

# Reflection on the Reform of Flipped Class Teaching Mode of Art and Design Courses Based on MOOC

Taking the Course “Advertising Creativity and Planning” as an Example

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**Abstract**—It is an inevitable trend of education development in the Internet plus era to change classroom teaching mode based on MOOC, which will further lead to series of changes transformation undoubtedly. Under the development trend of this era, for art and design courses, how to cultivate application-oriented talents in accordance with the requirements of the times while following its own laws is a problem that every teacher in the front line of teaching needs to think about. Based on the summary of the author's teaching practice for many years, this paper forms some thoughts on the reform of flipped classroom teaching mode of art and design on the basis of MOOC.

**Keywords**—MOOC; art design; flipped classroom; teaching reform; advertising

## I. INTRODUCTION

The application of flipped classroom in Chinese universities began in 2014, which overturned the traditional teaching mode of “teaching” by teachers and “learning” by students. With the advancement of network technology, flipped classroom will become the main direction of curriculum reform. At the same time, MOOC has gradually become a solid foundation for the realization of flipped classroom. Students can complete the independent learning of the course more comprehensively and systematically with MOOC.

## II. REFORM PRACTICE

At present, many application-oriented undergraduate art and design professional courses adopt the flipped classroom teaching mode. For art and design undergraduate majors, the cultivation of students' art and design practice ability is very important. Students are required to be able to internalize theoretical knowledge and transform it into practice ability and creativity. In the past “flipped classroom teaching mode reform” practice, the problem of theoretical knowledge absorption and internalization has been well solved. Moreover, the classroom organization forms turn to be diverse accompanied by good interaction between teachers and students. All of these successes have shown good aspects of MOOC.

The general law of undergraduate art and design course teaching is that students can optimize the function and form of

works through trial and error in a large number of practices followed by summarizing the experience and law of art design creation in the personalized practice process. Because of the general law of art and design course teaching and the requirement of students' practical ability training, the classroom teaching under the “flipped classroom” mode is just a formality. For students, it is also needful to spend a lot of time to cope with online learning. It is not powerful enough for students' practical ability, especially for the cultivation of creative, artistic and comprehensive practical ability.

Art and design courses need a lot of practice. In the process of practice guidance, teachers are often the center of teaching and their styles and preferences have a great impact on students. From a social point of view, the disadvantage of this teaching mode is that it cultivates the same pattern of students by obliterating students' personality to, so the students can hardly meet the needs of all kinds of members of the society. From the individual point of view, the unified teaching method dominated by teachers cannot teach students in accordance with their aptitude because it suppresses their personalities and kills their potential creativities.

Therefore, art and design courses rely too much on offline teaching, which is in contradiction with the development trend of informatization and openness of course construction. This case puts forward requirements for the buildup of art and design courses and the reform of flipped classroom teaching mode.

## III. DIRECTION OF DEEPENING REFORM

Through the construction of MOOC class, the reform should seek to strengthen the methods of cultivating students' practical ability of art and design in the “information transmission” stage of flipped classroom; in the “absorption and internalization” stage of flipped classroom, aiming at the cultivation of students' creative practical ability of art and design, it is necessary to explore a set of effective classroom organization forms.

Too much rely on offline teaching, which forms a certain contradiction between art and design courses and the development trend of informatization and openness of course construction, which put forward requirements for the

construction of art and design courses and the reform of flipped classroom teaching mode.

IV. THOUGHTS ON REFORM MEASURES

Starting from the practical problems in the front line of teaching, it is great significance of changing the role of MOOC in the "information transmission" stage of flipped classroom through solving the universal problems formed by the cultivation of students' art practice ability and the general rules of curriculum teaching. The theoretical guidance shall be altered to the ability guidance, emphasizing the cultivation of students' creative practice ability.

Combined with the general rules of art and design professional courses teaching and starting from the cultivation of art and design talents, it is wise to improve the course construction and "flipped classroom" teaching mode reform regarding the experience and rules of art and design creation as the core content based on the students.

