

Study on Effective Strategies of "Mutual Identification" between Teaching and Learning in Online Courses-- Taking Art Design Courses as an Example

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Abstract

The number of online courses is increasing, and the number of online learners is increasing. The development of courses has gradually changed from quantity expansion to quality improvement. However, the model of the course mainly based on the teacher's knowledge points explanation and the exercise of questions without enough attraction and coupled with the lack of self-discipline of the students results in the low rate of maintenance of the online course students. The effectiveness of teaching is the premise to ensure the sustainable development of online courses, which needs mutual identification between teaching and learning. It forms a virtuous cycle and growth in the acquisition, mastery, interaction, application and feedback of knowledge. This study regards the art design class learners as the center, through the analysis and research of the domestic and foreign popular video sharing platform, entertainment and other common mode and their popularity. By undertaking sampling observation, interview and questionnaire survey, on the basis of cognition, emotion, and behavior in the process of online learning, it is to find the perfect point of teaching mode to improve, adopt diversified teaching methods and form multiple interactions of learning process so as to change students' learning environment of loneliness. With respect to the recognition of teaching achievements, we provide customer resources through many co-operations on the platform, and accumulate benefits from learning in the way of receiving orders to obtain instant results and gain the motivation of learning. It aims at making teaching and learning truly as the purpose of talent training and providing a new model reference for the development of online learning in China.

Key words:online courses;cycle and growth; benefits from learning;instant results

Introduction

The online course is a product of innovation and change in teaching methods. It takes advantage of the fast speed and wide range of network communication, and realizes the sharing of curriculum resources and learning it anytime, anywhere, without the restriction of the environment. This method of "teaching" and "learning" has been recognized by teachers and students and has developed rapidly. The learner's satisfaction with the course and the teacher's

satisfaction with the learning effect are important indicators to measure the quality of online course learning. By improving the obstacles that affect the continuity of learning, enriching the teaching content, strengthening the interaction between teaching and learning, and timely checking the learning results, the mutual identification of teaching and learning can be realized.

The factors affecting online course satisfaction

With the rapid development of online courses, most people have an online learning experience for different purposes. The evaluation of course satisfaction is mainly reflected in whether the teacher's teaching purpose is realized and whether the learner can achieve his or her expectations or goals after learning. Besides, learning motivation, learner self-discipline, learning platform environment, and course quality all have significant effects on online learning satisfaction.

A. Insufficient motivation and self-discipline for learning

Some learners have no learning pressure, so they often cannot complete all the course content, and the results of learning cannot be effectively "materialized". The problems encountered by learners in the process of learning can not be effectively solved in time, which will weaken students' self-confidence in learning, and the lag of answering questions is not conducive to the continuity of learning. At the same time, without the constraints of teachers in face-to-face teaching, students need stronger self-discipline to complete online courses.

B. Single test methods for learning outcomes

The examination of the online course learning results is mainly done through the exercises in the course and the exercises after class. The setting of the form of exercises has certain limitations, mostly based on multiple-choice questions and judgment questions, which is not conducive to the extension and the application of knowledge. Especially in the art design class, the explanation of basic knowledge is often relatively simple, and the completion of the course-related questions does not mean that there is no obstacle to the application of practice. All kinds of problems will be encountered in the specific application, which cannot be predicted and completed in objective questions, and can only be gradually revealed in practice.

In addition, it is too casual and regular to use the

exercises as a test method, and how much the learner get score makes the learner's sense of achievement less obvious. The mastery of knowledge points is limited to the mastery of theory, however, the application of practice is to directly transform the achievement into a certain "material" form in a pluralistic way, which will increase the learner's challenge to the curriculum and the constant motivation of learning.

Inspirations from short video platforms and entertainment programs

The convenience of sharing information on the Internet and the variety of popular entertainment program make short videos and reality shows be very popular with the public. Although this different from the online courses, they also have certain common characteristics, which can be used for reference.

A. Participation to satisfy personal accomplishment

Most of the learners of online courses passively learn knowledge, so the motivation for the transformation of knowledge and subsequent improvement is insufficient. Contemporary young people are eager to highlight and express themselves to achieve personal value. This value does is the driving force for continuity. In the short video sharing platform, viewers can forward, comment, even change their roles from the recipient to the producer, and participate in the recording and the uploading video by themselves. This is a process of personal satisfaction from cognition to emotion.

B. Creativity to enhance curiosity

It is no accident that TV entertainment programs are so popular with people. They are unique in their design and creativity, and they have firmly grasped the curiosity of the audience. For example, in Zhejiang TV's reality show of "Beautiful House", The whole program setting make the audience is full of expectations for what is going to happen. Moreover, the program conveys information through interesting plots, and the information acquired in the context is more easily accepted.

Similarly, the short video sharing platform can also attract users to participate according to the curiosity of the audience. For example, by mimicking the mode of vibrating small video to let the world famous painting shake, that the designer use interactive design to give dynamic effects to static famous paintings brings the world famous paintings closer to life and common people, with music full of magic, which is refreshing.

The recording and design of online courses should be ingenious so that teaching is no longer "stiff". By assimilating the advantages of TV shows and short videos into online courses, the learners will be constantly attracted to motivate persistent of learners for course.

