

## *Original Paper*

# Analysis of Online Learning Behavior of College Students during the Anti-epidemic Period—Take Suqian College as an Example

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### **Abstract**

*Affected by the COVID-19 epidemic, in order to prevent the virus from spreading again caused by students' off-line learning and realize the normalization of anti-epidemic, colleges and universities have implemented the relevant requirements of the Ministry of Education on "suspension of classes and non-stop learning" during the epidemic, and college students across the country have started large-scale on-line learning. Facing this reality, teachers and students actively cooperate with online learning. However, with the development of online learning, college students are gradually exposed to low learning efficiency. Taking Suqian University as an example, this paper conducts an empirical study to analyze college students' online learning behavior and its influencing factors, and puts forward an improvement path to optimize college students' online learning behavior and improve online learning efficiency.*

### **Keywords**

*normalization of anti-epidemic, the actual situation, online learning for college students, influencing factors, lifting path*

## **1. Introduction**

Online learning is a new model based on information technology with the development of science and technology. It has the advantages of sharing resources across time and space, diversified learning methods, low learning cost and so on. In the special period of epidemic prevention and control, under the requirements of the Ministry of Education, the teaching environment has changed from entity space to family field, the teaching organization has changed from co-location concentration to heterotopic spread, and online learning mode has become the main learning mode for college students. This new learning practice based on a special period shows the advantages of online education model in breaking through the limitations of time and space. At the same time, it also has the new features of the largest

scale, the largest number of courses and the largest number of students. The factors that affect the learning effectiveness are very complex, which has attracted the attention and heated discussion of academic circles, educational circles and families. Using multi-dimensional perspective, in-depth investigation and analysis of online learning behavior characteristics and influencing factors of college students in the special anti-epidemic period is beneficial to guide college students to conduct effective online learning, promote online teaching reform and improve online teaching quality. Based on this, from October to November 2020, we distributed online and offline questionnaires on the campus of Suqian University, and totally recovered 947 questionnaires, of which 940 were valid and the recovery rate of valid questionnaires was 99.26%. The subjects of this research are all college students in Suqian University, among which 401 are male students and 539 are female students. The specific data are: 110 boys and 170 girls in freshman year, 120 boys and 220 girls in sophomore year, 96 boys and 59 girls in junior year, 75 boys and 90 girls in senior year. Based on this survey, this paper intends to conduct an in-depth analysis and research on college students' online learning behavior during the anti-epidemic period.

## **2. The Main Characteristics of Online Learning Behavior of College Students during the Anti-epidemic Period**

The analysis of survey data shows that in the special period of anti-epidemic, generally speaking, college students can cooperate with teachers in online learning, and they can actively study themselves, but there are still some problems in online learning behavior of college students.

