

The Mixed Teaching Design and Implementation of Character Original Painting Design

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Abstract. With the rapid development of society, the relationship between teaching and learning is changing. With the development of the information age, the mutual cooperation between the traditional face-to-face teaching mode and the online learning mode has become more and more common in college teaching. Students have expanded the depth and breadth of their knowledge through the integration of online information and their theoretical knowledge system. For teachers, the mixed teaching model on the one hand improves the work efficiency of teachers and integrates teaching content, which can not only play a role in guiding, inspiring and monitoring the teaching process, but also ensure the initiative and enthusiasm of students in learning. On the other hand, it puts forward higher requirements for teaching design. In the whole course design process, we should not only focus on improving learning efficiency, but also should cultivate students' personalized learning results, and perfect and attach importance to the construction of reasonable course evaluation system. The course of character original painting design by analyzing the talent training objective of digital media art major, determines the teaching objective of this course. Centering on students' personalized learning and development, taking students' learning output as the guidance, taking ability cultivation as the main line, combining offline face-to-face teaching with online learning organically, selecting teaching strategies, developing course evaluation methods and the course continuous improvement measures. Effectively help students to realize the synchronous improvement of knowledge and ability. Take the practical project as the starting point, integrate the knowledge points into the practical project, and let students find, analyze and solve problems in the process of hands-on practice.

Key words: Mixed teaching; Design

The course of "character original painting design" adopts reverse derivation design, which deduces students' final learning effect from graduation requirements. The teaching content takes into account social and industrial needs. The teaching implementation adopts mixed teaching design, centering on students, clearly pointing out the division of tasks between teachers and students in class, after class, online and offline links, and emphasizing the role of teachers in guidance, supervision, evaluation and feedback. The course resources are rich and the course guarantee mechanism is operable.

1. The introduction of course background and basic information

The course is based on the digital media art department of digital art and design college of Dalian Neusoft Information. The school of digital art and design was founded in 2004. It emphasizes the deep integration of industry and study, and devotes itself to cultivating the urgently needed applied talents of digital art for the digital content industry. The teaching reform, among which the outstanding embodiment is: the teaching reform achievement "the innovation and practice of the industry study cooperation training mode of application-oriented digital art talents" won the first prize of the undergraduate teaching achievement of higher education in Liaoning province in 2013. In 2013, the experimental teaching center of digital art was approved as the experimental teaching demonstration

center of ordinary undergraduate institutions of higher learning in Liaoning province. In the past three years, students have won 283 provincial-level and above awards in discipline competitions and the number of student entries and achievements have been increasing year by year. It has undertaken one humanities, social sciences and science courses of the Ministry of Education, 13 provincial and municipal longitudinal courses, and received more than 3.8 million yuan from horizontal and vertical scientific research. Its core competitiveness in scientific research has been significantly improved.

2. The Introduction of the course features and highlights:

The features of the course include making full use of students' fragmented time to improve learning efficiency and frequency. Through the construction of micro-video, the course explains and demonstrates the key points and difficulties of knowledge in a short time, so that students can make use of the scattered time to study. The reverse classroom is also one of the features of the course. The course adopts the way of actual project entering the classroom, matching the enterprise requirements with the students' learning content. It arouses the student's study enthusiasm. With students as the main body and enterprise requirements and feedback as the measurement standard, teacher coordination and guidance to grasp the classroom is one of the highlights of the course. Performance evaluation is divided into two parts: formative assessment score and final assessment score. Each part is composed of different assessment direction and assessment score.

The course can combine the advantages of face-to-face teaching with the advantages of various teaching methods, and make full use of the advantages of online and offline teaching by using hybrid education concepts and methods. Base on the knowledge reserve and ability of the current teaching objects, to carry out the corresponding curriculum construction. Students' autonomous learning ability and learning initiative have been improved, the utilization rate of teaching resources has been improved, the quantity and quality of teaching resources have been increased, and the problems of students' personalized learning and guidance have been fully solved[1].

3. The course design thought

According to the graduation requirement index in the training program and the current industry employment standard, the knowledge target, ability target, quality target and main content of each unit of the course will be determined, and the corresponding teaching activities serving the target will be organized by establishing a clear target. At the same time, teachers' tasks and students' tasks are clearly listed in the teaching implementation suggestions of each unit and the units involving mixed teaching clearly indicate the task arrangement of online and offline time nodes, which provides a guarantee for the orderly progress of the course. And each unit gives advice on knowledge expansion to make the course content more flexible. In the design of formative assessment, multiple online learning result tests and in-class tests are designed. Sufficient times of tests ensure that students keep the good habit of timely review, and average scores can prevent students' poor performance at a certain stage from having a great impact on their final scores, and thus losing their learning confidence. Multiple tests can also help teachers grasp students' learning situation through performance analysis in a timely manner, so as to timely adjust the teaching content according to the results. At the same time, curriculum provides students with multiple perspectives, many forms of curriculum resources, such as micro class, each service case configuration document, WeChat public and so on, to expand the students' learning opportunities, meet the demand of individual differences, meet the needs of students to learn at any time, any place, and in "teaching methods and teaching means" section, gives the specified declaration

for most of the resources use method.