B. Curiosity to drive exploration and knowledge

Today, people tend to learn knowledge involving all

aspects on the Internet. On the short video platform, what is more popular with users is not only its funny and entertaining video, but also the small knowledge of life, which makes the audience to learn the life skills. After learning, people being satisfied by validating the results, they also actively share their experiences, and they are filled with expectation to the next skill. Of course, these life tips or other knowledge is easy to understand and close to life. When people's cognition and emotions are satisfied, their behavior will persist. Watching the video is the process of learning, and emulating behavior is the acceptance of results.

Although the difficulty and goal of recording entertainment programs and short online videos are different from those of online courses, the course designers can learn from the way it inspires the desire for knowledge. Stimulating interest is first step for easier achieving teaching goals, and then the level of difficulty can be increased gradually.

C. Celebrity effect

In the TV entertainment programs that the stars participate in, such as "Where is Dad going?", "Idol is coming" and "Running Man", the attraction of star participation is far greater than the program itself. Stars are invited to attend these programs to build momentum for attracting audience.

Although online courses are not commercial in nature, they can learn the good promotion methods from other platforms and use star effects to let more people pay attention to the online course, and then attract people from emotionally attention to cognitively acceptance and finally to the insistence on behavior. The content and purpose of online courses is completely different from TV entertainment programs and short video sharing platforms, but the psychological emotions of people accepting things are the same. So designers of the online course must make reasonable learning and complement from them to make the development model of online courses more perfect so that more people will benefit from it.

The matching with online course mode

Most of the learners of online courses are mainly college students. The reasons why most learners can not complete the course continuously are as follows: 1. The curriculum model is relatively boring; 2. There is no teacher's supervision; 3. Learners do not take it seriously for easy knowledge, and it takes much time and energy to understand and digest for difficult knowledge; 4. Most of the learners do not know the way to use what they have learnt, so the sense of accomplishment after the course is not obvious.

Therefore, there are several suggestions for the design online course model:

A. The establishment of course presence

In the traditional teaching, when the teacher enters the classroom, the students will establish a sense of presence, and if there is interaction or guidance, the sense of

presence will be stronger. Similarly, questions raised by students should be promptly answered in the online course that the responses can come from teachers, teams, computers, and even some students who have already completed the course; at the same time, teachers can view the student's drawings or design drafts online and give the guidance in time. This kind of interaction will make the online courses have a better sense of presence. In addition, the form of course recording should be more natural. The course designer can learn from the shooting mode of the Reality Show, and they can also use other technologies, such as virtual reality and portrait recognition so that online learners can know the problems that other learners have encountered and the solution, which is good for building mutual learning atmosphere. And the curriculum can also add some appropriate reward and punishment methods to simulate the supervision and reminders of teachers and to constrain the learners' learning behavior.

B. The improvement of students' achievement

A sense of accomplishment can be formed by answering questions, increasing knowledge, improving ability and practical application. For different senses of accomplishment, it can be divided into instant achievements, short-term achievements and social achievements.

Online learners can accumulate credits that can exchange some DIY gifts through the completion of the course section task, forming instant achievements; they can promote their "identity" from a learner to teaching assistants by completing chapter tasks, and, after the approval, assistants can help the teachers to answer questions that is from other learners and get a certain amount of "remuneration" at the same time, forming short-term achievements. In addition, the course platform cooperate with some companies, enterprises, and other platforms. When the learners complete their courses, the teacher will recommends other suitable projects for them, and then the students complete these projects by themselves or under the guidance of the teacher, which will enhance the students' sense of accomplishment and make learning more motivating, forming social achievements.

C. The popularization and the hierarchy of knowledge

The knowledge foundations of online course learners are uneven. The learners with a solid knowledge base want to hope to improve themselves in learning, and the learner without relevant knowledge basis can only understand the basic principles. As far as design courses are concerned, if the content of the course is too general and simple, it will appear that the amount of knowledge is insufficient. In contrast, if the content of the course is too professional, some learners with the poor painting and aesthetic foundations will be not enough to understand the course content, which will decline the desire for the learning. Therefore, the online course can record the course content in a layered manner according to the difficulty level of knowledge. And then by analyzing and identifying the big data that can show the learner comprehensive situation to ensure that the learning ports that the students enter meet

their own needs, students' identification to the effectiveness of teachers' teaching will be enhanced.

D. The Adding of entertainment factors

In traditional classroom teaching, humorous teaching methods are more acceptable to students, so teachers can add entertainment elements to the online course to enhance their interest. The participation of the star is the key to the entertainment enhancement of the program. With the music performance making someone become a star, the teachers can also develop to a "star". Composition, color matching, painting, etc. in the design curriculum can be an "entertainment" element. If the teacher makes full use of them in the course, it will play a good "star effect". In addition, music, games, etc. can also create a sense of entertainment, and the appropriate addition of these elements in the course makes the learning process more relaxing as well as the efficiency will be improved.

To improve the satisfaction of learners in online courses, it is necessary to optimize the curriculum model; to improve the satisfaction of teachers, it is necessary to showcase the results of students. The online course enhances the learner's self-management ability through the diversification of teaching methods, and improves the teacher's sense of accomplishment through the completion of the student's project after learning. In addition, the role of students and teachers in the online course is also diverse. For example, students can become assistants even develop to become "teacher", and teachers can become a "boss" to provide projects and guide the completion of the project. The two sides will establish links in achievement and recognise with each other.

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