

Practice and Reflection on Building a Warm Class based on Cloud Platform under the Coronavirus Pneumonia Epidemic Situation

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Abstract

This paper introduces the specific practice of cloud-based class construction as a class teacher during the coronavirus pneumonia epidemic. In front of the class in the cloud, the use of information technology cracks the problem of class construction, promotes the integration, innovation and development of information technology and teaching, and improves the ability of teachers to use information technology to carry out teaching activities. At the same time, some thoughts about online education are put forward in view of the hot and pain points in teaching during the epidemic.

Keywords

Coronavirus epidemic, Online cloud platform, Information-based teaching, Class construction.

1. Introduction

In early 2020, a sudden outbreak of a new coronavirus pneumonia blocked the start of the school, and "online teaching" and "online office" were rolled out across the country overnight. "Suspend classes but don't stop teaching, suspend classes but don't stop learning", the use of information technology has become a hot topic. This epidemic has turned our lives around. Every family seems to have become an "isolated island", the homestay has become a "fight", and classroom teaching has become "online courses". Children at the moment have no class, no companions, no colorful external environment. The changes in study, life, psychology, and even parent-child relationship brought about by the long-term homestay are all worrying. On the basis of follow-up investigation and tactic analysis, I carried out the class construction activity of "This spring, we meet in the cloud class" in the 2019 CNC class I teach.

Through comparison and screening, I used the DingTalk platform tool to carry out online class activities. DingTalk is a free communication and collaborative multi-end platform created by Alibaba Group for Chinese enterprises. It provides PC version, Web version, Mac version and mobile version, and supports the transfer of files between mobile phones and computers. Its core functions include enterprise address book, enterprise communication functions (including video conference, team building, check-in, email sending, message read and unread, announcement, log) and dozens of cloud functions. I used this information technology tool DingTalk to move classes from offline to online, establish a "cloud system", create a "cloud activity domain", and form a "cloud spirit field". The class teacher, as a leading role, continues to integrate into the group of students and parents, and establishes a benign class culture and family culture growth circle. The specific practice process of cloud-based class construction includes the following steps:

2. Establish a Cloud System, Transform Space and Rebuild the Life Order

Self-discipline is a kind of spiritual management reflecting the order of life. The disorder of the life order following the epidemic has brought unprecedented impact and challenges to the self-discipline of most people. How can a life order that integrates learning, living, socializing and entertainment be established? The routine construction of the family, the formation of a symbiotic relationship between parents and children, the formation of a stable family atmosphere, and the harmonious generation of home-school interaction have all become issues that we cannot avoid.

2.1. Virtual Space - To Nurture the Beauty of Self-discipline through a System

2.1.1. "Online Dating" in a Special Period

- 1) A good day begins with "early love": every morning at seven o'clock, the live broadcast group starts "early exercise". Daily morning exercises from Monday to Friday are never interrupted.
- 2) A happy life requires a sense of ritual, such as the daily summary of classwork and labor talent, and weekly appraisal of homework god / goddess and labor master.
- 3) One more "expectation" on warm days: "Excellent homework display" and "Labor expert display" in DingTalk Group - one small expectation every day.

2.1.2. Self-discipline Cultivation

Every student faces the test of "self-discipline" when learning online. It is particularly important to help children cultivate self-discipline as soon as possible.

- 1) The atmosphere of self-discipline can be created with a sense of ritual: smile greetings, morning cleaning, nap, night finishing, raising the flag online, singing the national anthem, reading before class ... Small rituals in life bring positive emotional experiences.
- 2) Establishment of rules helps the formation of self-discipline: leading students to formulate online learning rules, revising time management rules and determining the schedule of getting up at 6 o'clock and sleeping at 10 o'clock after multiple days of discussion among teachers, children, and parents, in the process of which scientific cognition from medicine, sleep research, and brain science plays a decisive role. The establishment of each rule is accompanied by a comprehensive understanding and development of self-growth.
- 3) Evaluation feedback realizes the internalization of self-discipline: the offline "five major independent development systems" and "six-dimensional education evaluation" will be revised and launched as the online "self-study learning and management system" and "six-dimensional education evaluation".

2.2. Companion by Clocking in - To Make the Class Management Warmer

2.2.1. Clocking in at 4 Stages- to Know the Real You

Through the advantages of information technology, online technology, data analysis and student development trends, teachers can adjust the focus of work in real time, advance in stages, launch "four-stage clocking in" and "five-segment video home visit", being a good guardian of students in the warmest way. The four-stage clocking in includes sleep clock-in, weak subject clock-in, homework clock-in, and companion clock-in, while the five-segment video home visits refer to self-management, psychological adjustment, learning status, family life, and parent-child communication.