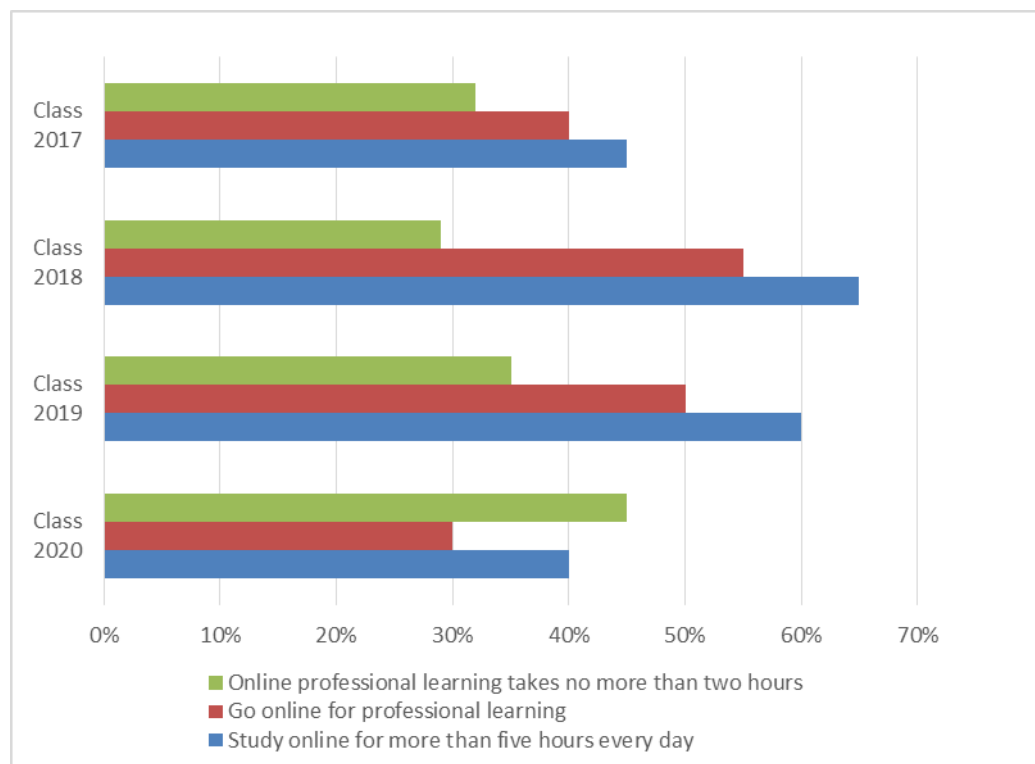
### *2.1 Distraction*

Because freshmen have just graduated from high school with intense study and come to university, they are in the period of slackness and confusion, and their passion and seriousness in learning are low, so 65% of freshmen boys have higher concentration in class, and 70% of girls have higher concentration in class; Among sophomores, only 46% of boys have a higher degree of attention in class, and 60% of girls have a higher degree of attention. Because most of the juniors do textual research, students pay more attention to subjects that are beneficial to textual research, so the online learning concentration of juniors is generally high, with 81% boys and 89% girls; Senior students spend less attention on courses because they have fewer courses, are busy with postgraduate entrance examination and graduation thesis, so their class concentration is generally low, with only 49% of boys and only 61% of girls with higher class concentration. Through these data, we can see that college students are generally distracted in class.

### *2.2 The Subjective Initiative is Weak*

People's actions are dominated and influenced by subjective consciousness. Only by giving full play to their subjective initiative can they promote learning to the greatest extent. However, due to the open characteristics of online learning, there is no learning atmosphere and teacher's constraint in class, which requires learners to have strong self-discipline and autonomy (Ou, 2020). According to the

survey data, 40% of freshmen study online for more than five hours every day, 30% of them often do online work for professional study, but nearly 45% of them spend less than two hours on online study. Nearly 60% of sophomores study online for more than five hours every day, while 50% of students often do online work for professional study, while nearly 35% spend less than two hours on online study. Nearly 65% of junior students study online for more than five hours every day, while 55% of students often do online work for professional study, while nearly 29% spend less than two hours on online study. Nearly 45% of senior students study online for more than five hours every day, while 40% of students often do online work for professional study, while nearly 32% spend less than two hours on online study. (See Figure 1) These data fully show that college students' subjective initiative in online study is insufficient. This kind of home-based learning, especially in the early stage of online teaching, some courses mainly watch video teaching, lacking the interaction with teachers and classmates, and reducing the motivation of learning to a certain extent (Song, 2020).



**Figure 1. Study Time of Students in Different Grades**

### 2.3 Online Learning Has a Low Sense of Identity

According to the survey data, nearly 70% of the students think that online learning is more effective than offline learning, and 56% of the students think that online homework is completed without the reality of offline homework, and the offline learning atmosphere is stronger. This is because most of students' learning career is offline learning, and students' learning experience affects their understanding and attitude towards online learning, which in turn affects students' unwillingness to

adopt online learning as a new learning mode (Lu, 2020). When using online learning as a new learning method, college students, as individual learners, do not have strong self-control ability and sense of participation, which leads to low recognition of online learning.