It is necessary to think profoundly about the flipped classroom teaching mode. In addition, it is important to compare the connotation and theoretical origins of MOOC class around the existence of a variety of "flipped classroom" hybrid teaching modes, so as to seek for the construction of an art class "flipped classroom" teaching mode.

In order to meet the needs of teaching reform, it's important to reform the professional teacher team and form a team of composite "tutor + coach" type.

V. THE REFORM PRACTICE OF THE COURSE "ADVERTISING CREATIVITY AND PLANNING"

The course establishment of Advertising Creativity and Planning was basically completed in August 2018, with two phases of teaching on Credit Bank Online. In the meantime, a flipped classroom teaching reform based on MOOC course was performed in Neusoft Institute Guangdong. It has been widely praised by social learners and students in school, with a course score of 5 points (full score of 5 points).

A. Reshaping the Curriculum System with the Concept of Maker and Driving the Optimization and Reorganization of Teaching Content with the Logic of Advertisement Creation

Based on the concept of Maker, the innovative and applied curriculum system is reshaped. In this system, students are required to learn new knowledge in the process of solving the core problems of advertising, and internalize, consolidate and improve the knowledge through practice.

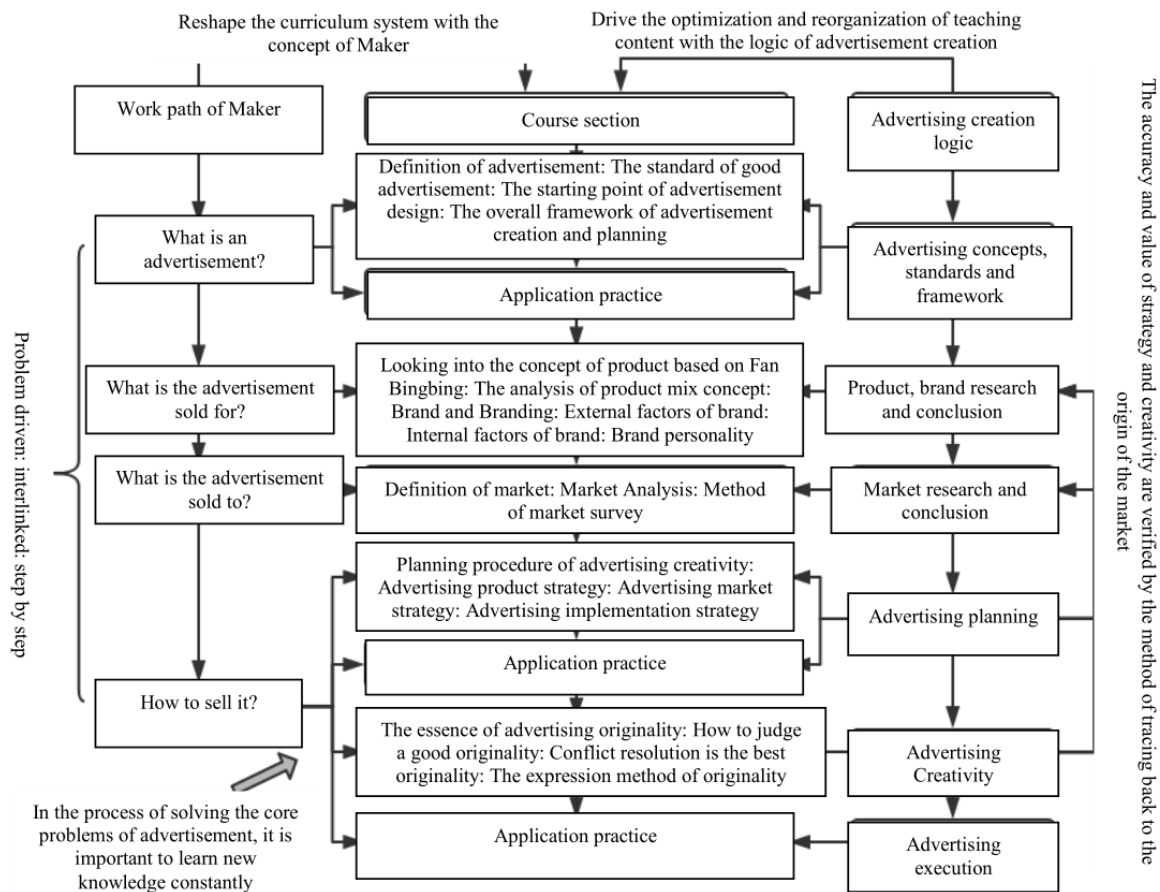


Fig. 1. Teaching content and organization ideas.

The course fully covers all classic contents of “Advertising Creativity and Planning”, conforming to the relevant requirements of the National Standard for the Teaching Quality of Undergraduate Majors in General Colleges and Universities and the teaching committee of this discipline. Moreover, the course combines the logic of advertising creation, general laws and professional quality to optimize and reorganize the teaching content, so that students can construct the advertising strategy and creative design scheme starting from the origin of “what is advertising”, take “good advertising” as the standard, and solve the problem of “what to sell” through the research and analysis of products, brands and markets “To whom?” “How to sell it?”, followed by using the method of tracing back to the origin of the advertising market to verify the accuracy and value of the strategy and creativity. In this case, the situation that similar courses only focus on concepts and techniques but despise the role of the market has been changed, which has strengthened the logic and systematization of the teaching content (“Fig. 1”).

