

# Interpretation of the “Research Results Report on the 2021 King Sejong Institute Non-Face-to-Face Education Operation Consulting” and its Implications for Online Confucius Institutes

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**Abstract:** In 2019, the spread of the COVID-19 pandemic affected the operations of many educational institutions around the world, with some institutions being forced to close or suspend classes. In this situation, the King Sejong Institute Foundation in South Korea actively provided support for the operation of King Sejong Institute, and the Online King Sejong Institute was launched and expanded ahead of schedule. In November 2021, the King Sejong Institute Foundation issued a tender announcement, investing 100,000,000 won (including VAT) in a tender titled “2021 King Sejong Institute Non-Face-to-Face Education Status Survey and Education Operation Consulting”, with the aim of providing professional consulting support for non-face-to-face education operations to solve local difficulties and lay the foundation for future development of non-face-to-face education. In August 2022, the online informatization team of the King Sejong Foundation released the “Research Results Report on the 2021 King Sejong Institute Non-Face-to-Face Education Operation Consulting Project”, comprehensively showing the background, development process and research results of the non-face-to-face education operation consulting tool of King Sejong Institute. This article will introduce the background of the “Report” and sort out and interpret its content in order to provide inspiration and reference for Chinese online Confucius Institutes in their online operations in the post-pandemic era.

**Keywords:** King Sejong Institute Foundation, Non-Face-to-Face Education, Operation Consulting, Online Confucius Institute.

## 1. Relevant Background

### 1.1. Introduction to the King Sejong Institute Foundation

The King Sejong Institute Foundation is a public agency under the Ministry of Culture, Sports and Tourism of South Korea, responsible for overseas Korean language education and the promotion of Korean culture [1]. The history of the King Sejong Institute Foundation can be traced back to the “Plan to Enhance the International Competitiveness of Korean” proposed by then-President Lee Myung-bak at a Korean State Council meeting in 2008. In 2009, the Korean government actively promoted the plan to cultivate “Korean” as a national brand, and seven ministries jointly launched the “Plan to Expand the Popularization and Globalization of Korean”, officially promoting the globalization of Korean. After the revision of the “National Language Basic Law” in 2011 and the proposal to establish the King Sejong Institute Foundation, the King Sejong Institute Foundation was officially established in October 2012.

The King Sejong Institute Foundation was established in the context of a dramatic increase in domestic and international demand for Korean language and culture through the spread of “Korean Wave” through “K-contents”, the expansion of Korean enterprises overseas, and the implementation of employment permits. It is responsible for systematically managing and supporting the overseas Korean language and culture promotion institutions “King Sejong Institute”, a professional brand representing Korean language education institutions, and serving as a representative brand

for the promotion of Korean culture. By expanding the international influence of Korean language and culture, it aims to enhance Korea’s national status.

To achieve diversified learning support, the King Sejong Institute Foundation mainly carries out business in the following six areas:

1. Development and application of systematic basic education courses for King Sejong Institute
2. Development of teaching materials and teaching aids for King Sejong Institute
3. Operation of “Online King Sejong Institute”
4. Operation of “Nuri-Sejong Institute”
5. Development of mobile learning content
6. Establishment of a learner evaluation system

(Source: King Sejong Institute Foundation official website)

### 1.2. Introduction to “Online King Sejong Institute”

Online King Sejong Institute ([www.iksi.or.kr](http://www.iksi.or.kr)) is an online platform for learning Korean language and culture, developed in 2019 and implemented non-face-to-face Korean language education from 2020 [2].

In 2019-2020, as the COVID-19 pandemic spread globally, most educational institutions around the world underwent major changes in their operations, often unable to operate normally, such as postponing classes or responding by suspending classes, but some quickly switched to online teaching to continue classes. To this end, the King Sejong Institute Foundation actively guided that during the period

when individual institutes could not conduct face-to-face classes, they could also conduct online classes using the Online King Sejong Institute platform and teach through videos and live videos. In this context, Online King Sejong Institute officially began operations in 2021 with more than 56,000 participants. Its goal is to establish a collaborative online Korean language course network that takes into account the characteristics of learners, providing beginner, intermediate and advanced Korean language courses in 10 language versions, along with various learning support services including video lectures and feedback on assignment quality.

