Challenges and Opportunities of the Education Industry in the Post-Epidemic Era

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Abstract: - The outbreak of the epidemic, we face new challenges, the epidemic actually triggered people's reflection on education, objectively promoted the progress and innovation of education, and brought new development opportunities. With regard to the importance of life education, we pay more attention to educational issues such as family education and parent-child relationships, and we are more aware of the important role of technology in the field of education. In the past, we often thought that schools were classrooms for imparting knowledge to students, but now that technology provides more ways to learn knowledge, schools must become a place for students to truly achieve all-round growth, and to cultivate students' practical application of knowledge. From the perspective of education reforms, artificial intelligence and big data analysis will be widely used in the education field. In the future, pure online and offline education will continue to exist, but the online and offline integration model may become the mainstream. With the help of AI, 5G, and block-chain technology, future education evaluation methods will also change from a single result evaluation to a process and result multi-dimensional evaluation, and the definition of students' abilities will be fairer.

Key Words: —*Education, online, offline, epidemic.*

I. INTRODUCTION

The COVID-19 epidemic has caused an unprecedented impact on my country's economic and social development, and has had a greater impact on the education field; it has brought new opportunities to online education. The direct impact of the epidemic on education mainly includes four aspects. First, both public schools and private institutions transfer offline classrooms to online classes to ensure the normal teaching. Progress as much as possible; second, the epidemic has increased the time parents spend with their children, and the parent-child relationship has become more conflicted, and family education problems have become more prominent. Third, the global epidemic has a certain impact to companies with overseas study-related businesses. fourth, the education industry has shuffled and integrated, tens of thousands of offline education institutions have closed down, and online education institutions have accelerated development.

From now, the situation of domestic epidemic prevention and control continues to improve, and all schools and colleges have resumed schools and classes. In the post-epidemic period, the development of education will face new challenges.

For example, the online education will have an impact on the traditional education organization management system. Online teaching, home learning, and off-campus education will expand their territory in the post-epidemic era, the crisis caused by the COVID-19 epidemic has accelerated the mutual penetration between online and offline.

Due to the active development of online education, it will definitely bring about the reshaping of educational institutions. The challenges brought about by online education will bring about great changes in the evaluation of teachers in the future.

II. STATEMENT OF THE PROBLEM

Although the epidemic has affected most industries, it has also brought new opportunities to industries such as online education. In addition, some offline industries were also forced to transform into online service industries, forming new economic growth points, and these will become important driving forces for economic development in the next stage. The education industries also need to transform into online service, and there are three boundary need to break.

The boundary between online and offline:

During the epidemic period, "Online teaching" has acted as the mail role of education, and its status and role in the teaching process have been fully enlarged. The epidemic broke the boundary between online and offline. Online teaching now

become more and more population than offline teaching, and the online teaching may form a new teaching pattern that will keep pace with offline teaching in the future.

The boundary between study at home or study outside at home:

During the epidemic period, the rise of online teaching has also prompted the rise of learning at home. On the one hand, it shows the difference between learning at home and learning at school. In traditional way in learn at the school, the students are supervised by teachers and assist with each other. However, learning at home is more comfortable relaxed and can self-created learning environment. The solidified learning content becomes the learning content of independent choice and free arrangement. Learning at home not only expands the conventional boundaries of students' learning places, but also expands the boundaries of school education and its reforms.

The boundary between learning at school and learning outside of school:

During the epidemic period, students cannot go to school, they should study in the internet, online teaching and home learning instead of school education. In the post-epidemic era, the epidemic will always end, and daily teaching will always return to the school, but school education is no longer the only way in the education system, but its status in the educational world has also been shaken by "out-of-school education", which will bring changes in the entire basic education system and structure. Reshuffling the cards of the original basic education will be a high probability event in the post-epidemic era.

III. AREAS OF CONSIDERATION

The post-epidemic era has brought many opportunities for our education, but there are also many problems and challenges. For example, we have encountered the three thresholds of educational cognition.

Teaching management level:

In the traditional way, the educational administration department should make careful plans and arrangements daily teaching. However, online education has very different characteristics, such as decentralization and open sharing principles. Online learning, anyone can be the center, and no one is the center. The practice of making teaching resources private to a certain class and a certain group of people, is not meet the benefits of online teaching. Share is the main point, learning is not subject to the limitations of textbooks,

syllabuses, or even courses and disciplines, it is advisable to study across disciplines and disciplines.

Teaching implementation level:

The online teaching, most people first think of online live teaching, and then they are busy looking for suitable live broadcasting platforms and tools. This is a typical traditional mode of thinking that replicates the classroom teaching model to the Internet, which the effect may not be good. As long as you compare the similarities and differences between online teaching and classroom teaching, you can find that this kind of live teaching mode does not conform to the characteristics of online teaching.

