Chinese Higher Education in Response to COVID-19

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On January 27, China’s Ministry of Education (the MOE) announced that it was postponing the start of the 2020 spring semester as follows:

1. Higher education institutions, primary and secondary schools and kindergartens under the purview of local governments to postpone the start of the 2020 spring semester. The exact reopening date would be decided by the local educational government bodies following guidelines from local CPC committees and local governments.

2. Higher education institutions affiliated to the MOE and other Central Government bodies to postpone the start of their 2020 spring semester. The reopening date would be the same with higher education institutions under the purview of local governments.

3. Schools to provide appropriate advice to students during the winter vacation to facilitate home study and give guidance on hygiene to avoid becoming infected; schools to inform students to refrain from going out, meeting people, organizing or attending mass gatherings; students to be instructed not to return to their campus before the start of the semester without permission from their schools; for students who had stayed at school during the winter vacation or had returned early ahead of the start of the new semester, schools to take appropriate prevention and control measures accordingly; schools to develop disease prevention and control plans for the new semester, routinely track the movements of students and teachers, and maintain cleanliness on the campus.
RECENT POLICIES BY MINISTRY OF EDUCATION (MOE)

Feb 4
- “MOE issues instructions for deployment of Higher Education Institutions (HEI) online teaching.”

Feb 10
- “MOE issues guidance for protection and support of teachers during COVID-19 outbreak.”

Feb 28
- “MOE Party leadership group issues notice for COVID-19 control and educational reforms.”
GOVERNMENT’S POLICIES: Development of MOOC in China

2015
• “Opinions of the Ministry of Education (MOE) on Strengthening the Construction, Application and Management of MOOC in Higher Education Institutions (HEIs)”: with HEIs as the main body, support from the government, and participation from the society.

2016
• “Guidelines of MOE on Deepening Reforms of Education and Teaching for HEIs Subordinate to Central Government”: promote the deep integration of information technology, education and teaching
• “Opinions of MOE on Promoting Academic Credit Recognition and Transfer Among HEIs”

2017
• “MOE on Initiating the Recognition of the 2017 National-Level Excellent MOOCs”

2018
• MOE launched “Educational Digitalization 2.0 Action Plan”: promoting “Internet + Education”
• MOE will implement the “Double 10,000 Initiative” for building first-class courses: 10,000 national-level + 10,000 provincial-level excellent blended learning courses, which includes 3000 national-level excellent MOOCs
THE DEVELOPMENT OF MOOC IN CHINA

• Number of MOOCs built by Chinese Higher Education Institutions (HEIs): 18,000
• Learners enrolled: 310 million
• Number of HEIs creating MOOCs: 1,000+
• Number of Chinese MOOC platforms with different features: 10+

The Ministry of Education of People’s Republic of China (MOE) hosted the first “China MOOC Conference” in 2019
ABOUT XUETANGX
(https://next.xuetangx.com/)

49m Registered Users
(With a recent increase of 5m users on MOOC Platform and 11m users on Rain Classroom—a smart learning instrument developed by Tsinghua for live broadcast lessons, recorded videos, interactions and to collect learning data)

2,000+ MOOCs

200+ Countries/Regions
PROVINCIAL ACTIONS IN ONLINE LEARNING UNDER COVID-19

- **Heilongjiang**
  - On March 3rd, **12,000 classes** were taught online (live broadcast lessons 54.4%)
  - **11,000** (24.2% of the total) **faculty** and **677,000** (85.2% of the total) **students** were online

- **Sichuan**
  - **20,000 faculty** and **4.28 million students** were online
  - Attendance rate: **94.3%**
  - Students’ online learning satisfaction rate: **94%**

- **Beijing**
  - **0.9 million HEIs students** were online
UNIVERSITIES’ ACTIONS IN ONLINE LEARNING UNDER COVID-19

• Universities use live broadcast lessons, MOOCs, recorded videos, online discussion to carry on with teaching
• The main differences are the platforms and tools they utilized: from Tencent Meeting app, ZOOM, Rain Classroom and MOOC platforms.
UNIVERSITIES’ ACTIONS IN ONLINE LEARNING UNDER COVID-19

Case #1: Tsinghua University

- 3541 courses shifted to online formats
- 2681 faculty and 25,091 students were online
UNIVERSITIES’ ACTIONS IN ONLINE LEARNING UNDER COVID-19

Case #2: Peking University

Breakdown of platforms and tools usage by Peking University for online learning (Feb 17 to Feb 28)

- Others
- Non-virtual
- Live broadcast from classroom
- MOOC
- Online discussion
- Recorded lectures
- Live stream app
UNIVERSITIES’ ACTIONS IN ONLINE LEARNING UNDER COVID-19

Case #3: Kunming University Of Science And Technology

State of online learning for the first teaching week (March 2nd to March 6th):
The following charts were automatically generated by *Rain Classroom* for the university.

1,278 preview courseware were issued by faculty, and the average completion rate by students was 54.03%.

Faculty issued 319 sets of quizzes/tests/exams, 3,949 questions in total. 61.5% were answered correctly.
Case #3: Kunming University of Science and Technology

There were 185,386 classroom interactions recorded during the first week of online teaching:

- **Total interactions**: 185,386
- **In-class quizzes**: 81,403
- **In-class task submission** (e.g. screenshots): 2,183
- **Real-time “bullet-screen” comments**: 99,477
- **Others**, including random cold calls, “don’t understand” clicks and “bonus red packets” for teachers: 2,323

Average online classroom interactions peaked at **150 times** on one of the day.
**GOOD CASE PRACTICES**

- **Formed three committees to support online learning**: Online Learning Advisory Committee, Online Learning Quality Assurance Committee, Online Learning Technical Assurance Committee
- **Each School or Department** should make its own online learning plan in advance; and conduct weekly reviews
- **Promote university-level research** on online learning: from policy-making to learning assessment to stakeholders’ attitudes

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**Challenges**
- Digital literacy of faculty members
- Access to Internet and computers
- Platforms’ stability
- Online pedagogy: Ultramassive Online Real-time Interaction

**Solutions**
- Formed three committees to support the transition from the offline to online
- Organized 100+ technical TAs and 400 volunteers to deal with technical issues from both faculty and students
- Research to support after COVID-19 policies and practice
THANK YOU!

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