

Exploration of the Teaching Mode of the “Flipped Classroom” in Art Appreciation Courses in Ordinary Universities

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Abstract: *Against the backdrop of continuous social development and deepening educational reforms, traditional teaching models are no longer able to meet the demands of students in the new era. The student-centered teaching model, known as the flipped classroom, is quietly emerging. The flipped classroom is supported by the openness and interactivity of the internet, expands the teaching space, redefines its concept, and effectively integrates the online learning mode with the traditional classroom teaching mode, which can effectively improve students' learning motivation. This article takes the art appreciation course of public art education at ordinary universities as a case study to discuss the essence and connotation of the flipped classroom. In response to the problems that currently arise in the teaching process of art appreciation courses and the characteristics of art appreciation courses, a flipped classroom teaching model is constructed, which is helpful for changing the current situation of public art education in ordinary universities and for informing the construction of public art education in ordinary universities.*

Keywords: Flipped classroom, Art appreciation, Teaching mode.

1. Introduction

The concept of the flipped classroom originated in the 20th century. Supported by the rapid development of the internet, it leads the online and offline self-learning mode and effectively integrates the online learning mode with the traditional classroom teaching mode. Flipped classrooms reverse the two stages of “teaching” and “learning” in the past: they use methods such as MOOCs or instructional videos to preposition teaching content, virtual classrooms to enable students to learn independently, and then teachers use real classrooms to resolve teaching difficulties and challenges. In the flipped classroom, the roles of teachers and students change, and the classroom teaching mode is overturned. The role of teachers shifts from being the disseminator of teaching content to being the guide of teaching. The transformation of students' roles is manifested in collaborative exploration among students and mutual assistance and learning among students, making them the main body of learning. This teaching method of transforming knowledge transmission into knowledge guidance and the static education mode into an intelligent education mode can fully stimulate students' interest in learning, enhance their learning enthusiasm and curiosity, and effectively promote the improvement of classroom teaching quality. This article takes the public art course of art appreciation in ordinary universities as an example to explore the essence and connotations of the flipped classroom and constructs a flipped classroom teaching model for art appreciation courses, hoping to compensate for the shortcomings of previous teaching models.

2. Overview of the Teaching Mode of Flipped Classrooms

The flipped classroom is the process of reversing the teaching process in traditional classrooms, where teachers transfer the initiative of learning to students, redefine learning time and space, transform students' learning methods, and guide them

in self-directed learning. At present, the main theoretical research on the flipped classroom teaching model is Robert Talbert's flipped classroom teaching model from the United States. This mode is divided into two parts: before and during class. Before class, students are encouraged to learn independently, watch carefully recorded instructional videos by teachers, and engage in targeted preclass exercises. In class, students quickly assess a small amount of the content learned in the video, and the teacher answers questions that arose during the self-study process and works with the students to solve them, promoting the internalization of knowledge and turning the classroom into a place for teacher-student and student-student interactions. Zhang Jinlei and others proposed a more comprehensive flipped classroom model, which is based on Robert Talbert's flipped classroom teaching model and introduces information technology and activity-based learning, making it an important supplement to creating a flipped classroom learning environment. In addition, Shen Shusheng and others utilized the advantages of online communities to construct a flipped classroom teaching model centered around electronic backpacks. Zhang Xinming and others used social media QQ groups to design a flipped classroom model based on “QQ groups+tablets”. The construction of these flipped classroom teaching models is based on the optimization of the original flipped classroom model, which has undergone revolutionary reforms from theory to practice. At the same time, the author suggested that a good course should be able to continue to have an impact and that the complete teaching design content should include diverse extensions after class in addition to preclass and in class. This content will be elaborated upon and explained in the author's later text.

3. Analysis of Teaching Characteristics and Content of Art Appreciation Course

In 2006, the “National Guidance Plan for Public Art Courses in Ordinary Higher Education Institutions” set art introductions, music appreciation, art appreciation, film and

television appreciation, drama appreciation, dance appreciation, calligraphy appreciation, and opera appreciation courses as art-limited elective courses, which effectively ensured the normal opening of art elective courses and, to some extent, improved students' artistic literacy. However, in the current practical teaching of art appreciation courses, some teachers rely mainly on lecture methods and rely too much on PPTs to impart aesthetic theory knowledge and analyze artwork. This single teaching method has difficulty meeting the personalized learning needs of students. Owing to the large amount of teaching content and short teaching time, some teachers find it difficult to communicate effectively with students, resulting in dull course content and a dull classroom teaching atmosphere. This causes some students to lose their enthusiasm for learning, making it difficult to ensure teaching quality and improve students' aesthetic ability.

