

Design of Woodcut Printmaking Curriculum O2O Teaching Mode to Improve Students' Autonomous Learning Ability

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Abstract:

Although the traditional “Woodcut” course in colleges and universities pays attention to the improvement of students’ practical ability, it is mainly offline teaching. Teachers’ demonstration and participation are high, and students’ autonomous learning ability is difficult to be improved. In order to adapt to the development of modern teaching and information technology, to meet the needs of students’ self-development, the needs of the society for art talents and the needs of education objectives. Taking the teaching of Woodcut and Printmaking in Huanggang Normal University as an example, this course is designed by using O2O teaching mode, and a series of offline and online learning activities are conducted to improve students’ autonomous learning ability. Finally, the evaluation data of the course of Woodcut and Printmaking in O2O teaching mode and traditional teaching mode are compared to test the improvement of students’ autonomous learning ability.

Keywords:

O2O Teaching Model, Independent Learning Ability, Woodcut Print

1. Introduction

Woodcut print “is a comprehensive art form of painting expression that integrates painting, stereotypes, and printing. It also expresses images by engraving, cutting, shoveling, chiseling, scratching and other methods on the wooden boards.” [1] Although the traditional “Woodcut Printmaking” course focuses on improving students' teaching skills, it is only carried out offline. The classroom and study time are fixed, and the course learning resources are difficult to share, and teachers are mainly taught. Students are in a passive learning state and take final exams. Evaluation is the main focus, not enough attention is paid to process evaluation, and the evaluation method is relatively single, which affects the development of students' autonomous learning ability. “Cultivating students’ autonomous learning ability will help students gain greater motivation to learn, constantly explore knowledge, and

learn active learning methods, so that learning is a fun rather than a burden.” Cultivation and self-worth affirmation have irreplaceable effects. [2] This article takes the course design and application of “Woodcut Print” in Huanggang Normal University as an example to explore the improvement of students’ independent learning ability by O2O teaching mode to make up for the shortcomings of traditional “Woodcut Print” course teaching.

2. Objectives

Use the O2O teaching model to teach the “woodcut print” course, so that students can master the basic theoretical knowledge and production process of woodcut prints through independent learning, complete the display of prints and design teaching plans, and finally use the method of self-evaluation and mutual evaluation to evaluate. Through online and offline mixed teaching, students’ autonomous learning ability is improved, which can meet the society’s demand for artistic talents.

3. Population & Sample

Follow up and observe the teaching of the “Woodcut Print” course in the second semester of the 2020-2021 school year of Huanggang Normal University. The observation objects are 27 students in the 201905 class of Fine Arts. The total number of hours is 64 hours, and the time is March 1, 2021. March 26.

4. Conceptual Framework

4.1. *The concept of self-learning ability*

French linguist Henri Holec first proposed the concept of self-learning ability, defined it as “the ability to self-manage learning”, and specifically explained it as “deciding learning goals, determining learning content and progress, choosing learning methods and techniques, monitoring the learning process and The ability to evaluate the results of learning” [3]

4.2. *The concept of O2O teaching mode*

“The concept of O2O originated in the United States, namely Online To Offline.Combine offline business motives.” [4] O2O teaching mode is a new teaching mode that combines online teaching with offline teaching. This is not only a business operation model, but also a way of thinking. [5] “Online teaching can be carried out through video explanations, teaching case analysis, online tests, online discussions, and experience notes; offline teaching includes classroom teaching, practical teaching, and offline communication activities.” [6]

4.3. *Analysis of the current teaching situation of the traditional “Woodcut Printmaking” course*

In the learning of woodcut prints in colleges and universities, “teaching methods are relatively blunt and backward”, and students usually learn by mechanical methods, which affects students’ ability and learning effect. Therefore, “Teachers must conduct in-depth research, find scientific teaching models and teaching methods, constantly update teaching concepts, optimize teaching content, and strive to improve the level of education and teaching.” [7] Some researchers believe that students’ creation of a batch of excellent works can help students improve their self-study ability [8]. There

are also researchers who proposed “using online resources for black and white woodcut teaching, and hope that online courses can be used as a supplement to ordinary courses in the future” [9]. It can be seen that the traditional learning methods of woodcut prints are in urgent need of reform. It is a general trend to improve students' learning ability through the combination of offline practice and online online courses.

