online learning participation strategies to further enhance the enthusiasm of students to participate in online learning.

Keywords: College students, Online teaching, Engagement, Participation.

1. Introduction

With the rapid development of the Internet and the massive development and use of educational resources, online learning has become a new way of learning and a way of lifelong learning in today's society. Many universities regard cultivating students' autonomous learning and learning to learn as an important goal to promote students' development. Online learning participation is the key to students' online learning. Behavioral, cognitive and emotional changes have a great impact on online learning performance. Based on this, the study investigates the current situation of college students' online learning participation, analyzes the influencing factors of online learning participation, and puts forward the corresponding promotion strategies.

2. Relevant Concepts

2.1. Learning Engagement

Learning engagement is due to learning participation, that is, after students pay attention to and complete certain learning tasks in the traditional classroom, behavior participation is easy to observe and measure, mainly reflected in the number of students participating in discussions and attending classes in the learning process, and the data is easy to collect. Cognitive engagement refers to the use of knowledge in the learning process, the amount of knowledge used in class discussion or communication with students. Emotional participation is the emotional feedback of students in the process of learning. The study shows that learning participation is a positive reflection of students' behavior, cognition and emotion in the learning process, and it is a relatively intuitive observation object, which determines the excellent degree of learning effect to a certain extent[1].

2.2. Online learning Engagement

Online learning is that students learn in virtual space through electronic devices and networks. E-learning is also called digital learning, and its basic elements are digital learning environment, digital learning resources and digital

learning methods[2]. The difference between online learning participation and learning participation is the learning environment of students. According to Hrastinski, online learning participation refers to the complex process of students' learning by participating in and maintaining relationships with others, which is manifested in students' behavior, communication, thinking, feeling and belonging in the process of online and offline learning. Although students' learning environment has changed, the nature of students' participation in learning has not changed. In the process of online learning, students' online learning still actively reflects cognitive participation, behavioral participation and emotional participation[3].

3. Analysis of Online Teaching Types and Participation of College Students

3.1. Information acquisition activities

In the online learning environment, every small behavior of students to obtain information triggers the strings of students to participate in online learning, such as some unconscious learning behaviors—simple browsing and aimless clicking or downloading, which belong to the category of information acquisition and surface participation[4]. In addition, information acquisition activities also include deeper participation in students' acquisition of learning tasks—to understand the learning tasks to be completed in the online classroom, to generate online learning motivation, to prepare the learning results expected by individuals—learning objectives, and to conceive specific learning action plans for the expected learning results under adequate online learning preparation—to choose their own learning. Learn the method[5].

Students' online participation in information acquisition activities lays a necessary foundation for participating in the interaction, application and generation of information, as well as the feedback and evaluation of information. In this process, students' deep participation can stimulate students' participation behaviors such as the acquisition of learning tasks, the willingness to participate in the interaction of

learning content and the tendency to learn, such as actively acquiring learning tasks, setting up learning goals suitable for themselves, and making positive learning plans.

3.2. Information exchange activities

At present, from the perspective of deep participation, the information interaction behavior of students participating in online learning can be roughly divided into emotional communication, understanding and sharing, discussion and analysis, creation and reflection.

Emotional communication is mainly about mutual condolences, support and encouragement, which is basically "off-topic". qualitative information exchange, including greetings, messages to others, expressions of support or opposition, complaints, expectations and learning determination; Understanding and sharing refers to the behavior of sharing learning resources between students and teachers, students and students through the recognition of learning resources, which is usually manifested in recommending more authoritative and reliable learning videos and websites, circulating and sharing their own learning materials, and helping students to provide ideas for solving problems; The interaction of participating in discussion and analysis is to discuss or seek help in order to solve a certain problem. During the discussion, new questions may arise and other people's doubts may be defended; Summary and reflection is a deep participation behavior on the basis of certain opinions or practice on a topic, which reflects students' ability of general reasoning, value judgment in analyzing and solving problems, and the ability of summary and reflection.