In the process of teaching implementation, teaching contents should be organized and constructed according to the links of "before class", "on class" and "after class". The teaching strategy is constructed based on four aspects: learning objective, design process, object investigation and ability achievement evaluation. Through the organic integrate face-to-face "offline" teaching and networked "online" teaching mode to control the students' learning effect. After building the teaching platform and learning resources, teachers should according to the curriculum standards to design the teaching process. Through the design of teaching evaluation means, detailed "online" and "offline" ability evaluation standards are established to form a results-oriented model corresponding to the practical process, so as to realize the two-way improvement of teaching and learning, and finally realize the continuous improvement of teaching effect and the quality of talent training. Grasp the online micro-course design and course evaluation system construction[2-4].

3.1. Learning content before class. Before the end of each class, the teacher will inform the learning content of the next class, micro-class learning content and teaching materials. Students can learn the course content by themselves in advance and communicate with the teaching group or classmates online whenever they have problems. Teachers constantly update and adjust the key points of teaching according to students' feedback of learning results and questions raised. It provides a good foundation for the follow-up face-to-face teaching.

3.2. Learning content in class: make full use of the advantages of traditional face-to-face teaching, combine learning platform and online teaching and other learning methods, emphasize the course as oriented, highlight the cultivation of students' practical ability, serve students, and solve the problem, better matching the current major with social needs. At present, the classroom in colleges and universities is no longer based on face-to-face teaching, but on a variety of teaching means to enable students to solve practical curriculum problems, improve ability. Teaching means take help students to improve the learning effect as the purpose. For example, in the process of the course, the class is organized in the form of project as unit and group. When students work hard for a common task and goal, they will find their own shortcomings and have differences. The purpose of task-driven is to enable students to identify problems and solve them. Another commonly used teaching method is flipped classroom. Under the general framework prescribed by the teacher, let students to guide the classroom. The form of flipped classroom can enable students to better understand and master professional knowledge and exercise their expression and communication skills. In a word, the teaching methods in the class should meet the requirements of improving learning enthusiasm and learning efficiency, and teachers should control the pace and progress of the class.

3.3. After-class feedback: After the teaching, analyze and summarize the learning situation of the course, put forward the existing problems and follow-up improvement measures according to the students' mastery of the course. Provide appropriate homework and micro-video resources to help students better understand the difficult points, to promote and stimulate students to think positively, to help students understand the process of character original painting design and drawing, and to improve the ability of using knowledge while learning.

4. Curriculum evaluation system and curriculum summary

On the whole, the course evaluation system of character original painting design is composed of two parts: formative assessment and final assessment, each of which accounts for 50%. The purpose of formative assessment is to promote the achievement of learning effect, while the purpose of final

assessment is to verify the achievement of learning effect. Formative assessment results are divided into two parts: assessment of online learning results and assessment of classroom practice results. 1、The assessment of online learning results focuses on self-learning, such as whether students understand and master the key points and difficulties of online learning. 2、The result of classroom practice assesses students' practical operation ability, especially this course has strong requirements on the operation ability, and each link has set specific evaluation standards. The final assessment result consists of three parts: course report, computer examination and practical results: 1、The course report will first assess the students' understanding of the course content. At the same time, considering the linkage between the course and the competition, students are required to make a report with pictures and texts, so as to prepare for the subsequent delivery of plans for the relevant competition. Design scheme description is clear, implementation process analysis is clear and summary is complete. 2、Computer examination, focus on the assessment of students within the specified time of the actual operation ability. 3、Practice the product, inspect the students' ability to transform the product into series and complexity of the product, the product design beautiful and excellent and have a certain degree of innovation[4-6].

5. Summary of the course.

In the past five years, the course "character original painting design" has been insisting on optimizing and iterating the teaching content, enriching the teaching means and teaching forms, refining the teaching evaluation system and setting the integrated model of the competition course. Curriculum standard for each unit teaching are put forward in detail, operable Suggestions, including the teaching ideas of this unit, the hybrid profile of teaching design, after class, such as part of the design and assessment of this unit design, accord with hybrid teaching reform ideas and "student-centered, personalized training needs. The teaching resources construction planning, detailed teaching design, teaching organization and implementation of the course "character original painting design" have a very strong guiding role, reflecting the value and function of the curriculum standards. With the idea of mixed teaching reform, this course is sorted out and designed as a whole, which can play a guiding role in the following course resource construction planning, detailed course design and teaching implementation, and play a real role in the course standard.

Conclusion

The course of "character original painting design" is based on the student-centered teaching method that emphasizes individual differences in students' cognitive process, strives to build a perfect teaching support and guarantee system, and gives full play to the advantages of "online" and "offline" teaching, expands the time and space of teaching and learning, and comprehensively improves students' learning effect. At the same time, higher requirements have been put forward for front-line teachers and the overall design and control of the curriculum. Times have changed and the way of teaching and learning is changing. To seek for a proper relationship between teaching and learning in the process of change, so as to better serve the teaching. Blended teaching mode has a profound influence on higher education. It is our current effort to optimize the course resources by using blended teaching mode and apply it to the practical links of education and teaching.

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