#### *2.4 Pursuing “Good” Teachers*

In the traditional teaching classroom, students must follow the classroom rules and attend the designated classroom on time, while in the online classroom, students can get learning resources at any time and find a teacher who meets their favorite. As a result, students tend to be interested in “good” teachers’ classroom teaching, while teachers’ classroom teaching is limited to check-in or even absenteeism.

### **3. Main Factors Affecting College Students’ Online Learning Behaviors during the Epidemic Prevention Period**

#### *3.1 Learning Motivation is the Fundamental Factor Affecting College Students’ Online Learning Behavior*

Power is the invisible force that pushes things forward, and it is also the subjective condition for a person to set his own goal and move forward toward it. Students of different majors have different learning motivation and the degree to which learning motivation promotes learning behavior is also different. For example, the students majoring in administration in the School of Law and Political Science learn government, management, political system, law and other theories as well as national policies. This requires students to master the operation of the state power organs and learn how to effectively exercise power by using public management elements in the future, thus improving the efficiency of administrative management. This kind of learning motivation urges the students to pay more attention to the theoretical study in the student stage, so the students will spend more thoughts in the main theoretical class.

#### *3.2 Learning Environment is an Objective Factor Affecting College Students’ Online Learning Behavior*

Learning environment mainly refers to the external learning environment, including material environment and non-material environment. Students are exposed to each other and play an important role in students’ learning behavior. In terms of material environment, computers, routers and other equipment directly affect students’ learning behavior, effective facilities and equipment can let students don’t have to worry about network problems, students are more easily distracted when the equipment is insufficient. In terms of the non-material environment, home-based learning easily confuses students with learning and life, leading to students’ possible distracted problems in learning.

#### *3.3 Learning Habits are an Important Factor Affecting College Students’ Online Learning Behavior*

Students’ learning habits are the natural behavior set influenced by objective and subjective factors. The problems such as poor concentration and non-active class attendance are the bad behavior set formed by students in their learning life. They exist in the offline learning process at ordinary times and

the online learning process during the epidemic period. Teachers can play a direct role in monitoring the students when learning offline. According to the survey data, 70% of the students said that they were distracted in class, not active in class, and had no strong self-control and poor learning habits because they did not have the direct supervision of teachers when learning online.

#### **4. Basic Paths for Improving the Effectiveness of Online Learning among College Students in the Context of the Epidemic**

Through the above analysis, it can be seen that college students' online learning during the epidemic originated from the continuation and self-development of education and teaching, and lacked the guidance of scientific theory and practical experience. Therefore, it is necessary to guide college students to better conduct online learning through organization and standardization, solve the problems existing in college students' online learning behavior, and achieve the optimization and improvement of the effectiveness of online learning.

##### *4.1 From the Perspective of College Students*

Taking teachers as the main body of teaching should be changed to taking students as the main body of teaching, giving full play to the subjective initiative of college students, which is the basis of the development of online education.

##### **4.1.1 Improve the Ability to Use Information**

Before the outbreak of the epidemic, the learning styles of most college students were mainly the traditional teacher-centered, book-centered, and classroom-centered offline teaching model, whose ability to use online digital tools was weak. Home-based online learning is an individual learning environment constructed by learners under the guidance of teachers, which is characterized by flexible selection, self-orientation and no teacher's supervision (Chen & Long, 2020). In this case, students must learn to use digital tools, with teachers, effective learning. At the same time, the use of broad network resources to retrieve useful information, understand the classroom knowledge, deepen the impression, improve the ability to actually use.

##### **4.1.2 Pay Attention to Independent Learning**

The essence of learning is self-study in the final analysis, and all learning is the result of "autonomy+". Generally speaking, except for the universities with the characteristics of "self-study by students" and high ranking, students in other universities have weak self-study ability and understanding in China. Without teachers' guidance and supervision, the arrival of the epidemic makes these abilities and awareness become particularly important. Students and teachers of online learning courses rarely have the opportunity to speak directly, and even if students have questions, they may not be able to answer them. During the epidemic, students may lose their enthusiasm for learning because they do not have the environment to study with their classmates, and they neglect or even do not study. Students should correctly understand the advantages of online learning, in order to supplement the shortage of

classroom learning, give full play to its role, but also to cultivate their own autonomy, self-control, the correct and effective use of online learning platform resources (Zhong, Zhang, & Ge, 2019).