Generally speaking, emotional communication and understanding and sharing belong to the surface participation behavior, the depth of discussion and analysis is greater than them, and the summary and reflection belong to the deeper participation.

3.3. Information application generation activities

Students' participation in the application and generation of information and enlightenment is also students' practical application of teaching information and their personal uniqueness. the process of understanding the way to create. The main embodiment of the application and generation of information in network courses is online. exercises, learning imitation, virtual environment and experimental experience, production and display of works and other learning activities[6].

Students' participation in the application or generation of teaching information can be presented in an online, non-materialized form, or in a material form, which breaks through the virtual nature of online learning classroom activities and learning organizations to a certain extent, and achieves the real "combination of virtual and real". Students' participation and depth in the process of information application and generation activities can vary from person to person, from learning task to learning environment, and from the difficulty of information application and generation, among which the surface participation includes online practice of simple exercises, unconscious learning imitation behavior, familiar experience of online learning environment, online appreciation of other people's works, etc. Deep participation shows conscious learning and imitation, creation of works, independent development of knowledge,

identification and evaluation of works, etc[7].

3.4. Information feedback and evaluation activities

In the process of online teaching, teachers and students participate in the feedback and evaluation of information, which is the process of testing and reviewing teaching information, teaching process and teaching results. It is also an important way of information and interaction for teachers and students to participate in online learning activities, and it is also an indispensable part of online learning activities or teaching.

The asymmetry of teaching information often leads to the low enthusiasm of students, the waste of teaching resources and the inconspicuous effect of online learning, while timely and effective information feedback and evaluation effectively ensure the smooth information and communication between teachers and students in learning activities. Because online teaching evaluation criteria are like "contracts" that both teachers and students must abide by, under the development of information, feedback and various evaluation activities, students' learning questions and even learning methods and methods when they participate in online learning can be affirmed from correct and timely information, feedback or evaluation information. So as to form a benign information channel between teachers and students[8].

As for the feedback and evaluation of information, it can be divided into surface and deep behaviors for analysis. In terms of surface behaviors, it mainly includes initiating or responding to a voting activity, online replies or simple comments, implementing rough ratings, off-topic or intermittent responses to online topics, etc; In terms of deep-seated behavior, it can mainly include statistics and analysis of voting results, in-depth exploration and suggestions for revision, and formulation of certain indicators to give scores. value, develop a complete and satisfactory discussion, etc.

4. Analysis of the Reasons for the Low Participation of College Students in Online Teaching

4.1. Incomplete psychological development

After entering the university, the psychological status of students is easily affected by the surrounding environment, while a more open learning environment also promotes their gradual formation of self-centered personal cognition. Due to the uneven development of self-evaluation and self-control ability of college students, they are also vulnerable to external factors when participating in online learning activities, resulting in the behavior of exploiting loopholes, resulting in reduced participation. For some college students, due to their immature thinking, they can not establish a clear understanding of their own learning and future development route, and there are obvious deficiencies in self-control and internal drive, so they do not have a comprehensive understanding of the importance of online learning, and their participation in online learning is low. After entering the university, there are some differences in the learning interests of different students, so the participation of students in different courses is also different[9].

4.2. Insufficient self-regulation ability

Self-regulated learning refers to the process in which

students actively use and regulate metacognition, motivation and behavior in order to ensure that their learning effects and learning goals can achieve the desired results. Self-regulation emphasizes the process of supervision, control and evaluation of students' thinking, emotion and behavior. Students with weak self-regulation ability in online learning have weak management ability of online learning time. In learning, they lack the ability of self-suggestion and self-supervision, which leads to the "lost" behavior of learning participation. For example, frequent visits to online games and participation at the end of online topic discussions have turned the allocation of online learning participation time and game time into a seesaw battle, and finally they can only fail to participate in depth because of the shortage of online learning time. Students' self-conscious learning, active participation awareness and self-control ability greatly affect their online participation behavior.