2.2.2. Clocking in Together at Home - To Construct the Parent-child Interaction Field

"How to teach children when the epidemic starts at home" became the biggest problem for parents during the epidemic prevention and control. Parent-child punching+ activity involvement + full participation, let the children have rules to follow.

1) Accompanying the students when clocking in: "Counting twenty-four points", "Truth of Truth", "Brain Development" and "Origami Contest". Accompanying children when clocking in are gradually enabling parent-child interactions, and interactive communication slowly hand over the initiative of parent-child interaction to each family, forming parent-child interaction field.

2) A series of online parent-child themed activities: "Autonomous Reading", "Cooking Show", "Confident Reading", "Fitness Master" -a series of online parent-child themed activities connecting academics and life and connecting you and me enable teachers, parents and children unite to live together and grow together.

2.2.3. Video Home Visits - Effectively Linking Mutual Education between Home and School

After a parent responded with an "Oh" word, i started thinking about home-school communication problem in online education. In the "cloud" end teaching, there are endless problems, such as how to turn the finalized "Oh" into an endless "Oh ..."? Therefore, I conducted a "cloud theme class meeting" and "cloud home visit" of the class. Through planned and stepped "universal visits", "quick visits" and "frequent visits", and based on the psychological needs of parents and the development interests of students, i established a cooperative relationship with parents from the three dimensions of emotional attribution, ability recognition, and independent participation, so that parents could enhance their sense of responsibility, educational ability and confidence, and could find methods suitable for the personality characteristics of children.

In fact, the establishment of all the systems is not for urging and binding, but for us, you are not with us, and I hope you can be with us. The pressure of parents is greater than ours, and we should try to ease the pressure of parents.

3. Create a Cloud Activity Domain and Virtual Space to Create a Harmonious and Intimate Relationship

Under the epidemic situation, the children are at home, so how can the class teacher carry out the strategy over great distances? Perhaps we need to convert from traditional direct management to emotional management more. We can plan effective activities, gather people's hearts with the activity domain and stimulate the growth momentum with emotional experience, so as to urge effective interaction among home, school and students and achieve the goal of mutual education.

3.1. Build Your Indoor Garden

The classroom was moved to home during the epidemic, so it is necessary to create an ideal family environment. As a middle-grade student, you can start from conserving a pot of plants, from the germination of a seed, recording its growth, and feeling its life. It is believed that children can not only see the bloom of life, but also the sunshine and poetic blue sky that nourish life. The love of life must not be confined to a few pots of plants; his heart must live in a beautiful garden. Parents and students can use the existing resources to create plant micro landscape through simple DIY production and decoration. It will create a beautiful atmosphere, let children enhance the aesthetic qualities in the details of life, and create an indoor garden in the mind of each child.

3.2. Create a DingTalk Class that Loves Reading

How to let children have the power of spiritual growth in autonomous home study? I try to carry out multiple reading activities in the cloud to create a cloud-like environment for students to love reading. Students were invited to be "library guides". The novel online guide

activity attracted the attention of the children all at once. They all followed the small guide carefully in front of the video to visit different family environments, different collections of books, and could not help but start talking about themselves in the group. What books are there and which ones have you read? The "library guide" activity greatly stimulated students' reading expectations. Taking advantage of this momentum, our class opened a weekly "cloud reading sharing meeting", using the live broadcast function of the DingTalk platform to set up "Masterpiece Reading Micro Class" and "Class Circle Co-reading" activities. Everyone shared their reading platform, broadened their horizons, and formed book friends. Though separated from each other, they communicated to form a reading communication circle, and a cloud culture environment in which class and group love reading.

3.3. Create a Parent-child Interaction Field

For a long-term homestay, in order to create "quality companionship", I invited parents to participate in the "cloud class meeting" and "cloud parent meeting" to form a "cloud family". Like-minded families were combined according to what they were good at, and completed the children's home learning and growth guidance with reasonable division of labor and cooperation. The "cloud family" co-planned and shared, and successively launched the following activities:

3.3.1. Mom and Dad are Embarrassing

Together, families shared interesting life stories, parent-child embarrassments, moving moments, professional knowledge and the latest information on the DingTalk platform, and scanned the code to view "My Home Story" and other content.

3.3.2. Little Orator

The report during the English class has been moved to online. Students determine a topic every week, share their life and express their thoughts here. In the cloud, we can still talk to each other, support each other, and grow together. When we look forward to returning to campus, we still have a group of small partners and large partners who grow up with us.

3.3.3. Series of Parent-child Activities

With long-term intimate contact, how to effectively guide parents through this special period? I set out to design a series of parent-child activities in the following aspects:

1) Father's love vs mother's love

Parental education varies, and teenagers need more father education. Through activities such as "Father's Hand", "Parent-Child Sports", "Parent-Child Reading" and other activities, fathers are given more opportunities to participate in their children's home life.

