

# **The Application of "Flipping Classroom" in the Teaching of Visual Communication Design in Colleges and Universities**

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**Abstract:** Flipping classroom teaching method is a new teaching method developed and matured day by day under the background of educational information technology. The flipping classroom transfers the teacher's lecture to the extracurricular. The interaction between students and teachers and activities of finishing homework to the class are transferred, which is conducive to the all-round development of students. Under the background that flipping classroom is widely used in the teaching of colleges and universities, visual communication design teaching can introduce this teaching method to improve the present teaching situation of this major. Based on the author's learning and practical experience, this thesis first analyzed the advantages of the flipping classroom teaching method, and then discussed the positive significance of the flipping classroom teaching method to the visual communication design teaching. At last, the author summarized the practice of flipping classroom teaching in visual communication design teaching.

## **1. Introduction**

Flipping class refers to having students attend classes at home at their own pace, and then to solve problems with teachers and classmates in class. In the practical teaching of project-oriented studio, the flipping classroom teaching method is introduced. The students can use the fragmented time to study before class and internalize the knowledge by using the mobile phone and tablet compute[1]. At first, my idea was to at least solve the problem of not having enough class time. The former teaching mode is that the teacher tells the basic knowledge involved in the project and the project task requirements in the classroom, and then arranges each student to complete the responsible part, so that to let the student create according to the teacher's will. In the flipping classroom teaching mode, the students master the theoretical knowledge of the project through the micro-video prepared by the teacher in their spare time, and understand the basic task requirements of the project[2]. In class, the students discuss the design requirements and objectives of the project and determine the design plan, and then explain the design plan to the teacher that they may use and the bottleneck problems encountered in the classroom discussion. Teachers give constructive advice to help them in solving their doubts and then divide group for purposeful creation.

## **2. The Advantage of Flipping Classroom Teaching Method**

As a new teaching method, the flipping classroom teaching method reverses the teaching tasks inside and outside the classroom, breaks through the limitations of the previous classroom, and reconstructs the teaching structure. In the past, the infused classroom was turned into an active classroom that regard students as main with actively interacting between teachers and students. The flip classroom teaching method can strengthen the communication between teachers and students, which is helpful for teachers to give individualized guidance to students. The flipping classroom teaching method puts the classroom learning task ahead, so the teacher has plenty of time to interact with the students in the classroom, and can further understand the interests and hobbies of each student in the class, as well as the learning foundation. On the basis of this, each student carries on the highly effective individualized education. In addition, the teaching video of flipping classroom teaching method has great flexibility, so students can arrange and control the progress and rhythm of learning according to their own situation. In this process, students can solve their problems

through independent thinking or cooperative learning, exchange and discussion, so as to improve their ability to think and solve problems independently. Therefore, flipping classroom teaching method is widely introduced into university classroom. As to whether the flipping classroom teaching method is applicable to the teaching of visual communication design and whether it can promote the students to change their learning attitude, we need to analyze the teaching characteristics of visual communication design and the learning characteristics of the students[3] .

### **3. The Positive Significance of Flipping Classroom Teaching Method to Visual Communication Design Teaching**

#### **3.1 Some drawbacks to solve visual communication design teaching.**

First, the flipping classroom teaching method is helpful to solve the problem that the teaching effect is affected by the relatively short study hours. Because the flipping classroom transfers the teaching content of the teacher's classroom to the extracurricular, the students can watch the video in advance before the class, and the teacher can spend the time of the original teaching on the practical guidance to the students, so that they can put more energy into classroom teaching. Second, pre-class teaching resources are more likely to attract visual communication design students' attention. The teaching video of flipping classroom is a high quality teaching resource based on accomplishing the ideal teaching goal. It is more vivid, intuitive and flexible, and can greatly change the boring feeling of teaching in the past. It is helpful to improve the learning enthusiasm of visual communication design students. Third, it is helpful for teachers to provide individualized guidance for students' design. The flipping classroom teaching method liberates the teacher and gives the teacher more time to pay attention to the design idea and the design process of the students in the classroom. Based on its creative starting point, it can guide the design of each link in a timely manner, so that the unique ability of each student can be personalized development; or for students with different learning foundations, it can improve their self-confidence and teaching efficiency[4] .

#### **3.2 It helps to improve students' enthusiasm for learning.**

First, it helps to promote students' autonomous learning. In a flipping class, watching a video before class will change students' learning awareness and habits. Leaving the teacher's lecture, the student will have a sense of urgency and responsibility and watch the pre-class video autonomously. In the flipping classroom, students can actively ask some questions, and focus on the issue of fierce discussion. Teachers will also put forward a variety of concepts and questions to guide students. The puzzles of students can be solved in time in class, which will greatly improve the enthusiasm of students and change the students from passive learning to active learning. Second, it helps to enhance the cooperation between students in visual communication design. In the past, passive learning mode prevents students from learning knowledge actively. In the flipping classroom, the predominance of students' learning improves the students' sense of responsibility for self-learning, and students will spontaneously assist each other and learn from each other when they encounter difficulties in order to find solutions to the problems.