### **1.3. Research Background of the “King Sejong Institute Non-Face-to-Face Education Operation Consulting Report”**

In the face of the sudden COVID-19 pandemic, the King Sejong Institute Foundation responded actively. As of June 2020, a total of 133 King Sejong Institutes continued to operate, of which 120 King Sejong Institutes conducted non-face-to-face classes [3]. In this process, some institutes were forced to cease operations due to their inability to adapt to the suddenly changing environment, while others continued to operate but struggled to maintain face-to-face education.

After the transition of King Sejong Institute education to non-face-to-face education, many continuing institutes faced the dilemma of a decrease in the number of students in 2020 compared to 2019. However, under the trend of forced transition to non-face-to-face education, there were also many institutes where the number of students actually increased compared to 2019. Even among institutes in the same country, there were varying degrees of decrease or increase in the number of students, indicating that effective operation in support of non-face-to-face education is very important.

For foreigners who want to learn Korean language and culture in diverse spaces, non-face-to-face educational venues can provide new learning opportunities. The COVID-19 pandemic has provided an opportunity for the comprehensive expansion of non-face-to-face education, and it can be predicted that in the future society where digital transformation is accelerating, non-face-to-face education will become an influential educational form regardless of the trend of the pandemic [4]. Therefore, for institutes that encounter difficulties in the operation of non-face-to-face education, problems can be analyzed and appropriate consulting can be conducted on this basis to help improve the quality of non-face-to-face education.

Education operation consulting is effective in diagnosing the problems faced by educational institutions, formulating solutions and implementing them to improve the quality of education. However, there is almost no research on non-face-to-face education operation consulting in Korea. Therefore, basic research must be conducted on a consulting model that conforms to the characteristics of non-face-to-face education at King Sejong Institute - by organizing and analyzing relevant materials, conducting systematic research and collecting opinions, ultimately providing reliable analytical tools for non-face-to-face education operation consulting. This provides a foundation for non-face-to-face education operation consulting at King Sejong Institute and contributes to further improving the quality of non-face-to-face education at King Sejong Institute.

### **1.4. Tender Situation for the Research on Non-Face-to-Face Education Operation Consulting at King Sejong Institute**

In order to diagnose the problems of non-face-to-face education operation and develop a consulting model that conforms to the characteristics of non-face-to-face education at King Sejong Institute, in October 2020, the website of the Ministry of Culture, Sports and Tourism of Korea (<https://www.mcst.go.kr/>) issued a “Procurement of Goods/Services Tender Announcement”, with the King Sejong Institute Foundation responsible and the Seoul Local Procurement Office conducting procurement. The investment was 100,000,000 won (including VAT), and the public limited competitive bidding was conducted with the theme of “2021 King Sejong Institute Non-Face-to-Face Education Status Survey and Education Operation Consulting” (Tender Announcement No.: 20211128883 - 00) [5]. After a comprehensive review of the proposal content by the evaluation committee and a review based on technical capability evaluation criteria, the winning bidder was determined by adding the weights of technical evaluation (90%) and price evaluation (10%).

The “Tender Task Book” states that the implementation background of this project includes facing changes in the Korean language learning environment such as the COVID-19 pandemic and the demand for non-face-to-face Korean language learning, and the need to increase support for online learning; as an alternative to face-to-face teaching, high-quality online Korean language teaching services are needed to replace offline teaching; in order to overcome the limitations of the expansion of the number of offline King Sejong Institutes, manpower and budget, it is necessary to build a stable and systematic online Korean language learning management system [6].