In classroom teaching, teacher can frequently interact with students when teaching. Through direct observation, eye contact, question and answer of words and feelings of atmosphere, teachers will consciously or unconsciously adjust the content, speed and method of teaching. But online teaching, teachers can hardly see students' reactions, communication and interaction are more difficult, and most of the time they can only explain on their own or make empirical adjustments. And students are distributed in extremely different environments, it is difficult to feel the atmosphere of learning together, and they are very prone to feelings of burnout and loneliness.

Teaching evaluation level:

Standardized tests mainly reflect the mastery of textbooks and classroom teaching content, but it is not suitable for online teaching.

The information, knowledge, and abilities obtained through online learning far exceed the scope of the textbooks and outlines. In addition to knowledge, it also includes online retrieval, rapid information acquisition, screening, selection, processing, integration, reorganization, dissemination, and online communication, cooperation, innovation, creation and many other abilities, these abilities are all necessary in today's era, and are the core qualities and capabilities of the information age. These learning resources include not only text resources, it is obviously not enough to use standardized tests limited to the content of textbooks and syllabuses to measure online learning results.

The problems and challenges in teaching management, teaching implementation or teaching evaluation are not insoluble. We need to make some transformations in education to deal with the problems that arise.

IV. Course Of Action

School education in the post-epidemic era should be transformed from many aspects

School education should focus on teaching students to read, to teaching students to read "on the Internet":

Textbooks record the systematic and structured content of experts and scholars who have been processed and sorted out. Some scholars call them "hard knowledge". This hard knowledge are the summary of previous knowledge and experience, and of course, it is worth learning. However, the information and knowledge on the Internet are all-encompassing and have everything they need, and they are diverse in form, updated rapidly, and completely synchronized with real life, and are easily understood and accepted by the general public, especially the new generation.

Among them, a lot of information and knowledge have not been inspected, processed, sorted, and reformed by experts and scholars, and it is too late to form a structured and systematic knowledge system. This knowledge is called "soft knowledge." There are more and more soft knowledge that can be learned and used immediately, which can help people solve most of the problems in daily life. Most people have more and more demand for soft knowledge, but less and less demand for hard knowledge. There are not only soft knowledge but also hard knowledge in the network. The learning resources of various disciplines and majors in the network are more comprehensive and richer than textbooks. Therefore, how to read "web" today is obviously more important than how to read "books".

School education should shift from imparting hard knowledge to construct soft knowledge together by teachers and students:

With the full application of artificial intelligence, a large amount of hard knowledge in books will be mastered by intelligent robots. Any problems and tasks that can be solved with hard knowledge will gradually be taken over by intelligent robots. Humans will be more engaged in soft knowledge. Therefore, the focus of school education will increasingly shift from imparting hard knowledge to teachers leading students to learn and construct soft knowledge together. Finally, teachers should consciously guide students to integrate the results of sharing, collaboration, and exploration using a zero-storage method to form a more systematic knowledge structure.

Teaching evaluation should change from learning input evaluation to learning output evaluation:

Traditional teaching evaluation mainly takes standardized test scores as the main indicator. Standardized tests generally have to limit the content and scope of the test, mainly based on the textbook and syllabus. Online learning is not limited to the learning of book knowledge, it is more open and personalized, with a wider range of learning, more diverse forms, and richer content. It is obviously inappropriate to use textbooks and outlines to define the content and scope of evaluation.

Online teaching is a relatively open learning centered on a certain topic and course. The content, materials, approaches, and the breadth and depth of each person's learning are not the same. It is difficult to define the scope of the examination and formulate a unified evaluation standard. The evaluation should be based on learning output.

The evaluation of learning output mainly examines what works, assignments, and papers learners can complete through the course of study, what real problems they can solve, and what improvements have been made in thinking and ability. In order to ensure the objectivity and fairness of evaluation, evaluation should include not only teacher evaluation, but also student self-evaluation and mutual evaluation, as well as third-party evaluation.

Teaching management should change from hierarchical management to flat management:

Today's school education should no longer implement the outdated standards and procedures as in the past. Improving the flexibility and mobility of education and teaching is the need of the rapidly changing era and the general direction of education reform. If our education is rigid and mechanical, the students trained will also be rigid and mechanical, if the education is flexible and adaptable, the students trained will also be subtly affected.

V. Conclusion

In summary, while we see the pain caused by the epidemic, as a future educator, we must also see the epidemic and what it brings to our education in the later period of the epidemic. Whether it is an opportunity or a challenge, what we have to do is discover them, adapt to the good ones, and change the bad ones.

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