4.4. How does the O2O teaching model enhance students' autonomous learning ability through the course of “Woodcut Printmaking”?

The O2O teaching model is used to carry out the teaching of the “Woodcut Printmaking” course, through the combination of online and offline hybrid teaching, so that students' independent learning ability can be improved. The offline activities mainly carry out project training, group cooperation, individual tutoring, and work display activities. Offline teachers have a high degree of participation. They mainly use skills training, work display, cooperation and mutual assistance to enhance students' independent learning ability. Organize students online to watch videos and online exhibitions, carry out mutual evaluation activities, and display teaching plan designs. (Figure 1) Online students have a high degree of participation. The teacher only assigns tasks and supervises the implementation of tasks. The last part of the demonstration of teaching plan design activities is very helpful to the improvement of students' independent learning ability.



Figure 1. Conceptual framework diagram.

5. Research Methodology

5.1. Study information

Researchers studied the role of teachers in cultivating students' autonomous learning ability under the O2O teaching model and how students use network resources to learn actively.

(1) From the perspective of teachers, “O2O teaching mode can break through the single and limitation of traditional classroom teaching, and fully integrate various teaching resources. Teachers can rely on online educational resources to meet the requirements of the curriculum. Make full use of various online and offline learning resources to properly expand and extend the teaching content, which can not only enrich the teaching content, but also enhance the practical ability of students in

combination with actual conditions.” [6] Education is not just a simple knowledge transfer, but also the cultivation of students’ autonomous learning ability based on teacher guidance and students’ self-study. [4] “The cultivation of students’ autonomous learning ability also calls for further reforms in the teacher assessment system and student performance evaluation schemes” [11].

(2) From the perspective of students, under the O2O teaching model, students have changed from passively accepting practical learning content to actively participating in practice online to acquire the knowledge and skills they need. [12] “Teaching under the network environment is not restricted by time, space and region, it is more conducive to students’ independent learning and collaborative learning. Students use network resources to help their own learning, forming a true sense of open learning and research learning.” .

5.2. Curriculum Design

(1) investigate student needs and social needs

Before proceeding with the development of the "Woodcut Printmaking" course, we first conducted a preliminary survey from the three aspects of student needs, social needs, and educational goals (Table 1) needs. Based on this survey, we adjusted the curriculum goals and curriculum plans, and made a review of the course content. Make appropriate repairs.

Table 1. Needs questionnaire.

Needs of student	Understand how woodcut prints are conceived and composed, how to deal with the relationship between the pictures, and improve their painting skills.
	Learn the basic production process of woodcut prints, and be competent in the appreciation of woodcut prints of primary and secondary schools and the explanation of techniques.
Needs of social	In the future, it can adapt to the work of grassroots art units and solve the problem of lack of printmaking talents in grassroots art units.
	Learning printmaking can exercise students' cooperation ability, language expression ability and creative thinking ability, and lay the foundation for the cultivation of compound talents.
Needs of Educational goals	Group cooperative learning based on different students' learning interests, professional foundations, and career positioning plays a role in teaching students in accordance with their aptitude.
	Since there are print teaching content in the art courses of elementary and middle schools, students are required to have the basic theories and skills of printmaking to meet the needs of basic art education.
	On the basis of the existing curriculum structure, the online + offline "Woodcut Printmaking" curriculum is developed to meet the needs of teaching reform and balanced development of subjects.