The main objectives of the project include the following three points:

First, to establish and implement an efficient and systematic online King Sejong Institute operation system to improve the quality of online Korean language teaching services;

Second, to expand non-face-to-face education at King Sejong Institute, understand the local non-face-to-face education status, conditions, needs and requirements of each institute;

Third, through professional consulting support for non-face-to-face education operations, solve local difficulties and lay the foundation for future development of non-face-to-face education. [7]

The specific implementation content of the project mainly includes:

First, analysis of the non-face-to-face education status data of each institute in 2020-2021. This includes the development of non-face-to-face education conversion indicators based on data analysis; investigation of the local non-face-to-face education status and conditions through interviews with relevant personnel of the institutes; consulting planning for general and insufficient institutes for non-face-to-face education conversion;

Second, through ensuring non-face-to-face education professionals, formulate local non-face-to-face education operation consulting plans. This includes listening to the

difficulties related to the immediate transformation of education operation forms due to COVID-19 by each institute and proposing future response plans;

Third, review of the results of non-face-to-face education at each King Sejong Institute in 2020 and formulation of detailed implementation guidelines for non-face-to-face education operations. This includes building a guidance system for non-face-to-face education operations at King Sejong Institutes in each region; proposing regional online education strategic recommendations using non-face-to-face education experts; formulating regional strategies based on the current status of non-face-to-face business infrastructure (such as networks) in each region and proposing targeted online education operation direction recommendations. [8]

According to the final tender results announced, R&R Consulting Co., Ltd. won the project with a bid amount of 95,000,000 won and a bid rate of 100.000%[9]. In March 2022, Seongwon Bang from Kyung Hee Cyber University submitted a research report titled “Research Results Report on Non-Face-to-Face Education Operation Consulting at King Sejong Institute” as the research leader and was officially released by the online informatization team on the King Sejong Institute official website in August 2022.

## 2. Interpretation of the “Research Results Report on the 2021 King Sejong Institute Non-Face-to-Face Education Operation Consulting”

The report is mainly composed of three parts: research summary, research content, and research results and

recommendations.

### 2.1. Overview of the Report Content

In the research summary section, the report mainly introduces basic information such as the purpose and necessity of the research, the content and scope of the research, the research methods, the research procedures, and the participants.

The report states: “This study aims to develop an analytical tool for non-face-to-face Korean language education operation consulting at King Sejong Institute. To this end, we reviewed analytical tools from relevant organizations such as King Sejong Institute operation consulting and online university evaluation tools, combined with descriptions of the content of sub-sections that need to analyze various indicators, and gave examples of test data that can analyze indicators to systematize the composition of analytical tools. After two rounds of Delphi expert surveys, the consulting analysis tool was finally determined to include five areas based on non-face-to-face education operations at King Sejong Institute: ‘courses, classes, teachers, learners and teaching environment’. The analytical tool proposed in this study can be used for consulting non-face-to-face education operations at King Sejong Institute and can be flexibly adopted by Korean language education institutions at home and abroad in the future.” [7]

The research method mainly uses two rounds of Delphi expert surveys to determine the validity of the proposed analytical tool and to modify and supplement the survey results.

The research procedure is shown in Table 1:

**Table 1.** The research procedure

Activity	Content
Research plan and direction formulation	Determine research direction; assign team roles and formulate collaboration plan
Review of relevant literature and materials	Review previous research related to Korean language education consulting; review previous research and materials related to educational institution consulting; review materials related to Sejong Institute education operation consulting
Review of Sejong Institute online education status	Review the operation status of Sejong Institute online education; review the education operation status of online Sejong Institute
Formulation of online education operation consulting model	Review the principles, types, and procedures of consulting; develop analysis tools for consulting such as analysis fields, departments, indicators, etc.
Feasibility verification of consulting analysis tools (Expert Delphi Survey 1)	Verify the feasibility through expert Delphi survey of Korean language education experts, education experts, Sejong Institute operation-related personnel, etc. using the consulting analysis tools developed by the research group
Proposal of modification plan for consulting analysis tools	Based on the results of the expert Delphi survey, discuss within the internal research group and propose a modification plan for the consulting analysis tools; add consulting direction questions applicable to Sejong Institute
Feasibility verification of modified consulting analysis tools (Expert Delphi Survey 2)	Verify the feasibility of consulting analysis tools and consulting direction through the second round of expert Delphi survey and collection of opinions from Sejong Institute-related personnel
Final consulting model proposal	Modify and improve based on the opinions of Sejong Institute-related personnel and propose a final consulting model