4.3. The degree of teaching interaction is low.

When students ask questions in offline learning, teachers can respond immediately, not only to give timely answers, but also to conduct in-depth analysis with students, thus effectively shortening the distance between teachers and students and activating the classroom atmosphere. For online learning, it is difficult for teachers to control the progress of the course, and it is also difficult for students to control the best time to ask questions, and it is easy to delay when communicating with teachers online, which greatly affects the coherence of their learning ideas. Under such circumstances, the development of follow-up learning activities will also be affected, which will lead to the reduction of students' participation in the course.

4.4. Teachers' information literacy is low.

Online learning puts forward higher requirements for teachers' information-based teaching ability, which requires teachers to combine multimedia with course content reasonably. However, the information literacy of some teachers is not high, in the process of online teaching, they can not flexibly present the teaching content through multimedia, resulting in online teaching can not achieve the desired results. At the same time, some teachers can not make full use of the rich Internet teaching resources and the functions of the Internet teaching platform, which may lead to online teaching can not be carried out smoothly.

4.5. Lack of teaching incentive mechanism

A good online incentive mechanism can repeatedly strengthen and enhance the participation behavior of individual or group students in line with the expectations of the organization, and at the same time, students gradually tend to recognize their role and status in the virtual environment in the process of continuous affirmation and encouragement of their participation consciousness and behavior. Of course, the incentive mechanism also has the function of restraining those who do not meet the expectations of the organization.

College students who have experienced the harsh system of high school entrance examination and college entrance examination are accustomed to continuing their studies under encouragement and encouragement after more than ten years of study. In the virtual online learning classroom, on the one hand, although text and expression pictures can be used to express support and praise, the degree of this incentive can play a role of a drop in the bucket, it is difficult for students

to maintain the initial momentum and enthusiasm for learning into the next learning link, on the other hand, in the incentive mechanism. Those passive acts of participation officially have a base of activity[10].

5. Strategies to Improve College Students' Participation in Online Teaching

5.1. Improving Teachers' Information-based Teaching Ability

First of all, teachers should improve the requirements of students' academic performance, and improve students' online learning concentration by setting up corresponding reward and punishment mechanism, so that students can absorb teaching knowledge points in time. Teachers can remind students of the key content of the exam in time during the online teaching process, help students concentrate and maximize their participation.

Secondly, teachers should enrich the form and content of homework, requiring students to show their understanding of teaching knowledge points through homework. Teachers can understand the learning situation of students through the quality of homework, adjust the teaching design according to the problems of students in time, and constantly improve students' understanding of teaching knowledge points. Teachers need to strengthen communication with students and improve the efficiency of answering questions, so as to improve students' participation in online learning.

Finally, teachers need to implement the corresponding evaluation mechanism, timely feedback on students' problems and homework, and further strengthen communication with students. Teachers should combine positive feedback with negative feedback to help college students solve the problems in the process of online learning. By strengthening the communication with students, teachers can understand the students' satisfaction with the classroom effect, so as to improve the teaching plan, reflect on whether they can set the teaching content reasonably according to the students' current learning stage, and further correct their teaching attitude.

Moreover, teachers are in an unshakable dominant position in teaching activities at all stages of learning. In the process of online teaching, if teachers want to improve students' participation in online learning, they should avoid the phenomenon of students' low participation in class, such as inattention, low interest and low initiative.