2) Walk in vs walk closer

We launched 6 highly effective "one minute" initiatives among parents: one minute to listen, one minute to show love, one minute to participate, one minute to praise, one minute to encourage, and one minute to correct. Parents are guided into the heart of the children.

3) Text vs language

For children who enter puberty, text often communicates more easily into their hearts. The "read language password" activity takes parents into the appropriate zone for parent-child communication.

4. Create a Cloud Spiritual Field, Common Culture and Form a Spiritual Cultural Circle

Under quarantine, how to break the closure and establish links to form a healthy social life? How to broaden the horizon when staying at home?

4.1. Observing and Thinking about Current Events

In the flood of information, it becomes more urgent to cultivate the discernment of information and a healthy way of thinking. In the class meeting, I took the students to watch "Yu Fei's First Lesson on News". The news anchor personally taught the students how to distinguish the authenticity of the information. Combining the current state of the world reflected by the epidemic situation, we promptly grasped the hot news and triggered a deep discussion. Combining rich and fresh information sources, we guide the students' values, and clarify the principles of "seriously handling information", "being honest and trustworthy", "individuals do not override the public", "patriotic but not narrow" and other principles.

4.2. Traveling through the Clouds

Combining the class "Travel Culture" project, I led the students to rebuild the meaning and connotation of travel. After studying the high-quality micro-class "Yunyou Forbidden City" in Minhang Middle School, I felt that even if I could not visit on the spot, I could do research and planning in combination with the materials. We extracted inspiration from the micro-classes, discussed the selection of cloud travel destinations, theme extraction, data collection, travel planning, etc., and learned to formulate travel plans. Such learning changes the previous understanding of travel. At present, the students have completed the choice of destination and are planning a cloud tour and setting a future tour plan.

4.3. The Mountains and Rivers are Exotic, but the Wind and Moon are the Same

The epidemic affected the hearts of the people across the country, and the hearts of all our students. On February 13, 2020, several students in the class launched an initiative to offer a loving heart to Wuhan in the class group. The initiative quickly received a positive response from everyone. With the help of parents, we purchased goggles. The students also made a poster of the words of blessing and mailed them to the two hospitals in Wuhan together with the packages. After receiving our donation, the doctor wrote an affectionate reply to us. With this experience, the children are more aware of the needs of others, and realize the responsibilities that each type of person bears. Mountains and rivers are exotic, but wind and moon are the same. We should recognize our own meaning and value whenever and wherever we are.

5. Some Thoughts on Online Education

People say that knowledge changes the pattern and emotions change the world. As a class teacher, we must use knowledge to change the pattern of education and emotions to change the world of children, so that education is more warm, more intelligent and more powerful.

During this epidemic, I completed the construction of the cloud class through information technology, which is a good practice in online education. The experience in this process also brought me the following thinking:

Western philosopher Pascal said that "Man is a reed that thinks". The epidemic situation emerged, and online education has broken the boundaries of time and space, the traditional interactive mode of teachers and students, the conventional teaching management methods and the original family ecology Under such a vigorous background, as a teacher and a class teacher, we should think, understand, and act on the present and on education.

The focus of online education and teaching must fully reflect the cultivation of independent learning ability under the guidance of teachers, and should become the basic consensus of teachers' online teaching. As a good micro-social environment, the cloud class is the intermediary of the interaction between society and students. It will inevitably have a direct

and huge impact on the growth of students. It has educational functions, social functions, personalized functions and organizational functions.

As a class teacher, facing the students in the cloud, we must design clear activities and tasks, and must work harder in achieving the goals of the teaching activities in order to achieve good class construction results.

6. Conclusion

The use of cloud teaching technology is the best means of modern education. It promotes the continuous improvement and innovation of education and teaching. This paper details the specific practice process of cloud-based class construction under the coronavirus epidemic. Facing cloud students and cloud classes, the use of information technology solves the problems of class construction, promotes the integration of information technology and education and teaching innovation and improves the ability of teachers to use information technology to carry out education and teaching activities and class management. The use of informatization means in class management instead of the traditional centralized ways in schools not only reflects the leading role of teachers, but also gives full play to students' dominant position, which can also stimulate students' innovative ability.

In the busy work of teaching, the class teacher should base on theoretical training, reflect on his research ability, face the current hot spots and pain points, be brave to solve problems, and constantly improve the ability of building classes and educating people. Through the practice of teaching reform, the class teacher should explore how to exert the tremendous educational strength of the class, so as to improve the effect of education. No matter online or offline, being a class teacher with thinking ability can improve students' qualities in an all-round way.

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