(Source: Research Report on Consulting for Non-Face-to-Face Education Operation of King Sejong Institute. )

The participants of this study are mainly composed of Korean language education experts and education consulting

experts. The specific members are shown in Table 2:

**Table 2.** Report Participants

Category	Name (Transliteration)	Affiliation and Position
Responsible Researcher	Seongwon Bang	Professor, Department of Korean Language and Culture, Kyung Hee Cyber University
Co-Researcher	Hwee Rim Kwon	Research Professor, Institute of Korean History, Korea University
	Jinsook Seo	Professor, Department of Korean Language and Culture, Kyung Hee Cyber University
	Minji Chun	Lecturer, Department of Korean Language and Literature, Kyung Hee University
Research Assistant	Yijin Ryu	Lecturer, International Education Institute, Kyung Hee University
	Hyesun Ryu	Ph.D. Completion, Department of Korean Language and Literature, Kyung Hee University

(Source: Research Report on Consulting for Non-Face-to-Face Education Operation of King Sejong Institute. )

**Table 3.** The Basis for the Composition of the Consulting Analysis Tool System (Draft)

Field	Department	Indicator	
Curriculum system	Curriculum development	Appropriateness of curriculum reflecting social needs Consistency between teaching objectives and curriculum	
	Curriculum management	Formulation and announcement of curriculum operation plan Operation of Sejong Institute standard education curriculum	
	Teaching plan	Training content reflecting student needs	
		Fidelity of teaching plan	
Teaching	Teaching operation	Appropriateness of content utilization plan Adjustment and management of number of students according to course characteristics	
		Application of Sejong Institute standard lesson plans	
		Appropriateness of Sejong Institute content utilization	
		Individual subject guidance and feedback Adequacy of teacher-student interaction Adequacy of student-student interaction	
	Teaching evaluation	Operation and application of video teaching tools	
		Application of online class grouping methods and results	
		Application of online performance evaluation methods and results	
	Teacher	Teaching activity support	Application of teaching evaluation methods and results Securing auxiliary personnel for online teaching
		Professional skills	Compliance with copyright guidelines for course materials
			Application of Nuri Sejong Institute content
Student	Management	Online course participation rate of professional teachers Teacher completion of retraining for online training	
		Method for managing student attendance in online courses Strategy to prevent dropout of students in online courses	
	Recruitment	Graduation management for online courses	
		Management of student list for online courses Re-registration rate for online courses	
	Support	Appropriateness of recruiting students online Appropriateness of non-teaching project operation	
Teaching and learning environment	Educational conditions	Consultation and individual counseling Online teaching support facilities	
		Operation to adapt to local network conditions	
	Student support function	Application of guidance resources for online teaching activity tools (LMS, video teaching)	
		Provision of tool support (video conferencing, etc.) for online teaching activities	
	System utilization rate	Application of individual institute official website Application of business management system	
	Application of Sejong Institute Learning Management System (LMS) Application of video teaching system		

(Source: Research Report on Consulting for Non-Face-to-Face Education Operation of King Sejong Institute. )

## 2.2. Construction of the Consulting Model

In order to form the basis for the operation consulting model, the researchers first conducted an analysis of relevant

materials such as Korean language education consulting, education institution consulting, and consulting procedures. Through exploratory research on previous studies, systematic research and collection of opinions were conducted, and a

deep understanding of the current situation of non-face-to-face education operations at King Sejong Institute was gained. On this basis, discussions on the construction of a non-face-to-face education operation consulting model for King Sejong Institute began.

In the selection of education operation consulting analysis tools, the researchers focused on two analysis tools: the “On-site Operation Consulting Inspection Items” of the King Sejong Institute Foundation and the “2020 Remote University Certification·Capability Diagnosis” manual of the Korean Ministry of Education.