From the perspective of teaching scope, the art appreciation course covers a wide range of content. Generally, it is divided into two parts: art principles and art history, as well as architectural work appreciation, sculpture work appreciation, design appreciation and other branches. It is unrealistic to teach so much knowledge to students in a short amount of time. In general, teachers selectively discover representative art phenomena, art schools, and art works and artists with analytical value from numerous Chinese and foreign art works and guide students to analyze and interpret them to enable them to master the basic principles and core knowledge of art in a shorter time and more effective teaching methods as much as possible. In terms of the depth of the teaching content, due to the limited teaching time, some teachers often only conduct simple analyses of art works, whereas some students find it difficult to have a profound understanding of art works and remain in the fog, which results in limited artistic vision for some students. In addition, the short teaching time is also a major factor that affects the quality of teaching. Taking an ordinary undergraduate college in Henan Province, China, as an example, art appreciation courses usually have 2--3 class hours per week, totaling 15--18 class hours. This creates a conflict between the richness of art appreciation course content and the compression of class hours, and teachers find it difficult to use inherent teaching methods to address this conflict.

4. Construction of a Flipped Classroom Teaching Mode for Art Appreciation Courses

In response to some of the problems that currently arise in the teaching of art appreciation courses, adopting the flipped classroom model for art appreciation courses can solve some of the problems that occurred in previous teaching models to the greatest extent and improve teaching effectiveness. To explore the connotations of the flipped classroom and combine the teaching objectives and characteristics of art appreciation courses, the author constructed a flipped classroom teaching model of art appreciation courses suitable for college students. This teaching model is based on "mobile terminals plus the internet", which makes up for the defects in offline teaching in the past, makes information transmission more rapid, effectively transforms class teaching into personalized teaching, and ensures that learning activities can be carried out smoothly.

4.1 Reasonably planning teaching objectives and providing learning assistance

Bloom suggested that if given sufficient preclass learning time, almost every student can master 80% to 90% of the entire course content. Moreover, he noted that the main reason for the differences in students' learning outcomes in the classroom is the varying levels of knowledge mastery before class. In this context, the characteristics of the flipped classroom, such as sufficient preclass preparation time and flexible and diverse learning methods, provide students with a guarantee of preclass preparation, greatly reducing the distance between students with different foundations and facilitating the mobilization of students' learning enthusiasm.

Flipped classrooms, as a type of teaching model, are characterized by being unrestricted by time and space. Teachers can design course content on the basis of students' needs and actual situations, shifting the focus of classroom teaching from knowledge transmission to the learning experience. This allows students to internalize and apply what they have learned in self-directed learning, thereby improving the quality of teaching. Therefore, in the implementation process of flipped classroom teaching, teachers should develop reasonable teaching plans and processes on the basis of the teaching content and perform sufficient preclass preparation work.

As ordinary college students have the ability to organize and control information as adults do, strengthening guidance for students' self-learning is of practical importance. In the flipped classroom, students' self-learning often appears in the form of teaching plans, which require teachers to use online teaching resources to complete teaching guidance without deviating from the key knowledge in textbooks. Therefore, teachers can reasonably divide a series of subobjectives on the basis of the overall course objectives during the teaching process and extract them into research tasks with strong operability and easy assessment on the basis of the characteristics of subobjectives, classroom teaching tasks, and students' self-directed learning outside of class. Teachers can collect reference books, lesson plans, micro video tutorials, and various learning materials from specialized learning websites that meet the requirements of students' basic knowledge reserves according to the refined tasks and actual situations of the students. They can also make them into PPTs and audio and video electronic courseware and upload them to app terminals or online communication platforms such as WeChat groups and QQ groups to assist students in self-directed learning.