The teaching and explanation are simple, logical and clear-cut. By adopting the Maker typed “layered teaching method driven by problems”, the teacher carries out the process of problem driven (learning demands first) - case introduction (award-winning cases at home and abroad) - concept introduction - applying cases - theme discussion - practice application, which are linked by links and progressed layer by layer, forming a bond among knowledge points. It is important to highlight the logic of advertising creation and make students

study more objective and orderly, which is conducive to students in learning to abandon the cumbersome curriculum, and instead, do directly into the nature of advertising creativity. In this process, “planning and creativity” will be no longer become a “big problem”, and students will have deep resonance in the evaluation.

*B. Information Technology is Fully Applied and Resources are Well Equipped*

In the course, the traditional large-scale course is divided into micro class videos with a length of about 10 minutes, which solves the problem of focus fatigue in online learning. At the same time, each knowledge point is equipped with a set of courseware and manuscript, 2-5 knowledge point explanations, multiple related papers, test questions and topic discussions to help students form a cognitive deepening internalization learning route. Three times of project practice and one time of course closing examination are set up at key nodes to help learners connect theory with practice and improve the ability of advertising creation. In a word, at present, the course has formed an excellent teaching and resource sharing platform composed of video database, courseware and manuscript database, knowledge point explanation database, paper database, material and literature database, test database, discussion database, course interaction database, online resource database and other information resources (“Fig.2”).