The “On-site Operation Consulting Inspection Items” is used by the King Sejong Institute Foundation to record and use after checking the operation status of various local institutes. The document proposes confirmation items in the areas of general and budget operations, education operations, online operations, and lecture visits. In addition, through interviews with relevant personnel at the institutes, difficulties in institute operations and suggestions from the foundation were confirmed.

The “2020 Remote University Certification·Capability Diagnosis” manual of the Korean Ministry of Education aims to assess the capabilities of remote universities and is roughly divided into 6 areas and 18 departments: “University Management and Finance, Education Curriculum, Teaching, Faculty, Students, Remote Education Infrastructure”.

According to the department’s proposed diagnostic direction and criteria, confirmation is made through qualitative or quantitative evaluation based on criteria.

The researchers conducted a comparative review of these two related tools. First, they reviewed the areas and departments to see if they were equivalent and if there were any ambiguously distinguished departments. In addition, in order to clarify the content of areas and departments in non-face-to-face education operation consulting analysis tools, indicators that actually need to be tested were proposed and the feasibility of areas and departments was tested. In particular, there are many interrelated contents in areas such as education process and classroom, classroom and teacher, learner. The indicators were specified and issues such as coherence in explaining each area and department and repetition were discussed. Through multiple discussions by the research team, a basic (draft) system composition for consulting analysis tools was formed as shown in Table 3.

The researchers have provided data for each test item and indicator for practical consultation and inspection to determine whether there is any ambiguity or duplication in the interpretation of the indicators and have made revisions and improvements. The composition of departments, indicators, and inspection materials in the field of education courses is shown below table 4:

**Table 4.** Composition of departments, indicators, and inspection materials in the field of education courses (draft)

Field	Department	Indicator	Inspection Material
Education Course	Education Course Development	Appropriateness of education courses reflecting social needs	Efforts to reflect social and learner needs / Analysis materials of local Korean language education environment
		Consistency between educational goals and education courses	Education course system / Specificity of course explanation (Course application guide materials)
	Education Course Operation	Establishment and announcement of education course operation plan	Compliance with King Sejong Institute’s education course operation policy / Appropriateness of subject opening/closing standards, lecture guide, lecture application schedule, etc. / Lecture application procedure
		King Sejong Institute Standard Education Course	Compliance with King Sejong Institute Standard Education Course

(Source: Research Report on Consulting for Non-Face-to-Face Education Operation of King Sejong Institute. )

In order to verify the feasibility of the King Sejong Institute’s non-face-to-face education operation consulting analysis tool, the research team conducted a Delphi expert survey. This is a method based on the experience and knowledge of relevant experts to solve problems and predict the future. It is a process of obtaining comprehensive conclusions through multiple questionnaires and obtaining reasonable and highly credible research results through the judgment of most experts. The Delphi survey was conducted twice with a total of 14 experts, including 10 Korean language education and education experts and 4 King Sejong Institute operation-related personnel. In the first survey, the feasibility

of the consulting analysis tool was reviewed by field, and the tool was revised and supplemented according to the survey results; in the second survey, expert opinions were solicited and the feasibility of the revised and supplemented analysis tool was re-examined.

After two Delphi expert surveys and discussions by the research team, the final King Sejong Institute non-face-to-face education operation consulting analysis tool is as follows table 5. It contains a total of 5 fields, 15 departments, 41 indicators and inspection data for indicator analysis. Only part of it is shown in this article.