4.2 Prerelease Learning Tasks for Students to Learn Independently

Before class, the teacher assigns some learning tasks according to the teaching plan, which can be set as questions that directly seek answers in the textbook content. For example, "Appreciating the Painting Style of Mona Lisa" and "Along the River During the Qingming Festival", as well as setting up some questions for students to discuss, such as "The Relationship between Art and Religion" or "The Difference between Tang Dynasty Painting and Song Dynasty Painting",

students must carefully analyze and think to find the answer to the problem, which also achieves the effect of guiding students to learn independently.

Publish the learning task list and related micro courses and MOOCs to the mobile app. Students use fragmented time for advanced learning and watch instructional videos or MOOCs according to the learning tasks assigned by the teacher to gain advanced understanding of the knowledge they are about to learn. At the same time, students can post videos, articles, pictures and other resources of interest in the learning community, WeChat group or QQ group established by the teacher, achieving the purpose of resource sharing and expanding the scope and depth of learning. With the development of information technology today, students can access high-quality educational resources anytime and anywhere, making their learning more flexible, active, and engaged. Students no longer rely solely on teachers' lectures in the classroom; their subjective initiative has improved, and their subject status has been reflected.

4.3 Strengthening online interactive communication and enabling students to learn flexibly

Teachers can initiate discussions and encourage students to give speeches and communicate through learning

communities, mobile apps, WeChat groups, or QQ groups. This gives every student the opportunity to speak and express their opinions. At the same time, interactive activities can allow students to receive recognition from others and teachers, thereby promoting communication between teachers and all students, mobilizing students' learning enthusiasm, and changing the dull teaching interaction in the past teaching mode. In the past, owing to factors such as the number of students and teaching time, it was difficult for teachers to provide space for speeches and discussions for all students, and there were fewer opportunities for communication and interaction between students and teachers. This results in some students having a weak classroom experience, a dull classroom atmosphere, and some even losing their enthusiasm for understanding art. The essence of the flipped classroom teaching model lies in "teaching by learning", so teachers can only arrange teaching content and process it reasonably if they have a comprehensive understanding of students' learning outcomes. To address the above issues, the teaching staff can use the mobile platform to distribute discussions, test tasks, and other methods to understand the effectiveness of students' preclass preparation and decide on teaching content, teaching methods, etc., in the formal classroom to prepare for new lesson teaching.

Taking a mobile learning app as an example:

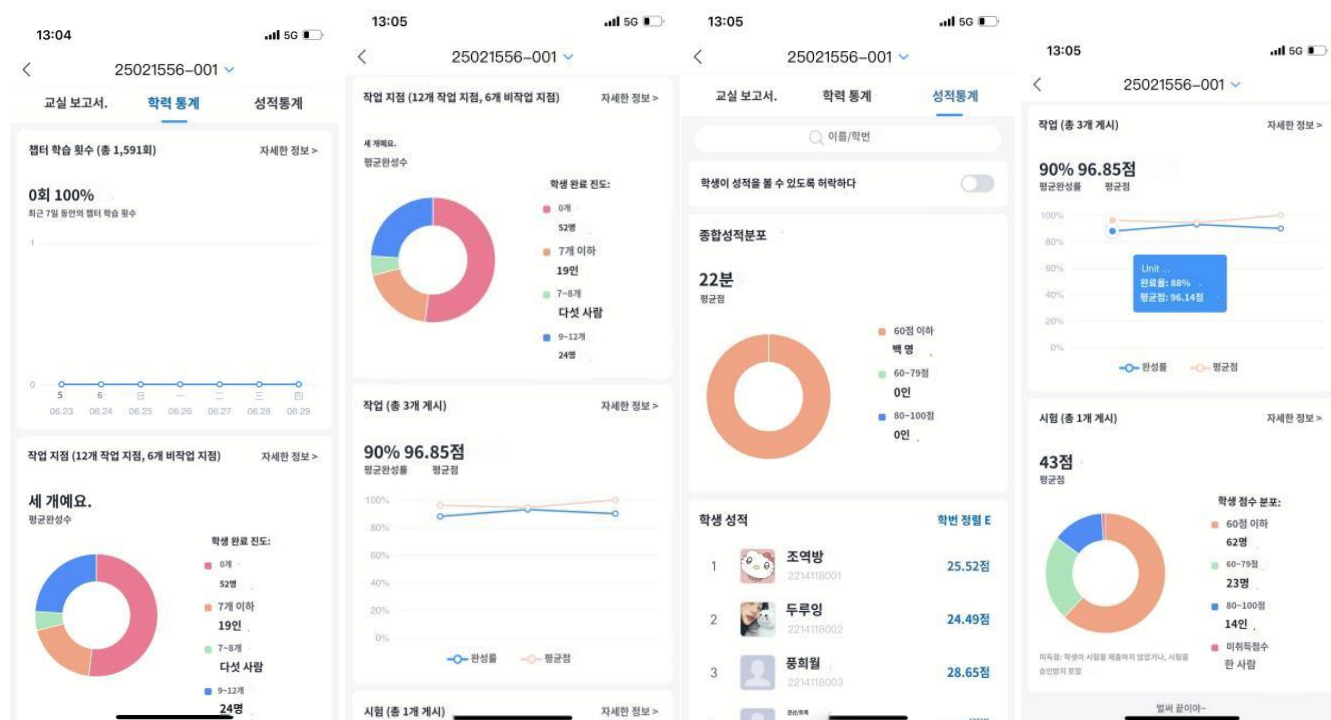


Figure 1: Teacher interface

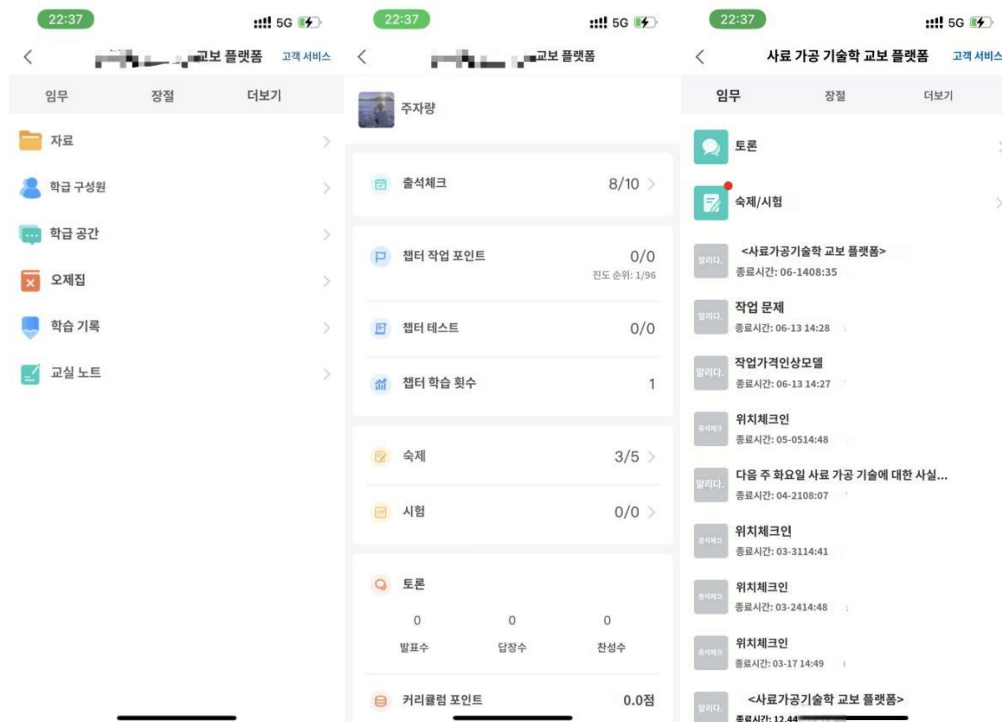


Figure 2: Student interface

Teachers can establish learning groups, upload learning materials, publish learning content, organize course discussions, and sign in through the app. At the same time, teachers can conduct statistics on students' learning situations, mainly including classroom reports, learning situation statistics, and grade statistics. Classroom reports can display students' attendance status, and learning statistics can enable teachers to calculate the average completion rate and average score of students' homework on the basis of self-assessment, homework, and discussion; grade statistics can display students' academic performance and so on. Therefore, in the era of informatization, teachers can use big data analysis to grasp students' learning situation, understand their learning dynamics, and provide reference data for teaching.