#### *4.2 From the Perspective of Teacher-led*

##### *4.2.1 Choose Convenient and Effective Class Software*

With the outbreak of the epidemic, online learning software has mushroomed. Teachers often do not know how to choose learning software, which makes some teachers tend to choose multi-functional and complex software. For example, a teacher decided to use a certain platform to meet the needs of their teaching. However, the platform is very complex to use and is not easy to operate. As a result, the situation frequently occurs in class, which affects the teaching effect (Guan & Fan, 2020). As a result, teachers need to choose the function is just needed in class, update more stable, can effectively solve the problems in online teaching, the screen has a sense of beauty, to attract the attention of students, the scene without cartoon teaching software, can better teaching.

##### *4.2.2 Emotional Guidance to Students*

As most students rarely contact the live online courses and get away from the teachers' offline guidance, the allocation of time for after-school study of each subject is not balanced. The virtualization of online learning makes it difficult for students to experience face-to-face emotional interaction and teachers' rapid emotional support. According to the survey data, 69.2% of the students said they dared not ask questions or seek answers to the teachers after class, and 17.9% thought that the problem of online learning effect might cause them to fail in the examination. Teachers play a key role in online courses. Therefore, teachers should be the helper and mentor of students' online learning and take the initiative to have in-depth emotional communication with students, so as to reduce students' anxiety, which is also conducive to teachers to give students more effective guidance and supervision (Zhou, 2020).

##### *4.2.3 Reasonable Arrangement of Teaching Time*

If students want to learn online, they cannot avoid using electronic devices, thus the disadvantages brought by the use of electronic devices cannot be avoided (Xiong & Wu, 2020). Students to conduct online learning, will inevitably use electronic equipment, it is impossible to avoid the disadvantages of electronic equipment. Survey data show that as online learning needs to spend a long time sitting indoors in the face of digital media, 26% of students believe that online learning makes them feel unwell and produces negative emotions; 37.9% of students are not sure whether online learning affects their bodies; 36.1% of students believe that online learning does not affect their bodies. Since online learning required close eyes to digital media for a long time, 17.3% of students believed that online learning was mainly responsible for their vision loss, 45.8% of students believed that online learning had a little effect on their vision, and 36.8% of students believed that online learning had no effect on their vision. According to the results of the survey, online learning affects the physical and mental health of students, teachers should be dismissed on time, not too long; "Move in class" can be appropriately arranged in the class so that students can exercise appropriately to relieve the discomfort of the body and eyes caused by the long-term sitting.

### 4.3 From the Perspective of Parental Guidance

#### 4.3.1 Establish a Correct View of Education

Parents need to understand that education is the joint responsibility of parents and teachers. Most parents are keen on educating their children, but because they have not studied educational knowledge systematically, they usually do not agree with teachers in education. On the issue of education, teachers must have a set of methods to educate students. Parents should help teachers to work and help students learn better.

#### 4.3.2 Create a Good Home Learning Environment

Provide students with a high quality and ritualistic learning environment as far as possible within their capabilities. Compared with the strict classroom, online learning environment is relatively free and loose, a lot of students in the open learning platform at the same time, also often open other unrelated web pages and chat software at the same time, easy to have different degrees of interference on learning (Xu, 2020). Home-based learning often makes students confused about learning and life, so parents should provide students with an environment where learning and life are separated.

### Foundation Project

Suqian University Students' Innovation and Entrepreneurship Training Project "Analysis of College Students' Online Learning Behavior in Anti-epidemic Period—Taking Suqian University as an Example (2020XSJ002) Phased Achievements.

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