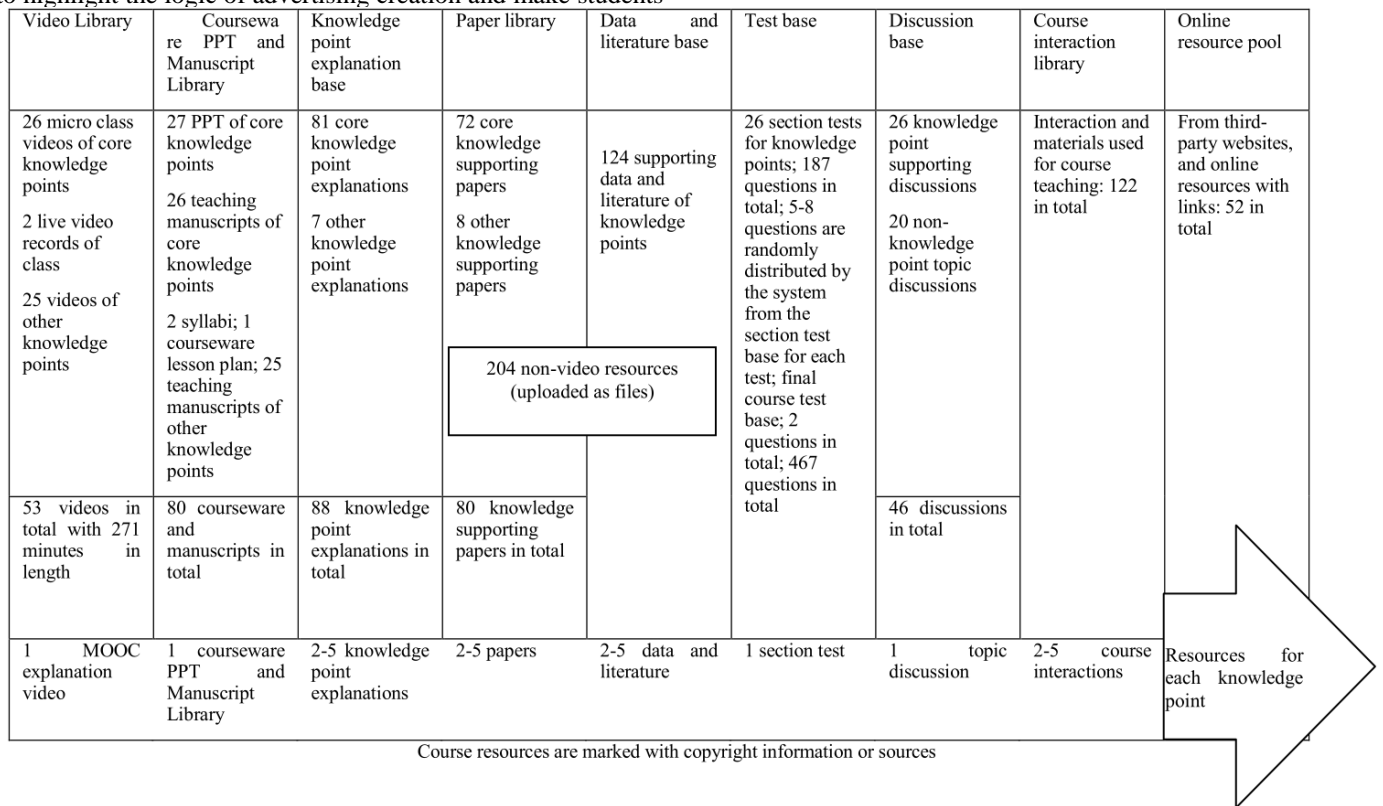


Fig. 2. Organization of teaching resources.

The teaching cycle is scientific and rigorous, and the answer and maintenance are timely and enthusiastic. The

teaching arrangement of the course is scientific and rigorous, with video teaching, data learning, chapter testing, online

discussion, application practice, course closing assessment, score release and certificate issuance. All parts are closely linked and orderly. Especially in terms of answering questions and topic discussion, the team teacher overcomes the

difficulties of huge amount of information and workload. And they will answer all students' questions and comments. According to common problems, Q&A section is set up composed with video and detailed information ("Fig. 3").