4.4 Conducting offline group research and encouraging students to actively learn

In general, individual guidance in the classroom is very difficult in ordinary universities. Because teachers face a large number of students, they cannot carry out targeted teaching for each student. Therefore, teachers can change their teaching methods in the context of a flipped classroom, scientifically and reasonably divide students into groups, and conduct thematic teaching research in small groups to achieve good teaching results. For example, in the classroom teaching process, teachers can set up special projects related to the classroom content to group students. The number of group members should not be too large or too small, preferably divided into 4 or 6 people, and group leaders should be selected. Then, special projects can be arranged for each group, and the group leaders lead the group members in conducting special discussions. For example, when discussing the differences between the Barocco and Rococo art styles, the discussion can be divided into multiple parts, such as historical background, painting style, or symbolic techniques, and student groups can be responsible for researching these contents. By setting themes and conducting group research,

teachers can not only guide students to understand and learn the teaching content but also have specific activity projects to participate, which plays a very good role in stimulating students' interest in learning and effectively cultivating their ability to learn independently and cooperate in a team. Notably, when publishing research tasks, it is necessary to guide students to refine research objectives, clarify research responsibilities, ensure that every student can participate, and effectively utilize various resources to achieve better communication and learning to gradually improve learning outcomes.

4.5 Conducting Knowledge Q&A During Classes and Collaborating with Students to Explore

Under the traditional teaching mode, teachers are in the position of knowledge transmitters, whereas students are in the position of passive knowledge receivers. Teachers are usually the authority in the teaching process, with teachers speaking and students listening. In this model, students have more external knowledge than internal knowledge, such as the connotation of artwork and the spirit of creators. In the flipped classroom teaching mode, teachers should fully respect the students' subject status in the classroom, no longer regard teachers as absolute authority, but should play the role of guides and facilitators in the classroom teaching process so that students can truly become the subject of classroom teaching. This will greatly change the traditional way of communication and interaction between teachers and students, as well as between students, in the classroom, allowing students to become the true masters of learning activities and achieve understanding and development of themselves through communication and interaction with classmates, teachers, and other aspects.

In the flipped classroom, teachers can arrange teaching practice activities and processes reasonably on the basis of teaching objectives, analyze students' learning situations on

the basis of preclass previews, and summarize research questions related to course content. Teachers and students collaborate to explore and interact with each other on the problems encountered in preclass learning. The exploration questions here stem from three aspects: first, the problems generated through students' self-testing; second, the topic sparked by teachers' online discussions; and third, students' questioning in the feedback process. Teachers can summarize the unresolved issues in students' offline learning on the basis of these three questions and engage in classroom discussions with classmates. In the classroom, teachers can guide students to continue group exploration and collaborative learning. In this process, each group of students plays two roles, namely, teacher and student, and can share and solve various problems that arise while they learn together. This can not only improve students' learning efficiency but also broaden their knowledge, strengthen their team spirit and cooperation awareness, and enable them to engage in self-directed learning in a relaxed and enjoyable atmosphere. After discussing and exploring with students in class, teachers summarize the knowledge points of this lesson and emphasize the key issues, which is beneficial for enabling students to establish a knowledge system and complete internalization.

Notably, art courses differ from other cultural courses, and their classrooms should not be limited to schools. There is still a large gap between pictures, videos, and real art works. For example, in terms of paintings, there may be color differences between pictures and real paintings. The true volume and texture of sculptures are also difficult to perceive through theory and imagination. As the Chinese saying goes, "seeing is believing." To address these issues, teachers can organize that students visit and learn about art works in local museums, art galleries, cultural relics, and other places on the basis of the course content. Art is another form of expression of words that tells history and culture through images and textures, conveying the thoughts and emotions of creators. College students are adults with mature perceptions and thinking abilities that differ from those of children. Let them engage in appreciation practices, intuitively feel and appreciate the charm of art, and communicate and discuss with classmates. Immersing students can promote their desire to understand art works, effectively enhance their interest in learning art, and transform knowledge into students' personal appreciation experience through intuitive appreciation and discussion, thus deepening the teaching results of flipped classrooms.

