



## The change of teaching concept under the background of "Internet + Education"

Xiao Jumei, Mo Xinyu\*

Department of Teacher Education, Huzhou University, Huzhou, China

### Abstract

Under the background of "Internet + Education", it has promoted the reform of teachers' teaching concept, which is mainly manifested in strengthening the integration of "technology and teaching" and highlighting the individual life value of teachers. Carry out "online and offline" teaching, give play to the dominant position of teachers. Enhance the experience of "embodied" and "re-embodied", and create an informationized classroom teaching environment. Give full play to technical advantages and innovate teachers' teaching style. Use the Internet to communicate, carry out formative test teaching evaluation and so on. In order to better adapt to the development trend of "Internet + education" and promote the professional development of teachers, teachers should practically apply the change of teaching ideas to teaching theory and practice research.

**Keywords:** "Internet + Education", teaching philosophy, teaching behavior, teaching style

### Introduction

Teaching idea embodies the essence of teaching, reflects the ideal pursuit of teaching activities, and is the ideological basis for guiding teachers to organize and implement teaching in the process of teaching activities<sup>[1]</sup>. In 2015, The State Council issued the Guiding Opinions on Actively Promoting the "Internet +" Action and pointed out that, "Give full play to the scale and application advantages of The Internet in China, and vigorously expand the breadth and depth of the integration of the Internet with various fields of economy and society<sup>[2]</sup>." It can be seen that the Internet has penetrated into all fields of society, especially the integration with the field of education, and promoted the "real transformation of education concept, learning concept, school-running mode and learning mode<sup>[3]</sup>". The reform of teachers' teaching concept is mainly reflected in the individual value of teachers and students, teachers' teaching behavior, teaching style, teaching evaluation and other aspects. The reform and development of teachers' teaching ideas are of great significance to the effective implementation of teaching and the professional development of teachers. Based on this, it is necessary for us to systematically discuss it.

### The Reform and Development Direction of Teachers' Teaching Concept

#### Strengthen the Integration of "Technology and Teaching", Highlight the Value of Individual Life of Teachers

Teacher's value is mainly reflected in the value of teacher's individual life. The expression of individual life value of teachers can arouse their teaching enthusiasm and promote the effective development of teaching. Compared with traditional teaching methods, in the Internet era, since communication is not limited by the boundaries of time and space and audience, every individual can become the subject of information transmission. To a certain extent, it deconstructs the

traditional media power and enforces the return of individual value. In the "Internet + education" era, everyone "will have a unique way of thinking and acting. The communication characteristics generated by the Internet allow the personal value of teachers and students to be developed to the maximum extent<sup>[4]</sup>." Therefore, in the era of "Internet + education", we emphasize the return of the original value of human development and respect the life value and intrinsic value of teachers and students.

In terms of the individual value of teachers, compared with the traditional teaching norm of "one school, one classroom, one teacher, a group of students", with the promotion of "one excellent course for one teacher, one teacher for one lesson" and other information teaching activities, as well as the continuous generation and sharing of high-quality teaching resources. A group of excellent teachers with advanced knowledge and good at using the advantages of the Internet for teaching will "come forward" from the school to carry out online education. As in 2017 the Ministry of Education issued by the Ministry of Education about strengthening the construction of institutions of higher learning online open courses application and management of the opinions put forward, in order to further promote the education of information technology in teaching depth fusion, to promote the education teaching reform of colleges and universities, and improve the teaching quality of higher education and decided to start the determination of national high-quality goods online open courses. The recognized courses include a wide range of popular public courses, professional basic courses, professional core courses, college students' cultural quality education courses, innovation and entrepreneurship education courses, teacher education courses, etc. In addition, there are also MOOC set up by domestic universities on internationally renowned course platforms, which play a positive role in promoting the dissemination of excellent traditional Chinese

culture. It can be said that the implementation of "online classroom" can highlight the individual value of teachers, which can let more teachers "into the network", let the teachers' professional knowledge to benefit more people, including not only the students, also include others in society, let more people know the teacher, let the teachers' professional values to the maximum, reveal the teacher's personal charm, Realize the integration of personal value and social value.