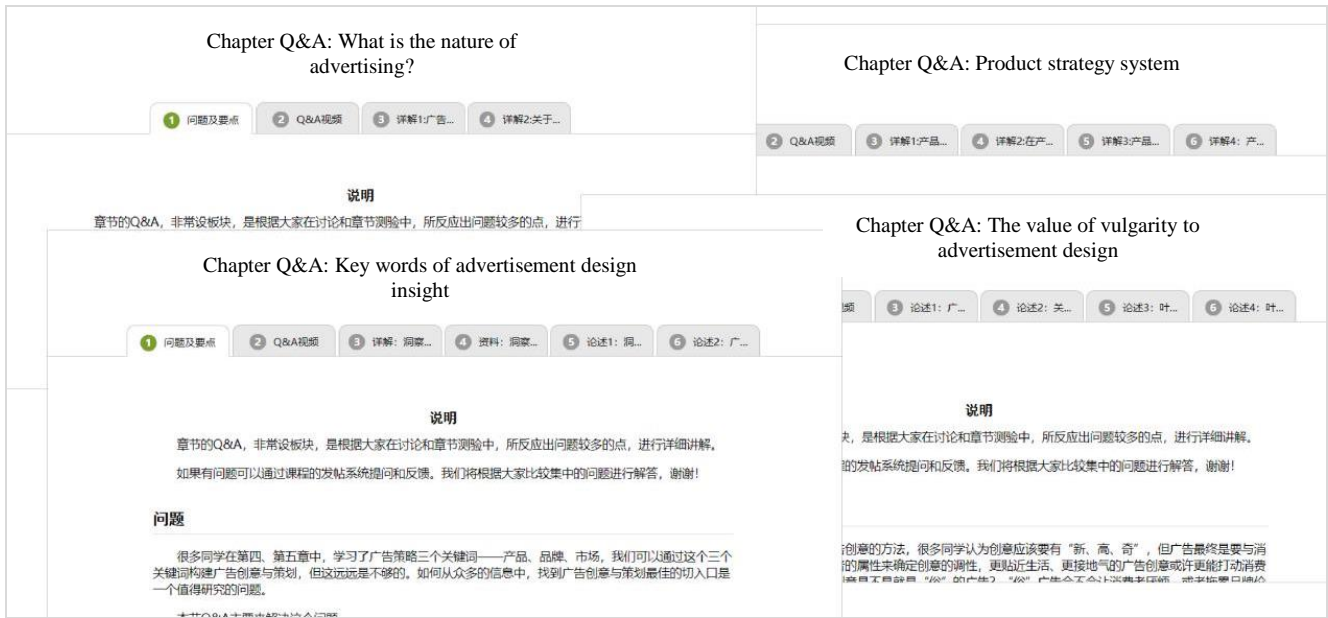


Fig. 3. Screenshot of Q&A chapter.

C. The Course Assessment Follows the Teaching Law of Art and Design Courses and Adapts to the Flipped Classroom Teaching Reform

The course assessment model has well implemented the project research results of the Reform and Practice of Applied Undergraduate Art and Design Professional Courses Based on Maker Concept (the education reform project of Guangdong Provincial Department of Education) and the Construction of Multiple Assessment System of Digital Arts Specialty (the teaching reform project of Guangdong Provincial Education index Committee). The course attaches great importance to the general rules of the assessment of art and design courses, adopt diversified assessment methods and highlight the importance of learning elements and process links. In addition, it emphasizes the observation of students' learning from multiple angles and points. On this account, the assessment is well done.

In this system, the assessment content is diversified, which is featured by combining the process assessment and the conclusion assessment. According to the learning process, the courses assessment items of various types are designed, such as the assessment of the integrity of the learning process

(accounting for 50%, including the study and visit of the course video and materials), the chapter test (accounting for 20%), the topic discussion (accounting for 10%), the application practice and the final examination (accounting for 20%). The course assessment items are arranged in a clear hierarchy, taking into account the knowledge coverage, typicality and applicability, and the comprehensive difficulty is rising step by step, which meets the requirements of online courses for assessment links. Meanwhile, the forms of assessment are diversified, and the combination of human and computer is implemented by means of self-assessment and mutual assessment of learners, teacher assessment and social assessment. It can comprehensively evaluate the learning effect of learners and greatly improve the whole process incentive and learning effect of students.

Combined with MOOC, the college has carried out the exploration and practice of flipping and other new teaching modes in the relevant courses (see the introduction of the application later for details). In terms of assessment, a new credit recognition mechanism combining MOOC has been shaped. The proportion of scores is shown in "Table I".

