

Research on the Effect of Flipped Classroom Model of Art Education in Colleges and Universities Based on Problem Orientation

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Abstract:

The biggest goal of higher education is to cultivate students' ability of independent learning. The art education in Colleges and universities adopts the teaching method of flipped classroom and takes problem orientation as the starting point, which is more conducive to students' transformation from passive learning object to independent learning subject in the process of learning. This paper will analyze and study the effect of the problem-based flipped classroom mode of art education in Colleges and universities, and hope to conclude a new way that is more in line with the art teaching in Colleges and universities.

Keywords:

College art education, Problem orientation, Flipped Classroom

1. Introduction

Problem based learning mainly emphasizes the transition from “teaching” to “learning”. In this period, learners' subjective learning initiative is widely concerned. This method is an innovative education mode explored by western countries in the process of the transformation of higher education from elitism to popularity. It has been paid more and more attention and developed all over the world. [1,2] This teaching method mainly advocates promoting students' dominant position and encourages students to fully mobilize their subjectivity, sociality and regulation under the guidance and promotion of teachers, so as to achieve better teaching results.

2. Research Status of Problem Oriented Teaching Mode

Foreign research on the problem-oriented teaching mode is earlier and the theory is relatively mature. In 1969, Barros, an American medical professor, initiated the problem-based teaching model and applied it to teaching, which achieved remarkable results. [3] In the early 1990s, PBL teaching mode was popularized to Europe. At the same time, the teaching mode is no longer limited to the field of medical education,

but gradually applied to other disciplines as time goes on, such as economics, engineering, architecture and other higher education fields. Since the mid-1990s, this teaching model has been applied to the field of basic education in the United States, including primary and secondary education and early childhood education, and has achieved fruitful results. Some universities in China have introduced this new teaching concept and method, but its relevant theories and knowledge are still not popularized, and its understanding and application in universities are still in the initial stage. [4]

3. Research Status of Flipped Classroom in China

The research on the problem-oriented teaching model in China started relatively late compared with foreign countries, and initially appeared in the teaching process of medical courses, and achieved good teaching results. Therefore, many colleges and universities began to try to adopt the problem-oriented teaching mode, and combined with the flipped classroom for teaching. After the teaching effect test, good results have been achieved, and the results are very significant.

4. Necessity of Problem Oriented Classroom Teaching

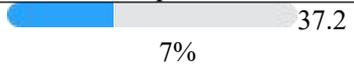
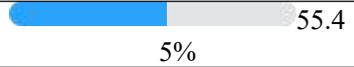
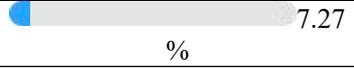
The “teaching” of teachers is for the “learning” of students. In the teaching process of art courses, it is necessary to make students more and more understand relevant knowledge through cases. If students’ participation in the classroom can be improved through the improvement of teaching methods, students’ participation can be improved. Through the introduction of problems in advance, the learning in the classroom can be more purposeful.

4.1. Improve the inefficiency of passive learning

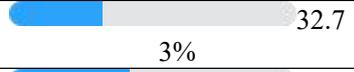
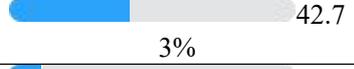
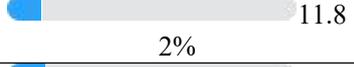
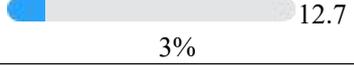
In the teaching process, the problem-based learning mode is the main entry point. Improve the low efficiency of classroom learning, change the passivity of art students in learning, and improve students’ autonomy in pre-class preview, subjectivity in classroom learning, and enthusiasm in after class learning. After class, students can not only preview through the pre class curriculum design and enter the classroom with problems, but also submit the preview content in time, participate in class discussions, and submit homework after class to increase interaction with teachers.

In the research conducted in the early stage, it can be learned that few students of the art class will preview the complete course in advance (the research results are shown in the table below). Usually, they will learn relevant knowledge only at the request of the teacher, which leads to the situation that the theoretical knowledge in the class is not understood and the learning efficiency is low.

Question Do you make advance use of learning resources for your studies?

Options	Subtotal	Proportion
Very good to learn from	41	 37.2 7%
Learned part of it	61	 55.4 5%
No study at all	8	 7.27 %
This question is valid for the number of people who filled in the question	110	

Question What do you think is the biggest reason you did not do your studies earlier?