4.6 Expanding Diverse Knowledge after Classes and Transforming Students' Experiences

There is a certain limit to classroom time, and it is difficult for students to internalize all the knowledge in this class within a limited amount of time. At this time, the postclass expansion section needs to be strengthened. As a continuation and expansion of classroom teaching, class extension is an important means for students to further understand, consolidate, and apply the content learned in the classroom. It is also an important way for students to achieve learning methods such as autonomy, cooperation, and exploration.

After class expansion, students can use their learned knowledge to solve practical problems in real life, truly turning knowledge into abilities and experiences. Therefore,

in the process of extracurricular expansion, students should first become the main body of art appreciation for extracurricular expansion. Teachers should help students understand the meaning of extracurricular expansion, grasp students' interests and strengthen them, focus on cultivating students' interests, and pay more attention to guiding students to transform theoretical knowledge and practical abilities. At the same time, they should be good at finding students with special talents in art, focus on guiding these students to consciously carry out extracurricular learning activities, and use these artistic talents to drive the whole class to find their own value in this process and ultimately achieve extracurricular expansion. The sentence is as follows:

In addition, after class expansion, art appreciation courses can also be based on activity carriers, organizing students to carry out theme practice activities, such as painting competitions, theme speeches, film and television creations, and other forms to enhance students' comprehensive quality and innovation ability. Moreover, various clubs can also be formed, and students can freely choose activity themes to carry out club activities, such as creating games, watching art movies, and other interesting activities, to further deepen their understanding of classroom content so that they can pay more attention to life, love life, and achieve cultural education.

5. Establishing and Improving Diverse Teaching Evaluation and Incentive Mechanisms

Scientifically and reasonably evaluating art appreciation courses is an important way to improve teaching effectiveness and promote student learning. In traditional teaching, teachers usually focus only on examining students' learning content and pay little attention to their learning process, neglecting the assessment of students' nonintellectual factors. However, in the flipped classroom teaching mode, teachers need to change the traditional teaching model, which focuses only on knowledge assessment and ignores nonintellectual factor evaluation. To judge students, they should start from multiple dimensions, comprehensively evaluate them, and pay more attention to students' performance in learning activities, emotions, and attitudes. Given the limitations of evaluation scores, teaching evaluations should have diverse characteristics.

The effectiveness of "flipped classroom" teaching needs to be reasonably evaluated on the basis of relevant evaluation standards and criteria, first and foremost, depending on whether the good teaching organization form in the class teaching system can be maintained. Second, it is important to pay attention to whether the subjective initiative of students in art appreciation learning has been fully utilized and achieved the desired results. Finally, it depends on whether students' ability to appreciate art has correspondingly improved after the application of the "flipped classroom". Moreover, in the evaluation of "flipped classroom" teaching, in addition to focusing on the overall learning process of students, teachers should also constantly reflect on and reasonably improve their teaching methods and concepts when guiding students' autonomous learning and group cooperative research learning.

In addition, teachers should establish a set of scientifically reasonable and operationally strong incentive mechanisms, such as extra points, painting material rewards, etc., to stimulate students' interest in learning art appreciation courses, as well as their enthusiasm and initiative to participate in teaching activities, and promote the continuous improvement of the effectiveness of art appreciation courses in ordinary universities.

6. Conclusion

Flipped classrooms were proposed with the support of rapidly developing information technology. Its teaching mode is student-centered, allowing students to participate in the entire learning process, whether online learning before class, offline group research, or offline learning during class, thereby gaining a sense of immersion and participation, which is more in line with the cognitive laws of ordinary college students. Students are both learners and professors in the process of learning. This model has strengthened the relationship between students and teachers, as well as between students themselves, greatly enhancing students' subjective initiative in learning and filling the gaps in the previous teacher-led teaching model. Students can make full use of fragmented time and use electronic devices for learning anytime and anywhere under network conditions without being limited by time and location.

The flipped classroom model transforms teachers from mere knowledge distributors into guides for students' learning, allowing them to learn from each other and help each other. For public art courses such as art appreciation, the flipped classroom teaching model, which has strong development and interactivity, is particularly suitable. Although research on flipped classrooms in China started late, through the joint efforts of numerous educational scholars, related research theories are gradually improving and have become a new way out in China's teaching reform, providing an effective path for the efficient development of information-based teaching in public art courses.

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