**Table 5.** Final plan for non-face-to-face training operation consulting analysis tool after feasibility assessment

Classification	Field	Department	Indicator	Inspection Data for Indicator Analysis
1.1.1	Course System	Course Development	Appropriateness of courses reflecting social needs	Materials reflecting local social needs (analysis materials of local Korean language education environment) / Materials reflecting learner needs (learner analysis, needs analysis, etc.)
1.1.2			Consistency between teaching goals and courses	Course system / Specificity of course explanation (course selection guide materials)
1.2.1	Course System	Course Management	Establishment and announcement of course operation plan	Compliance with King Sejong Institute's education course operation policy / Appropriateness of subject opening/closing standards, lecture plan, lecture application schedule, etc. / Lecture application procedure
1.2.2			Operation of King Sejong Institute Standard Education Course	Compliance with King Sejong Institute Standard Education Course
1.3.1		Course System Evaluation	Evaluation and feedback on course operation	Learner satisfaction survey on courses / Operation result report (evaluation result and analysis, course feedback plan)
2.1.1	Teaching Plan		Training content reflecting learner needs	Course recognition and needs survey results
2.1.2			Fidelity of teaching plan	Course goals, weekly learning content and evaluation plan, attendance and completion standards, required online resources and sources, etc.
2.1.3			Appropriateness of content utilization plan	Use of content that meets course goals and learner level (teaching plan book)
2.2.1	Teaching	Teaching Operation	Adjustment and management of lecture personnel in line with course characteristics	Number of lecture participants in line with King Sejong Institute video lecture operation guide
2.2.2			Application of King Sejong Institute standard teaching plan	Whether or not to utilize King Sejong Institute standard teaching plan
2.2.3			Appropriateness of King Sejong Institute content utilization	Classroom monitoring
2.2.4			Individual subject guidance and feedback	Appropriateness of subject delivery (providing subjects that meet subject weight and level, providing supplementary materials and deepening materials, etc.) / Appropriateness of subject guidance and feedback (teaching monitoring, subject handling situation)
2.2.5			Fidelity of teacher-student interaction	Analysis results of teacher-student interaction (classroom monitoring)
2.2.6			Enrichment of student-student interaction	Analysis results of student-student interaction (classroom monitoring)
2.2.7			Operation and application of video teaching tools	Classroom monitoring
2.2.8			Appropriateness of online class grouping method	Whether or not the appropriateness of class arrangement approval results for online class grouping is implemented
2.3.1	Teaching Evaluation		Application of online performance evaluation method and results	Whether or not King Sejong Institute online achievement evaluation is available / Appropriateness of completion approval results (promotion, retention, completion) / Credibility of evaluation (whether or not there is proctoring, cheating prevention guide, absentee treatment standards, additional test management, etc.)
2.3.2			Application of teaching evaluation method and results	Teaching evaluation and teaching improvement plan
3.1.1	Teacher	Professional Skills	Professional teacher online course participation rate	Online course lecturer's Korean language teacher qualification certificate holding rate
3.1.2			Completion of retraining for teachers on online education	List of teachers participating in retraining (further education)
3.2.1	Teacher	Teaching Activity Support	Obtaining auxiliary personnel for online teaching	Whether or not there is tutoring for online courses
3.2.2			Providing guidance and training materials for copyright guidelines	Whether or not guidance and training materials for copyright guidelines are provided
3.2.3			Introduction to content within nuri King Sejong Institute	Whether or not guidance is provided for content built within Nuri-King Sejong Institute

(Source: Research Report on Consulting for Non-Face-to-Face Education Operation of King Sejong Institute. )

### 2.3. Significance and shortcomings of the research

The construction of this consulting analysis tool can be applied to consulting the non-face-to-face education operation of King Sejong Institute and can also be flexibly adopted and used as a reference for other language education institutions. However, the report also points out that the proposed King Sejong Institute non-face-to-face education operation consulting analysis tool is still in the theoretical construction stage, and there is insufficient practical demonstration application research. Further verification should be carried out on its feasibility and reliability. Although the feasibility of the content was tested through two Delphi expert surveys, as a comprehensive consulting analysis tool, it must be further improved through practical testing by demonstrating its application in the operation process of King Sejong Institute.

In addition, the current consulting analysis tool is not detailed enough in terms of consulting procedures and tasks for specific characteristics of King Sejong Institute. The current research mainly proposes consulting principles and procedures based on existing research and proposes practical consulting procedures and tasks through group discussions. However, in order to activate the King Sejong Institute non-face-to-face education operation consultation, it is necessary to demonstrate its application in multiple schools and carefully design flexible and applicable procedures according to specific situations to further refine the tasks.