In the era of "Internet +", teachers should properly handle the relationship between "teaching" and "technology" in order to better realize their personal value. Some scholars have summarized the handling methods of this kind of relationship into four types: "stuffing", "joining", "embedding" and "integrating"<sup>[5]</sup>. Among them, "integration" is the type that teachers in the "Internet +" era try to create a new teaching space and time, so that students can grow and develop in an all-round way at this time. The essence of "technology integration teaching" is "teaching", and the use of technology cannot be separated from the context of teaching, otherwise it will fall into the mire of excessive technology. Therefore, teachers should optimize the allocation of teaching resources to make the integration of "technology" and "teaching" more intelligent. In addition, in order to promote the comprehensive development of students and highlight the charm of teachers' personal value, teachers should make full use of Internet technology to establish a multidimensional learning view for students. This multi-dimensional learning view is a comprehensive embodiment of the learning types such as ubiquitous learning, symbolic learning, operational learning and observation learning formed in the "Internet +" era. Teachers can guide students to use different learning style to promote the fusion of "technology" and "learning", encouraging students to actively explore how to better apply information technology in "interdisciplinary learning (STEAM education)", "mass innovation space" and other new education models, promote the improvement of students' cognitive structure, enhance students' subjective thinking and innovative thinking. When students use technology proficiently in study, it will be easier for them to understand and master knowledge through network technology, which will leave teachers more spare time and energy to carry out classroom teaching. This not only facilitates the innovation and development of classroom teaching, so that teachers can truly teach students in accordance with their aptitude, but also provides strong support for students' personalized learning. Therefore, in the era of "Internet + education", teachers should use "teaching-oriented technology"<sup>[6]</sup>, strengthen the integration of "technology", "teaching" and "learning", and highlight the individual value of teachers to the maximum extent.

### **Carry out "Online and Offline" Teaching, Give Play to the Leading Position of Teachers**

Max Weber, a famous German philosopher, once divided authority into three types and elaborated on their legitimacy sources respectively: "The first is traditional authority, whose legitimacy comes from some sacred belief. The second is charismatic authority, whose legitimacy derives from the influence of personal personality, charm, knowledge and

ability. The third is rational authority, which derives its legitimacy from laws and regulations recognized by the public<sup>[7]</sup>." According to this view, the teacher authority belongs to the charismatic authority, namely, from the teachers' own personality charm, has the ability of learning and teaching. In the era of "Internet + education", students can learn knowledge online. To some extent, the "privileged" status of teachers to impart knowledge has been weakened. In other words, the professional authority of teachers is challenged by the abundant knowledge information on the Internet.

In the face of this situation, teachers must adapt to the development needs of the "Internet + education" era and strive to do: Firstly, eliminate the inspirational authority of teachers and reduce excessive intervention with students. In the teaching process, teachers should play the role of subjectivity, emphasize the equality of personality with students, and strengthen the communication with students. Secondly, teachers' professional authority should be removed and students should be respected to acquire knowledge through multiple channels. In other words, teachers' exclusive authority in the past should be transformed into an authority system composed of teachers, parents, students and community members. Thirdly, the "authority" of teachers' behavior should be removed. Teachers should play a leading role in "Internet + education" and implement a multi-dimensional teaching method combining "after class, after class, online and offline". That means teachers can conduct face-to-face classroom teaching and after-class online classroom interaction. They can also use extracurricular time, through online transmission of relevant professional knowledge, learning materials or other common life knowledge, expand the scope of students' knowledge, answer students' difficult questions, and strengthen emotional communication with students. The Internet has become an important part of students' daily life and an important means for teachers to implement various teaching methods. To this end, teachers should master and use network technology, so as to carry out the "online communication, offline interaction, classroom teaching, after-class consolidation, classroom teaching, extracurricular expansion of learning and other" panoramic "teaching methods"<sup>[8]</sup>.

Although this "panoramic" teaching method has attracted the attention of teachers, classroom teaching method still plays an unshakable role in teaching. In general, the essence of "Internet + education" is education and teaching, and technology is only an auxiliary means of education and teaching. Teachers should become the master of technology in "Internet + education" rather than the slave. In the process of using technology, attention should be paid to the play of teachers' dominant position, correctly guide students to use "Internet +" technology for learning, and help students "transform wisdom". At the same time, in the face of the growing development of network technology, ubiquitous learning has become an important way for students to learn. Teachers need to properly guide students' learning behavior through the network, guide students to use the Internet to choose learning content, choose the method suitable for each subject learning, create the learning method suitable for their own learning, if the method is correct, it can be promoted

through the Internet. In addition, teachers can also use the Internet technology to transform students' learning behavior into a positive energy, criticize and reflect on the bad learning behavior in the network, and give full play to students' initiative and creativity.