(2) Formulate Course goals and Course plans

a. Course goals

According to the characteristics of different students and graduation needs, the O2O teaching model is used to carry out the course teaching of “Woodcut Printmaking”, which improves the students’ independent learning ability, and provides the art professional compound talents for primary and secondary schools and grassroots art units to meet the professional development of students and the society. demand.

b. Course syllabus and course plan revision

The course team members write the course outline and draw up the course plan. Refer to the last semester's "Woodcut Printmaking" course students' self-evaluation form for self-learning ability, mutual evaluation form for student teaching plan design and project general evaluation form, and revise the curriculum plan for this semester based on the evaluation scores and the teacher's classroom observations.

5.3. Implementation

The implementation of the course is divided into the following steps:

(1) Assign course tasks and group personnel

The teacher assigns the "Woodcut Printmaking" course tasks and personnel groupings. The teaching content of the course consists of two topics and three projects. 27 students are grouped freely, and each group of students recommends a team leader.

Table 2. Course content and teaching activities schedule.

name	Teaching content	teaching activity	
Topic 1: Basic knowledge of woodcut prints (2 class hours)	1. Overview of woodcut prints 2. Features of woodcut prints 3. Woodcut Print Techniques	Teachers distribute courseware and students preview.	Online(half an hour)
		Students display learning content, and teachers summarize and teach new lessons.	Online(An hour and a half)
Experiment 1 Woodcut engraving drawings and transfer training (16 class hours)	1. The composition method of woodcut prints. 2. The light source processing technique of woodcut prints. 3. Selection of materials for woodcut printmaking. 4. Drawing and transfer method training.	Students watch the video and teachers answer questions.	Online(2 class hours)
		Students complete the composition and light source processing assignments.	Offline(6 class hours)
		Students deal with plates, drawings and post.	Offline(8 class hours)
Experiment 2 The production of woodcut prints and artistic language training (20 class hours)	1. Commonly used knife practice. 2. The basic engraving process of woodcut prints. 3. Screen black and white gray, point, line and surface processing skills.	Play knife video, students practice	Online+offline(8 class hours)
		Teachers demonstrate the production process of woodcut prints.	Offline(4 class hours)
		Individual tutoring for students.	Offline(4 class hours)
Experiment 3 Rubbing and signature training of woodcut prints (20 hours)	1. Check the layout, prepare paper and try printing. 2. Formal rubbing of woodcut prints. 3. Selection of signature tools and international standards.	Students cooperate to print prints, and teachers correct mistakes.	Offline(16 class hours)
		The teacher emphasizes the signature standards and requirements, and the students sign the	Online+offline(4 class hours)

		work.	
Topic 2: Works display and teaching design (6 class hours)	1. Students show and observe homework. 2. Groups of students comment on the conception, creativity, and creation content of the work. 3. Students learn by themselves and write lesson plans.	Students show and observe homework, and reflect on the course.	Offline(An hour and a half)
		Students write and display lesson plans.	online(4 class hours)
		The teacher assigns the experiment report and the students complete it outside class.	online(half an hour)

(2) Course content and teaching activities arrangement

The teaching topics, experimental project teaching content and teaching activities of this course are arranged as follows (Table 2):

Offline mainly through project training, group cooperation, individual tutoring, work display and other methods to improve students' independent learning ability. "In the project training phase, the project is the main line, the teacher is the leader, and the student is the main body." [6] Strengthen students' independent learning ability and teamwork awareness through three experimental projects. In classroom teaching, students freely combine into three groups to carry out group cooperative learning, which "can improve the frequency and efficiency of learning, communication and expression of students in unit time". Let students learn from each other, learn from each other's strengths, learn to solve some practical teaching problems through teams, and improve the ability of cooperative inquiry and interpersonal communication. Individual tutoring helps to teach students in accordance with their aptitude and plays a role in checking for omissions. Teachers provide targeted guidance for each student's specific problems and help them solve specific problems in their studies.

Online mainly through watching videos and online exhibitions, conducting mutual evaluation activities, and showing the design of teaching plans to enhance students' independent learning ability.