Therefore, teachers should improve their information-based teaching ability, make full use of information-based learning and teaching resources reasonably, adopt new teaching concepts to create teaching methods suitable for online teaching, and devote themselves to improving students' interest in classroom learning and participation in classroom learning. Firstly, in the process of online teaching, teachers should avoid the way of teaching according to the textbook, actively introduce case teaching method, flipped classroom teaching method and group discussion teaching method to activate the classroom atmosphere, create a good teaching and learning environment, and enable students to actively participate in teaching activities. Secondly, teachers can rely on the Internet to play video, audio and other content related to the knowledge points of this lesson for students in the process of online teaching, which can not only alleviate students' visual fatigue, but also fully mobilize students'

interest, so that they can concentrate on watching or listening to the content played. Thirdly, the comprehensive quality of teachers is also reflected in the interactive skills. In the online classroom, teachers should combine the specific course content, skillfully use questioning skills, strengthen the interaction between teachers and students and students, and create a good interactive teaching atmosphere, so that the online classroom can still glow with vitality and improve students' participation in online learning.

5.2. Optimizing the online teaching platform

In the process of online teaching, teachers should make full use of the various functions of the teaching platform and constantly improve the teaching supervision mechanism. For example, teachers can use the check-in function of the teaching platform to require students to sign in at any stage after the start of the course to ensure the actual participation of students. For example, teachers can ask students to turn on the camera, increase the frequency of interaction with students, give students certain psychological hints, so that students can participate in the whole process of classroom teaching. At the same time, teachers can also improve different types of homework requirements, clear homework submission time, so that students can choose the homework content they are interested in according to their mastery of the teaching content, and ensure the quality of homework completion. Teachers should give certain rewards to high-quality students' homework, so as to complete the supervision of students' learning status. Teachers can give full play to the advantages of the Internet, announce the teaching content before class, let students preview the teaching content in advance, and then ask questions to students after formal class, so as to improve students' understanding of the teaching content.

Schools need to arrange responsible personnel to supervise and inspect students' class status from time to time, and send reminders and warnings to students or parents in time through the Internet platform, so as to improve the punishment system. If the number of times a student has problems in class exceeds the prescribed number, he or she can be punished by grade point to ensure the student's class status. Schools can also improve the home-school communication platform, realize home-school co-education through the Internet platform, and promote parents to manage and supervise students' academic and learning status.

5.3. Improving the Ideological Quality of College Students

First of all, we should improve students' ideological quality, enrich their comprehensive understanding of social development, guide them to realize the importance of learning, improve their subjective initiative in learning, and then improve their self-control and internal drive, and improve their participation in the classroom.

Secondly, we should guide students to establish a correct view of online learning, promote students to understand the dual nature of the Internet, reasonably understand the convenience and richness of Internet resources, develop the ability to identify Internet information, and establish a lifelong learning awareness with the Internet as the medium. Teachers should enrich the forms of ideological and political education, improve the depth of ideological and political education, broaden students' horizons, cultivate students' overall concept, make students realize the necessity

and importance of improving their own ideological quality, encourage students to study independently, and guide students to develop correct world outlook, outlook on life and values. Students not only need to keep up with the teacher's teaching progress, but also need to strengthen self-study after class to enrich their knowledge.

5.4. Improve the student training system.

Schools can improve the student training system according to the learning needs of different grades, such as improving the curriculum of junior postgraduate students, improving students' attention to the curriculum, enabling students to communicate with teachers in time, and improving classroom participation. Teachers should explain the training system to students, so that students can clearly understand the learning content they need to complete in their future development, and improve students' attention to the content of online courses. Students need to strengthen communication with teachers before choosing their own development route. Teachers should point out the existence of students from a professional point of view. Problems and solutions are given to improve the scientific nature of students' self-planning, so that students can see their own progress in the learning process, and then improve students' enthusiasm and initiative in the online learning process.

6. Conclusion

To sum up, in order to improve college students' participation in online learning, first of all, we need to correct students' subjective consciousness, correct students' learning attitude, make students establish positive learning motivation, and actively interact with teachers, so as to mobilize the classroom atmosphere and improve the enthusiasm of students in the class. Secondly, we should improve the requirements of students' performance and classroom performance, supervise students' behavior by using rules and regulations, stimulate students' potential, improve students' subjective initiative, and make students develop good learning habits.

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