#### **3.3 It helps to facilitate teachers to update their subject knowledge in a timely manner.**

Visual communication design teaching has the characteristics of quick updating of professional knowledge because of its decoration style, rapid updating speed of technical materials and means. Teachers should follow the direction of subject development in teaching and try to convey the latest professional knowledge to students. In past teaching, preparing lessons, consulting materials, drawing up teaching plans, writing syllabuses and teaching plans have occupied a lot of time for teachers to renew their professional knowledge and improve their teaching skills. The recorded teaching can liberate the teacher from a large number of lessons preparation, lectures and other work, so teachers have more energy to constantly enrich their own quality[5] .

#### **3.4 Practice of Flipping Classroom Teaching in Visual Communication Design Major.**

Visual communication design major in colleges and universities cultivate practical talents for

packaging design, advertising design, graphic design and other industries. Combined with the current teaching mode of visual communication design in colleges and universities, the flipping classroom can be applied in the following aspects:

First, it is the compulsory course. The compulsory courses of visual communication design major are mainly theoretical teaching and appreciation of works, which are obscure and difficult to understand. Take the course of advertising design as an example. In the course of theoretical study, the teacher makes the knowledge points of advertising design outline, elements, creative design, process and so on into the PPT to the student mailbox, breaking the previous fixed class time limit, and at the same time making some theoretical difficulties. Teachers make micro-videos of key knowledge in public mailbox for students to download and learn. Teachers can also provide students with MOOC resources on advertising design in well-known colleges and universities at home and abroad, so that students can begin to teach themselves before classroom teaching. Then, the teacher collects the students' questions and doubts in the classroom teaching. On the one hand, they help the students to answer questions; on the other hand, they sort out the structural knowledge points of the whole advertising design theory. Through the display of multimedia teaching aids, it enables students to learn twice on the basis of self-study, and to understand the requirements of advertisement design, creativity, flow and so on. In 48 academic hours, only 16 are taught in theory and 32 are in practice. In the practical teaching, the flipping classroom is combined with the project-based teaching mentioned above to complete a series of process such as advertisement design drawing, creation, evaluation and so on. Finally, the student completes the advertisement design. How to combine such project-based teaching with flipping classroom is the core problem. First of all, the teacher analyzes the project requirements for the students, and informs the students of the combination of theory and the project, the key points of design, the inspiration of creativity and the design process, etc. The teacher should let the students design and finish the sketches first, and take out the sketches directly in the practical classroom to judge by teachers and other students. Combined with the sketches of the students, the teachers point out the key and difficult points of the project design. That is to say, the dealing with the idea of the project and sketches are completed before class by students. In the classroom, teachers only guide and inspire the students. At the same time, the teacher should combine the project to find out the classic advertisement design example for the student to analyze so that to improve the students' actual design creativity in the practice. Through the completion of several projects in 32 hours of practice, students can really practice and improve their creative thinking ability.

Second, it is the elective course. Elective courses aim at improving students' design level and broadening students' design thinking. Taking the photography course teaching as an example, it integrates flipping classroom into the teaching. From the syllabus of the photography course, we can see that the course consists of photography history, photography theory, composition, camera use, photography and post-processing techniques, among which the first three parts are main theories. In the practical course, the theory of composition is used to operate camera photography, and then to make post-processed imaging. In the past, the classroom teaching was based on teachers' teaching and demonstration, which combined the practical curriculum with the syllabus and set up the practice according to the chapters. In the flipping classroom teaching, the theory part is taught by the teacher to make micro class and the MOOC teaching according to knowledge point. In the classroom, according to the photography example, the teacher should make the students combine the study before class with the learning in class, and make the dull theory vivid. Before the practice teaching, the teacher first arranges the assignment so that to let the student complete the photography assignment according to the theory. In addition, teacher brings the assignment to the classroom for self-explanation, such as the composition idea, the color choice, the camera setting and so on. The process of students' self-teaching is also a process of re-learning. The teacher can point out the bright spot and the insufficiency through the comment. In the post-processing technology of photos, video teaching is the main method. Through recording small video, the teacher explains the PS application from the simple to the depth, and the students process the original RAW film taken by themselves. In class, teachers evaluate and judge, identify problems

and improve students' ability to deal with practical problems. Finally, students independently complete photographic works. The flipping classroom of photography course gives the class to the students, and the students are the speakers; while, the teachers are the appreciators and the objects of communication. Further, students can learn in the interaction and use the camera boldly, so the teaching effect of the course is improved.

#### **4. Summary**

In the teaching of sketch serialization, teachers should follow the law of sketch teaching. Through guiding students to study lines, analyzing structure and training gypsum figures, students can gradually master the methods and techniques of sketch, and consolidate the basic skills of drawing. On this basis, they gradually improve the modeling abilities. Through the series of sketch teaching, students will feel the fun and richness of sketch painting and will enhance their sense of achievement, so that to take the initiative to practice and improve their aesthetic ability and modeling ability. Moreover, it can add fun to the future work and life, and can lay a solid modeling foundation for the future on the road of art.

#### **References**

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