

The Operability Strategy of Flipped Classroom of Public Art Education in Colleges and Universities Based on Micro Course Model

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Abstract: With the popularization of Internet technology, education has also evolved toward informatization. New educational concepts of micro course and flipped classroom have attracted the attention of universities and triggered teaching reform. As a new form of teaching resources and teaching model, micro course and flipped classroom have been applied abroad and achieved good results. Domestic universities have also started the research and application of micro courses, especially in the teaching of art education courses in colleges and universities. Based on the micro course perspective, the flipped classroom teaching in public art classes in colleges and universities has been conducted, which integrates micro course resources and builds a network interactive platform. The flipping of the course teaching satisfies the students' initiative and self-learning, and realizes the integration of online and offline teaching. Diagnostic, formative and summative evaluation makes the course teaching more effective. Based on the analysis of the status of public art teaching in colleges and universities, this paper discussed the application of micro course in the teaching of public art in colleges and universities to greatly promote the teaching of public art courses and improve the quality of artistic talents.

1. Introduction

With the rapid development of modern information technology, micro course has attracted attention of the education field as a new type of teaching methods and means. For the public art teaching in colleges and universities, although the micro course has been applied to the teaching activities, they have not been widely promoted. The teachers and students have not yet had a comprehensive and thorough understanding of the course, which has affected the function of micro courses in public art teaching in universities. College public art courses are an indispensable part of college quality education[1]. In today's rapid development of network information technology, we need to change the teaching methods of public art courses in colleges and universities. We must follow the pace of the times and use the network to realize the development of public art education. Based on the teaching advantages of micro courses and the teaching flipping that it brings, we can do a good job of flipping the public art curriculum and improving the teaching effectiveness. It is believed that the joint efforts of teachers and relevant education departments can make micro course better used in college public art courses[2].

2. Problems in Public Art Curriculum in Chinese Colleges and Universities

2.1 Course content is relatively tedious.

knowledge involved in the public art curriculum in China is not broad enough and it seems too tedious. We tend to pay more attention to the intellectual content of the art discipline and to pay less attention to some cross-cultural and interdisciplinary content. As for the public art curriculum in China, it should be a course that includes literature, art, painting, comedy, dance, sculpture and film. It shows that it should just pay attention to the intellectual content of the art discipline, which will make the public art curriculum seem insufficient. This is precisely the misunderstanding in the development of public art courses in colleges and universities.

2.2 Students are more passive in learning.

The lack of self-learning ability is a relatively general problem that many college students have. In China's exam-oriented education, students passively accept knowledge. Students lack self-learning and weak self-control abilities. For college public art courses, many students feel that they are not important. If no one supervises them, it is easy to lead to students' irregular and unplanned learning, which will result in relatively chaotic and unsound learning.

2.3 Teaching assessment method is traditional.

The traditional teaching methods are not applicable to the information-based classrooms with highly developed information technology. Most of the public art courses in universities use traditional teaching methods, and students passively accept knowledge. This kind of teaching method is very easy for students to feel dull, which reduces the interest of students and makes students tired of learning it. The course assessment methods are similar. In the way of course assessment, colleges and universities are unable to keep up with the times and the development of education. The traditional written forms and examinations are still used. The assessment knowledge is old-fashioned. The knowledge points and question types are old. Some courses ended with a study summary or course paper. It is impossible to fully reflect the learning process and effect.

3. The Meaning and Teaching Value of Micro Course and Flipped Classroom

3.1 The meaning of micro course and flipped classroom.

Micro course refers to a large number of courses online. In the micro course platform, micro courses are the main components with various tests and real-time questions and answers to improve the system. Some minor questions and tests in the course are advanced, and students can only continue to attend classes when they answer questions correctly. Flipped classroom means that the teacher creates a video according to the teaching goal. The student can watch the teacher's explanation at home or anywhere, so that the teacher can interact with the student in the classroom and after the classroom. The emergence of flipped classrooms in the context of micro course combines differentiated teaching with personalized learning, which inspires students' enthusiasm for learning[3].

3.2 The teaching value of micro course and flipped classroom.

On one hand, it is conducive to promoting teaching reform. The biggest advantage of flipped classroom is that it can improve students' ability to learn independently, and strengthen the interaction and communication between teachers and students, thus achieving a good teacher-student relationship. With flipped classroom, students can do self-preparation before class, and it is easier for them to understand the teaching content and participate in the teaching with course interaction. On the other hand, it can deepen the educational reform. The demand for quality education reform is more urgent, and flipped classroom teaching plays a driving role in the implementation of quality education. Teachers can instruct students to use the micro course platform to learn knowledge before the class, and teach students how to choose the learning content in the large resource library of the micro courses. Students can preview the course, complete homework after class, raise questions, and realize communication and discussion. In the classroom, students can learn more specifically and solve puzzles.