### **Enhance the Experience of "Embodied" and "Re-embodied", Create an Informationized Classroom Teaching Environment**

In the "Internet +" era, the fundamental situation of technology and learning environment provides opportunities for students to innovate learning environment, such as ubiquitous learning environment, intelligent learning environment, mobile learning environment, etc. We usually refer to the learning environment, generally refers to the "classroom" and "learning" two levels, that is, the classroom environment. "Classroom teaching, the most basic of which is the teaching of compulsory courses, was and still is a basic part of the educational activities of primary and secondary schools in China," Ye Lan said <sup>[9]</sup>. Compared with the teaching environment in the "Internet +" era, the traditional classroom teaching environment is only considered as a background factor for learning and designed according to the "teaching" of teachers. With the development of educational informatization, technology provides strong support for innovative classroom learning environment. "The root of technology in learning environment and its limitation on learners' activity experience determine that 'the relationship between technology and learners' is an unavoidable core issue in the study of classroom learning environment <sup>[10]</sup>." Furthermore, we can use the theoretical perspective of post-technological phenomenology to analyze the classroom learning environment with the aim of "technology is interrelated with people's life world".

Post-technological phenomenology emphasizes "the relationship between human and technology and the technological body <sup>[11]</sup>." Embodiment is "the most basic relationship between human and technology. The external world is perceived through human's own sensory organs and unified in the scope of human experience. Re-embodiment is the integration of technology into human perception -- technology is not just an extension of the body, it's an extension of cognition <sup>[12]</sup>." In "Internet +" teaching, we should not only pay attention to the students' "embodied" contact with technology in classroom teaching, but also need to strengthen the experience of "re-embodied", so as to create a body "present" embodied environment, create a creative environment mediated by artificial knowledge and flexible adaptive environment, so as to strengthen the real integration of classroom teaching and technology. In other words, teachers should use technology as the intermediary to establish a learner-environment "presence" relationship between learning and learning environment, so as to increase learners' opportunities for present experience. In this "Internet +" teaching technology, the subjectivity of teachers is realized by "physical presence". The experience of students' presence can strengthen the subjectivity of students' learning, and finally form the combination of "embodied" and "re-embodied", and jointly promote the development of classroom

teaching environment.

Taking "embodied" and "re-embodied" experience as an important part of classroom learning environment essentially means that teaching includes not only the words, gestures, facial expressions and body movements used by teachers in classroom teaching, but also the specific feelings of teachers in classroom teaching. Therefore, in the construction of the classroom learning environment, "we should not forget the existence of our bodies and ignore the embodied nature of teaching and learning. Teachers need to pay attention to 'releasing' students' bodies in teaching and developing their overall cognition so that students' learning ultimately leads not only to intellectual development but also to full human development <sup>[13]</sup>." It can be said that in the classroom learning environment, learners' high participation and mutual experience can help students master knowledge and skills, improve learning efficiency, and then improve the teaching level. In addition, the classroom learning environment is no longer a closed space, it pays more attention to integrating collaborative innovation, open sharing, cross-border integration and other Internet thinking, forming a cloud computing + Internet + client as the integration of learning space, such learning space has the characteristics of intelligent, digital, social and personalized. In other words, it is an environment centered on the community of knowledge and practice.

Under the common perspective, learners can break through the space-time boundary of the existing classroom learning environment, and carry out cross-cultural communication and collaborative knowledge innovation with experts, teachers and other individual learners across fields and regions. Therefore, we should rely on information technology to create an information learning environment for students, accelerate the change of learning methods, promote the extensive application of information technology in daily learning, so as to meet the needs of modern society for information talents.