TABLE I. ASSESSMENT SCORE VERIFICATION OF FLIPPED CLASSROOM BASED ON MOOC

Sign in	Classroom interaction	Course audio and video	Access number	Discussion	Chapter Checkpoint	Work (practice)	PBL Practice
10%	10%	15%	5%	10%	15%	20%	15%

D. The Reform of Practical Teaching

In depth, combined with the application-oriented MOOC content driven by the Maker concept and advertising work procedures, the practice guidance in offline flipped classroom is strengthened. It is necessary to change the role of MOOC from theory guidance to ability guidance in the “information transmission” stage of flipped classroom, emphasizing the cultivation of students' creative practical ability of art design.

In the offline flipped classroom, the experience and rules of art design creation are taken as the core content, and powerful teachers in the industry are invited to jointly build a composite “tutor + coach” typed teacher team.

E. Evaluation of Reform Effect

1) Application in school: “Advertising Creativity and Planning” is a pilot course of “flipped classroom” mixed teaching mode reform in our college. At present, relying on the current curriculum platform, the college carries out “flipped classroom” teaching based on MOOC. The teacher shall guide students to complete the process of “information transmission” in the way of “self-study - > self-test - > collective doubt” based on the curriculum platform before class, and then take “content refining”, “questions answering and doubts handling”, “key case analysis”, “in-depth case

discussion”, “practice guidance” and other links in the classroom to deepen students' understanding of knowledge and effectively complete the process of “absorption and internalization”. Through this model, students' ability of self-study, analysis and problem-solving can be greatly improved, which is highly praised by students and experts.

During the course, the school holds many open courses and experience exchange meetings of course construction. At the meantime, live classroom videos are recorded and shared online. All of these measures achieve good demonstration and promotion.

2) Off campus applications: Since its launch, the course has provided support for 4616 college students and social learners. According to the statistics of the course website, most of the course learners are students from other colleges and universities, such as Zhongshan University, South China Agricultural University, Guangzhou Academy of Fine Arts and other fraternal institutions. Therefore, the course not only provides auxiliary resources for the learners, but also effectively promotes the teaching exchange with fraternal colleges and universities.

After the comprehensive review and evaluation of this course, Credit Bank Online promoted “Advertising Creativity and Planning” as an excellent MOOC on the homepage of its portal website (“Fig. 4”).



Fig. 4. Homepage of Credit Bank Online portal.

F. Application Effect

As of July 31, 2019, the curriculum click rate has been more than 1.57 million, and the interaction between teachers and students has been more than 8000 times.

This course has successively won the first prize of excellent open course, the third prize of micro course and the second prize of informatization teaching course case in the national education and teaching informatization grand prix hosted by National Central Electronic Education, and the second prize of informatization teaching course case in

Guangdong software evaluation activity of computer education hosted by Guangdong Education Technology Center.

Combined with the curriculum construction, it has supported a number of teaching and research reform projects: three teaching reform projects of Department of Education of Guangdong Province, one teaching and research course of Guangdong Education Research Institute, and one teaching reform project of Guangdong Education Steering Committee, such as the Path and Method Research of Students' Professional Quality Training, the Reform and Practice of Applied Undergraduate Art and Design Professional Courses

Based on the Maker Concept, the Construction of Multiple Assessment System for Digital Arts Major, etc.

Students' ability has been improved significantly. Since 2018, students' course works have won one second prize and two third prizes in the National College Students' Advertising Art Competition sponsored by the Higher Education Academy, and two first prizes, four second prizes and ten third prizes in the National College Students' Advertising Art Competition sponsored by the Department of Education of Guangdong Province.

## VI. CONCLUSION

The flipped classroom teaching mode of art and design based on MOOC is a trend of the development of curriculum information. This teaching mode has many characteristics and advantages, and is a good teaching method. But for art and design courses, in the process of teaching practice, many students find more and more problems and difficulties. Only on the basis of in-depth teaching practice, reflection and research, it is possible to explore a flipped classroom teaching mode suitable for art and design professional courses and achieve the goal of talent training, so as to realize the education value of applied undergraduate.

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