4. The Operability Strategy of Flipped Classroom of Public Art Education in Colleges and Universities under the Micro Course Model

4.1 To integrate project-driven micro course into independent learning model.

The project-driven teaching method is based on students, so that students can learn from each other under the guidance of the project. With the existing knowledge, students can analyze and solve problems, thus developing students' self-learning ability. The project-driven teaching method

enhances students' sense of accomplishment in the process of completing the project. The micro course integrates this project-driven teaching method with teaching, learning and doing into independent learning. The teacher designs the content according to the arrangement of teaching content. Knowledge points are integrated into a project, and a large project is broken down into several small modules. As the course progresses, the project is gradually implemented. According to the project, teachers design pre-class thinking questions and make students learn it with specific questions. Therefore, students can learn knowledge step by step, and collaborate with each other to complete the comprehensive project[4]. For example, the lines and tones involved in the painting tutorial, and the rhythms and notes in the music teaching. To introduce the flipped classroom teaching model into public art teaching, the teacher must first grasp the teaching objectives and initially teach the students the basic knowledge related to the curriculum, so that students can think at different levels of the course content, and learn the lines, tones and rhythms in independent projects. Teachers can encourage students to study in depth and organize discussions, which will reduce the professional barriers that students may have in their own learning, and help students improve their learning.

4.2 To integrate flipped classroom teaching model into the case.

The case teaching method emerged in the United States, which plays an important role in stimulating students' enthusiasm for learning. Teachers select relatively independent cases, require students to prepare them before class, organize students to discuss in class, and guide them to solve problems. The purpose is to mobilize students' enthusiasm for learning, including active learning before class and active discussion in class. Throughout the classroom, students are the main body, and teachers act as problem sponsors and classroom presenters to promote learning. In the process of discussion, teachers use knowledge points in the case to guide students to think in a correct way. Students use existing knowledge to solve problems to motivate their innovative thinking, so that students can draw their true knowledge through their own thinking. The method denies teacher's cramming teaching and students can understand the knowledge more thoroughly. Before class, teachers will outline the discussion of today's class, summarize important knowledge points and propose appropriate thinking questions to stimulate students' desire to continue research after class. The advantages of the teaching methods are following. First, students need to think independently, discuss it and collaborate with others to solve problems; second, teachers raise in-depth thinking questions to guide students to discuss them and motivate students' enthusiasm for learning; third, the conclusion with thinking makes students' understanding of knowledge deeper and more thorough.

4.3 "Micro course + flips classroom" promotes the cultivation of artistic talents.

According to the teaching content, teaching objectives and characteristics of the students, the teacher implements teaching according to the materials, aiming at improving students' practical application level. This will help students understand the curriculum of the "micro course + flipped classroom" teaching and clarify the specific requirements of the course learning. Through the college's independent learning platform, teachers assign learning tasks and list the reading bibliography of the course, the micro courses, the practical project materials and the specific requirements of the project. Students are grouped, so that students can learn and discuss in groups. Students build QQ groups in classes as a channel for communication between students and teachers. For example, when students are appreciating the symphony, they introduce micro course resources and adopt the teaching model of flipped classroom. Teachers can make students arrange their own time to learn course materials before teaching and make them enjoy the complete symphony independently, which saves teaching time. It can also maximize the teaching effect and make students really feel the charm of art. The teachers in the micro course mainly play the role of discussion initiator and classroom presenter. The goal of classroom design is completed with promoting the practice project through the case, which will improve the practical level of applied talents. After class, by making full use of the open laboratory, teachers can encourage students to actively complete the development of the project, and summarize and share the experience of

personal learning and practical operation projects. Teachers need to observe the questions raised by students in each class and the progress of project practice to master the overall learning situation of students, thus accumulating experience and developing micro courses suitable for public art classes in colleges and universities[5].

5. Conclusion

Art education is an important part of promoting quality education in colleges and universities. Relying on college public art courses, art education explores its subject value and tries to innovate and change teaching model. The public art course in colleges and universities is a curriculum full of vitality and artistic and cultural heritage. Micro course, and its curriculum cognition and practice in the new teaching model of flipped classroom reflects its own value and significance in promoting the all-round development of college students. In the public art teaching in colleges and universities, although the micro course teaching has not yet been popularized, it has won the love and recognition of teachers and students with its unique charm. Of course, as an emerging teaching method and means, there are still some shortcomings and problems in the micro course, and it is still necessary to continue research, development and construction.

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