"Using the feature of online learning that you can watch videos repeatedly, you can deepen your understanding through multiple learning, and you can solve difficult points through online interaction." [12] Students watching woodcut printmaking videos online can make up for the shortcomings that students tend to forget after the traditional classroom teacher demonstrates it. When they forget the details of a certain operation process, they can watch the video by themselves, which greatly saves human resources. Students can also be organized to use the online platform to watch the exhibition, "combining classroom teaching with campus exhibitions and online exhibitions". This learning method "can not only realize resource sharing, expand students' learning space and time, but also realize online communication between teachers and students, and develop students' independent learning ability." Online mutual evaluation activities can be carried out through the discussion module of Chaoxing Online Class. Mutual evaluation of students' works or teaching cases in and out of class can encourage each other and activate the learning atmosphere. Show that the design of printmaking lesson plans for primary and secondary schools is an extension of the experimental project. Students exercise their teaching abilities through independent learning and design lesson plans.

5.4. Evaluation

The course is mainly evaluated by a combination of student self-evaluation and mutual evaluation. “Evaluation is also learning. The implementation of evaluation projects can effectively supervise students’ learning, and the feedback of evaluation can help students make improvements. The process of student participation in self-evaluation and mutual evaluation is also a process of self-reflection and mutual learning.” After the project practice is completed, the student self-evaluation (Table 3) is carried out. The self-evaluation sets 10 evaluation indicators, which are divided into three groups: A, B, and C. Each group has excellent (9-10 points) and good (6-8 points), unqualified (0-5 points) three levels. After the students’ teaching plan design assignments are completed, mutual evaluation will be arranged. The mutual evaluation still uses the self-evaluation form to exchange groups for evaluation. For example, let group A evaluate group C, group B evaluate group A, and group C evaluate group B. The interlaced evaluation method can avoid malicious evaluation by students. The teacher obtains the total evaluation score based on the results of the students’ self-evaluation and mutual evaluation. The calculation method is that the self-evaluation accounted for 30% and the mutual evaluation accounted for 70%. Finally, each group leader collects feedback on the development of self-learning ability of the students in the “Woodcut Printmaking” course of this group, writes an overall evaluation based on the feedback, and reads it in the whole class.

Table 3. *Self-evaluation and Mutual Evaluation of Students’ Autonomous Learning Ability for the Course “Woodcut Printmaking”.*

Evaluation index	Group A			Group B			Group C		
	9-10 points	6-8 points	0-5 points	9-10 points	6-8 points	0-5 points	9-10 points	6-8 points	0-5 points
Consciously preview the content of the new lesson									
Access data as required									
Materials and tools are ready									
Strong desire to learn									
Believe that I can learn well									
Actively think and answer questions									
Actively participate in group cooperation									
Actively participate in classroom activities									
Good at planning and evaluation									
Actively share creative results									

Xiao, M. (2017) Practical exploration of teaching strategies for independent learning of art in junior high schools. Central China Normal University, 33.

6. Results

Use the O2O teaching model to carry out the design and implementation of the “Woodcut Printmaking” course, carry out offline project training, group cooperation, individual tutoring, work display, online video and online exhibitions, conduct mutual evaluation activities, display teaching plan design, and pass online + The autonomous learning ability of students in offline activities has been significantly improved. The final evaluation link has also made a major reform to the traditional one-way evaluation. The combination of student self-evaluation and mutual evaluation is more in line with the characteristics of the course and the training goals of compound art talents.

7. Conclusion and Discussion

Using the O2O teaching model to carry out the “Woodcut Printmaking” course teaching, the students’ autonomous learning ability has a greater advantage than the purely offline teaching practice effect, especially the evaluation method of student autonomous learning ability self-evaluation + student teaching plan design mutual evaluation conforms to the evaluation method The goal of training art talents and the characteristics of discipline development in the new era are described. Of course, the instructional design and application is still in the exploratory stage, and there are many immaturities. It is necessary to continuously revise the instructional design and make appropriate adjustments in the course implementation link to ensure that the design and application of the course are more scientific and reasonable.

Conflicts of Interest

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