### **Give Full Play to Technical advantages and Innovate Teachers' Teaching Style**

Teaching style is "the unique combination and expression of teachers' consistent and effective teaching views, teaching skills and teaching style gradually formed in the long-term teaching art practice, and it is a sign of the stable state of personalized teaching art." <sup>[14]</sup> Once a teaching style is formed, it has the characteristics of uniqueness, diversity, stability and development. In the "Internet +" era, the "meeting" between technology and teaching has become a beautiful scenery in teaching style. Therefore, teachers should form a unique teaching style of "Internet + teaching" by virtue of the integration of Internet technology and teaching, organize and grasp the teaching content, use unique teaching methods, and possess unique teaching personality charm.

Unique teaching style is an important way to arouse students' interest in learning and transmit teaching information. Teachers should be creative in the way of publishing the prepared courses, exercises and examination and evaluation on the Internet before class, which should be focused on according to the teaching content, students' development level and teaching time. In order to maintain the stability of

teaching style, teachers should take technology as an auxiliary means of teaching and not be enslaved by technology, and add the charm of technology on the basis of teacher's main style, so as to form the unique and personalized teaching style of teachers in the "Internet +" era. For example, "technology and personalization are, after all, connected and complementary in the overall trend of the 21st century <sup>[15]</sup>." In "Internet + teaching", teachers should, on the one hand, stick to the principle of technology, maintain the necessary tension of technology, fully display the charm of technology, and give full play to the advantages of technology in teaching. On the other hand, we should constantly pursue the truth of teaching, improve the perfection of teaching, sublimate the beauty of teaching, and let the teaching in technology return to the truth. At the same time, we should promote the synergy and integration between new teaching technology and traditional education. In other words, teachers should flexibly choose teaching methods suitable for "Internet +" in the teaching process according to Internet teaching objects, teaching contents and teachers' personalities. It can be seen that technology provides diversified forms for teaching development. The combination of online and offline, class and after-class, oral instruction and books, audio and video, etc. It also provides diversified guidance for teachers' teaching styles.

Once the teaching style is formed, it will remain relatively stable for a long time. This relative stability is "just a continuation of a teacher's unique style which is only his own and not others' in the process of change <sup>[16]</sup>." Therefore, teachers' teaching style is not only relatively stable, but also creative in development, rather than a simple repetition of a teaching method. In a word, in the process of integrating "Internet +" with teaching, teachers use technical means to innovate teaching style on the basis of maintaining the main teaching style and arouse students' interest in learning. After the formation of teaching style, in order to maintain its vitality, we must break the unchanging thinking and seek development in stability. However, teaching style is formed gradually in the long-term teaching practice of teachers, not overnight. In the "Internet +" era, influenced by the changeable information society, the changes in classroom teaching environment, the diversified personality of students, and the prominence of students' dominant position, the formation of teachers' teaching style needs a process of continuous exploration, and they should constantly revise their teaching methods and teaching language during the teaching process. Only through continuous exploration can we gradually form a teaching style suitable for "Internet +".

### **Take Advantage of Internet to Carry out Formative Test Teaching Evaluation**

Teaching in the "Internet +" era emphasizes "small steps, fast pace, frequent encouragement and interest, requiring students to pay attention, constantly strengthen knowledge, shorten the learning cycle, teaching is not only linked to each other, constantly in-depth, but also carefully divided stages, errors are timely corrected <sup>[17]</sup>." Therefore, in order to improve students' personalized learning ability and stimulate their interest in learning, teachers should continuously provide

students with appropriate learning materials according to their personality characteristics, so as to carry out continuous teaching tests and evaluations in the teaching process. This kind of formative test teaching evaluation is aimed at: let the students in the process of self-learning a certain knowledge point or chapter unit knowledge can use the Internet to carry out a short periodic formative test, this kind of teaching evaluation becomes an important part of promoting students to learn the program, improve students' learning enthusiasm; Aimed at the difficulties in teaching, in the teaching process of teaching test and evaluation, making students in small step teaching gradually master the difficulty in the study, slowly to consolidate students' learning effect, not cause the student to study the psychological burden is overweight, so as to complete the classroom learning tasks, to some extent also motivate students' learning confidence. Along with, can better play the correction and incentive role in the evaluation process, constantly consolidate the learning effect, easy to complete the learning task in the classroom, students' learning burden is virtually reduced.