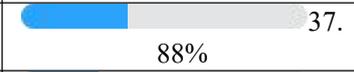
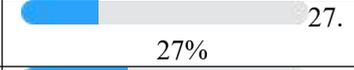
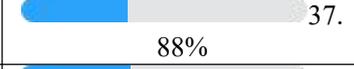
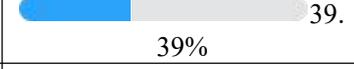
Options	Subtotal	Proportion
No Saturdays and Sundays in between resulting in no time to study	36	 32.7 3%
No motivation to learn	47	 42.7 3%
No one reminds you to forget to study	13	 11.8 2%
Other	14	 12.7 3%
This question is valid for the number of people who filled in the question	110	

In this case, the application of the problem-oriented flipped classroom mode will achieve better results. Before class, the students will be arranged with relevant questions in advance on the learning platform so that they can learn with problems. The purpose will be enhanced. The preview effect will be tested in the classroom by flipping the classroom, which will give students pressure and generate learning motivation, and will play a good role in promoting the improvement of the classroom learning effect.

4.2. Improve the utilization rate of teaching materials

When entering the University, many students think that teaching materials are dispensable, especially art students. The development of the network and the diversity of knowledge acquisition channels make students more and more accustomed to fast food knowledge and unable to learn the basic knowledge in the teaching materials. Many students still think that the teaching materials are brand-new after graduation. This phenomenon shows that students do not feel the necessity of the existence of the teaching materials, The final examination will not be all the contents of the textbook, so the students have no practical understanding of the importance of the textbook, and will not learn in advance. They are used to the passive acceptance of traditional teaching, and their desire to explore the knowledge in the textbook is almost zero, let alone to study in depth. (the survey results are as follows)

Question What is the reason for not studying the material in advance?

Options	Subtotal	Proportion
The material is rather esoteric	25	 37. 88%
The textbook is relatively light	18	 27. 27%
It's more trouble to study in advance	25	 37. 88%
No interest	26	 39. 39%
This question is valid for the number of people who filled in the question	94	

5. Application Effect Analysis of Problem Oriented Flipped Classroom Mode

Through the comparison between the traditional teaching mode and the problem-oriented flipped classroom mode, the effect is quite different. The new teaching mode can stimulate the students' interest and enthusiasm in learning, and the teaching effect is more prominent. The main effects are as follows:

5.1. Effect analysis of preview before class

The question setting before class will be designed according to the main content of the course and the situation. In the process of question design, the interest of the questions and the participation of the students will be considered. The difficulty of the questions should also meet the understanding of the students.

Through a period of practice, students gradually have the consciousness of learning with problems. Some students with high learning enthusiasm in the class will actively look for problems and explore the answers in the class.

5.2. Analysis of learning effect in class

Teachers' teaching is for students' learning. How to optimize the classroom teaching process has always been the direction of the joint efforts of teachers and students. Flipping the classroom is an important means to improve classroom participation. The key to optimizing classroom teaching is that teachers actively guide students to participate in the teaching process to the maximum extent, so that students can become the masters of the classroom. Therefore, teachers must strengthen students' awareness of participation. The design of pre class questions combined with the design of flipped class greatly improves students' enthusiasm for learning. Through observation, the flipped class form of group cooperation is the best way to improve students' enthusiasm for learning. Through the division of work and cooperation between students, the summary of answers, and the analysis of reports, each student will gain. Of course, the participation of students will also be considered in the process of grouping, Avoid lazy students from slacking off.

5.3. Analysis of feedback effect after class

Through the teaching practice driven by problems, we can find that students are more active in the interaction of teaching, and also have a deeper understanding of knowledge in the cooperative communication. With the method of decomposing and designing around knowledge points, according to the principles of comprehensiveness and representativeness of content, reasonableness of content structure, recombability and reusability of content, it is ensured that the design of decomposing and organizing courses is based on knowledge points. The in-depth teaching is not the depth of difficulty, but the depth of expansion. After class, the learning platform has also designed detailed explanations of relevant professional knowledge and established a learning group of courses, It is used to meet the learning needs of students and continue to design the questions of the next class while reviewing after class. The overall design is coherent.

6. Conclusions

In the teaching of Art Majors in Colleges and universities, the problem-oriented flipped classroom teaching mode has been tried, which can well mobilize the students' enthusiasm for learning, and the classroom atmosphere is also more active. Compared with the previous classroom teaching, the effect has been greatly improved. However, there are still places to be improved in the implementation process, such as the design of problems should have more learning situations. [5,6,7] The report design of the flipped class can further expand the space for students to play, etc. with the accumulation in the early stage, the later course design will be better designed and improved in order to achieve better teaching effect.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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