## 3. Implications for the Online Confucius Institute

With the increasing number of Chinese learners worldwide, China established the Confucius Institute in 2004 as part of its language and culture promotion policy. In order to better conduct systematic and professional Chinese teaching and strengthen cultural exchanges, while adapting to new learning methods under the new situation, the Online Confucius Institute was officially launched in March 2008. Now, with a history of more than 20 years, the Confucius Institute provides Chinese teaching, Chinese teaching materials, Chinese culture and other services on its online platform, becoming a Chinese teaching website and playing an important role.

Yan Xi (2022) compared and analyzed the situations of Confucius Institute[10], British Council and King Sejong Institute in terms of management mode, operation mode, project implementation, institutional distribution, business mode and promotion means. It was found that there are urgent problems in the organizational management structure and management system of Confucius Institute that need to be improved. The operation mode is also relatively single and the promotion path needs to be considered. The means and forms of promotion need to be updated.

Wu Liang (2018) conducted a comparative study of the Online Confucius Institute and international similar language and culture promotion websites (including Goethe-Institut website and Cervantes Institute website)[11], exploring their roles and differences in the field of international Chinese education. It pointed out that there are some problems in the Online Confucius Institute, such as poor timeliness and

operability in teacher-student interaction and student-student interaction. Most posts are very old and there is little interaction. In addition, in terms of diversity, the Online Confucius Institute website currently does not have live online classes and lacks timeliness. There are also some problems in terms of convenience.

Therefore, the strategy of conducting analytical consulting adopted by King Sejong Institute in South Korea to cope with the challenges of online teaching can bring the following implications for the operation of the Online Confucius Institute:

### 3.1. Emphasize the importance of online operation of the Online Confucius Institute

Online operation can accommodate large-scale learners without restrictions. When offline teaching encounters difficulties, online teaching can become an important solution to overcome the limitations of offline teaching. For example, it can alleviate the constraints on the establishment of education courses due to insufficient teachers; it can avoid the problem of limiting the scale of learners due to insufficient education space; and it can also improve the situation where learners cannot learn due to the distance between them and the Confucius Institute. Therefore, it is necessary to improve the quality of online education by strengthening technical support for non-face-to-face education, providing diversified online courses, establishing online learning communities, and providing personalized learning support to attract more learners. In short, the limitations of offline Confucius Institutes can be compensated by Online Confucius Institutes, and effective operation is a guarantee for the teaching quality and educational reputation of Online Confucius Institutes.

### 3.2. Establish targeted consulting tools and establish an operation consulting system

Education operation consulting is a necessary condition for diagnosing the pain points of education institutions, formulating solutions and implementing them, monitoring and evaluating them afterwards, so as to improve education quality.

Firstly, Online Confucius Institute should actively research online education operation consulting, follow the principles of spontaneity, professionalism and independence to develop an online education operation consulting model suitable for its own situation, construct an education consulting analysis tool applicable to its own reality, diagnose problems and analyze problem causes through methods such as surveys, interviews and data analysis. Secondly, based on the results of problem analysis, formulate solutions such as improving course design, improving teacher training, introducing new technical tools and optimizing student services through research data obtained through consulting tools. Thirdly, monitor and evaluate the implementation of solutions in the later stage through consulting tools. By evaluating the implementation of solutions, continuously optimize and improve solutions to achieve better educational effects. In addition, scientific and effective education consulting can serve Online Confucius Institute's long-term and continuous research work such as collecting feedback and needs from students, establishing a course system that meets student needs while continuously optimizing teaching content and teaching methods.

### 3.3. Cultivation of professional consultants

With the establishment of consulting models and development of consulting tools, it is necessary to provide professional consultants for Online Confucius Institute. Especially in cases where problems are diagnosed in multiple fields, consultants based on professionalism will have a significant impact.

Online Confucius Institute is different from general language teaching modes and its teaching objects are also diverse. Therefore, the professionalism of consultants will have a more important impact in implementing consulting. In order to better implement education operation consulting, it is necessary to conduct research on training professional consultants.

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