In addition, since interactivity and sharing have become important characteristics of teaching process and teaching results in the "Internet +" era, the subject of teaching evaluation should break through the single and one-way evaluation pattern of "teacher-student" and transform the evaluation mode by combining self-evaluation, mutual evaluation and network evaluation, so that students become the subject of evaluation and the scope of evaluation subject is gradually expanded. In terms of self-assessment and other assessment, students upload homework and learning materials through the Internet, find their own shortcomings and the gap after comparing with others, can timely correct the shortcomings and propose revisions. Self-evaluation and evaluation by others can save time, but also conducive to promoting their own learning progress through evaluation by others, which becomes a positive energy. In terms of network evaluation, it is necessary to strengthen the network contact with peers of other schools or other units through the Internet to conduct evaluation. In this way, the scope of evaluation is larger and more comparative. Such Internet communication also forms an evaluation mechanism and promotes the benign development of students' learning.

Teaching evaluation under the background of "Internet +" era should pay attention to teachers' ability to apply information technology, and incorporate it into teachers' pre-service training as an important index system for teacher evaluation. In the information technology environment, we should carry out example and teaching method training, improve teachers' ability to use information technology for teaching, and strengthen teachers' teaching innovation ability under the information background. Let the information-based teaching become a normal teaching activities. At the same time, in the process of using educational technology, students' learning mode changes to ubiquitous learning occurring all the time, and students' learning subjectivity is enhanced. Therefore, the evaluation of students' learning is a continuous process. When evaluating students, we should not only look at the process of students' mastering knowledge, but also look at the play of students' subjectivity in the process of learning.



## Conclusion

In the era of "Internet + Education", in the tide of educators and the educated are inevitably faced with the growing opportunities and challenges, as a teacher must be keen perception by intelligent era needs of teachers and students development change, take the initiative to optimize their concepts of education and teaching quality, to adapt to the new era of education reform. Its core lies in correctly handling the relationship between teaching and information technology, insisting on taking teaching as the essence, giving full play to the advantages of technology, creating a multi-dimensional information teaching environment, flexible and innovative teaching methods and styles, and realizing the intelligent integration of technology and teaching. In this way, the quality of education will be improved, the all-round and personalized development of students will be promoted, and the vitality of education and the life value of teachers and students will be highlighted to the greatest extent.

## References

1. Luo Sangui. Teaching Method Reform under modern Teaching Idea. China Higher Education,2009:44(6):11.
2. Ministry of Education. The 13th Five-Year Plan of education Informatization. Ministry of Education, People's Republic of China, 2016.
3. Wang Lei, Zhou Yi. No boundaries: Internet + education. Beijing: Citic Publishing Group, 2015, 8.
4. Li Mang, Zhou Xiting *et al.* New Teaching Ideas of College Teachers in the Era of "Internet +". Chinese audio-visual education,2017:37(2):1.
5. Wu Kangning. Four types of Information Technology 'entry' teaching. Course • Teaching material • Teaching method,2012:31(2):10,13.
6. By DP Johnson. Department of Sociology, Nankai University. Beijing: International Culture Publishing Company, 1988, 282.
7. Li Mang, Zhou Xiting *et al.* New Teaching Ideas of College Teachers in the Era of "Internet +". Chinese audio-visual education,2017:37(2):3.
8. Ye Lan. Let the Classroom glow with life vitality -- on the deepening of teaching reform in primary and secondary schools. Educational research,1997:18(9):3.
9. Yin Rui. Learning Environment Reconstruction in the "Internet +" era: a post-technological phenomenological perspective. Modern distance education research, 2016:28(3):17.
10. Yin Rui. Learning Environment Reconstruction in the "Internet +" era: a post-technological phenomenological perspective. Modern distance education research, 2016:28(3):18,19.
11. Yang Nanchang, Liu Xiaoyan. Learning design: A new approach to instructional design research. Research on audio-visual education,2014:34(7):29.
12. Li Rumi. On teaching art. Jinan: shandong education press, 1998:398:410.
13. Zhang Mingkai, Liao Jingqian, *et al.* Technology and teaching: Process review and approach selection. Research on educational development,2016:36(12):30.
14. Zong Shu Xing. Teaching effectiveness evaluation model under the Background of Internet. Teaching practice and research,2016:38(20):7.