

# Application of Hybrid Teaching Mode in Art and Design Major Under Internet

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## ABSTRACT

Art design is technology and art creation, art and design teaching should achieve the goal of creative training and technical training and Online education is teaching reform in colleges and universities, the trend of The Times, due to its own professional characteristics, art and design disciplines have higher request for interactive online course. This will need to select courses from live software design refactoring In the implementation process, all aspects, such as the construction of the platform for controlling live broadcasting equipment, are dealt with and solved. The introduction of hybrid teaching into the art design course is not only in line with the teaching objectives of the course, but also can improve the flexibility of teaching and students' innovation ability

**Keywords:** Art and Design Courses.; Online Education.; Hybrid Teaching Mode

## 1. INTRODUCTION

With the development of Internet education, due to the participation of information technology, teaching means make full use of the dissemination and universality of the Internet, and online classes in the form of MOOC, micro class, live class and other forms constantly impact the traditional teaching. In traditional art and design courses, the close-up teaching mode, which is mainly taught by teachers in person, has been overturned in the Internet era, especially the teaching method of art and design courses has emerged in the teaching reform process in the past 20 years studio system, workshop system, modern apprenticeship system, project system, industry-school cooperation system, Collaborative innovation system and other teaching modes, teaching methods are carried out in the integration of teaching and doing, "learning by doing, learning by doing" and so on. It can be seen that in the teaching implementation process of art design courses, great attention is paid to the synchronization of teaching and learning space and time, especially teachers' demonstration, guidance, feedback, monitoring, error correction and evaluation of the practical operation process, almost all completed in front of teachers. After the introduction of "Internet +" teaching mode, teachers should constantly explore the new teaching mode under the "Internet +" environment, and explore the organic integration of classroom demonstration, practical operation, feedback and evaluation into the network environment. The COVID-19 pandemic has caught the world off guard, and teaching and business exchanges are increasingly relying on social platforms on mobile phones and computers, as well as networked meeting platforms, which has undoubtedly accelerated the development of new communication models. Teachers and students to explore the new teaching model, in this process there are a series of problems before school and teachers, such as the quality of teaching, software use, courseware preparation, teaching methods and counselling, attendance, homework assignments, etc., while students in the face of their limited conditions of learning, learning materials and teaching AIDS, as well as the time when problems in management.

In this paper, by studying the art design specialty, this paper introduces hybrid teaching, and combine the art design courses in colleges and universities, and effect analysis of hybrid teaching reform strategy, make full use of the means of media on the market at present, reference to flip the classroom teaching, all-round expansion of the available network resources, to make online class a further extension of the breadth and depth of To make it more suitable for the teaching needs of art design discipline, and explore the teaching method combining online and offline.

## II. DISCUSSION

### 2.1 What is On-line and off-line hybrid teaching mode?

Hybrid teaching is a new teaching mode that combines traditional teaching with online teaching and carries out flexible teaching through the combination of online and offline teaching. It introduces hybrid teaching into art design courses, which not only fits the teaching objectives of this kind of courses, but also improves teaching flexibility and students' innovation ability

### 2.2 The significance of constructing hybrid teaching mode:

The traditional paper-based materials have already can't meet the needs of the art design specialty teaching of art design major is art form, aesthetic consciousness, social culture and people's demand, as a comprehensive application of professional, as the design, the design method and design technology, and many other factors, art design professional tools constantly updated, its viewing Angle and use function are not broken change, which requires students to learn knowledge quickly. Because traditional teaching books are published on paper for a long time, their content often lags behind the development of knowledge. Only relying on text and graphics of the traditional form of teaching material expression is not complete, can not fully reflect the characteristics of art and design specialty. Single-sided textbooks with simple abstraction cannot stimulate students' interest in learning, and it is even harder to meet the needs of individualized learning.

The deep integration of the Internet and education is the development and growth of traditional education, and the teaching of art and design majors is too much endowed with dynamic characteristics. The dynamics of teaching is reflected in the flow of information resources, multi-value transfer, self-selection, multi-dimensional interaction and so on. Secondly, the emergence of "Internet + education" is not only reflected in the teaching process, but also in the transmission of knowledge, and in the creation of knowledge based on the transmission of knowledge.

Promote the professional development of teachers' teaching and technology The combination of the Internet and the teaching and education of art and design majors has changed the way of teaching to a certain extent, and the way of teaching and learning using the Internet has become the basic element of constructing the education network system. First of all, the construction platform of Internet, the research of online education form and the change of working mode have put forward higher challenge to the experience of professional teachers, which has promoted the two-way development of teaching and teacher technology to a certain extent. Teachers have also changed. They should play the roles of developers of educational resources, guides for learners to make positive choices, pioneers of Internet technology, and pioneers in creating good learning experiences for students.

As educational delivery continues to shift to a more predominate presence of online or distance education, it is important to understand the nature of instructors teaching online (Archambault & Crippen, 2009) and assess the need to increase instructor presence and capacity within online teaching and learning models (Major, 2010). A better understanding of the key differences of teacher characteristics as they apply to pedagogy, technology competency, and the very definition of a teacher's primary role are central components to further understanding their perceptions when teaching online (Archambault & Crippen, 2009; Wallace, 2003).

### 2.3 "Hybrid" teaching should have the following characteristics.

1. This kind of teaching adopts "online" and "offline" two ways to carry out teaching in the form of external expression;
2. "online" teaching is not an auxiliary or icing on the cake of the whole teaching activity, but a necessary activity of teaching;
3. "offline" teaching is not a copy of traditional classroom teaching activities, but a more in-depth teaching activity based on the early learning results of "online";
4. This kind of "mixing" refers to "online "+" offline" in a narrow sense, which does not involve teaching theory, teaching strategy, teaching method, teaching organization form and other contents, because teaching itself is characterized by "mixing" in a broad sense, and it is meaningless to understand "mixing" in a broad sense.
5. No unified hybrid teaching reform mode, but the pursuit of unity, that is to give full play to the "line" and "offline" the advantage of two kinds of teaching reforming our traditional teaching, change the way we caused by excessive use of teaching in the process of classroom teaching students learning initiative is not high, lack of cognitive engagement, the big issues such as differences between students' learning results.
6. Hybrid teaching reform will certainly reconstruct traditional classroom teaching, because this kind of teaching expands the time and space of traditional teaching. "teaching" and "learning" do not necessarily take place at the same time and place, but the core value of online teaching platform is to expand the time and space of teaching and learning.

### 2.4 Disadvantages of hybrid teaching model

#### 2.4.1. Have a certain threshold of operation

For students, it is necessary to master certain information technology ability, at the same time in the course, it is necessary to formulate teaching objectives and class rules in advance; For teachers, courseware design, course recording and teaching design test the skills of lecturers to a certain extent.

#### 2.4.2. There are problems with the online platform

Some online learning platforms have problems such as unstable operating environment, slow speed, slow operation, poor platform compatibility, and insufficient humanization. Therefore, multi-dimensional investigation is needed in system selection.

One conundrum for faculty is the trade off between flexibility and increased time commitments. The most prevalent benefit of teaching online for faculty was a more flexible schedule (Bolliger & Wasilik, 2009; Green et al., 2009; Meyer, 2012; Seaman, 2009; Shea, 2007), while they have also indicated greater time and effort for developing online courses (Visser, 2000). Due to the increased demand for online teachers, a positive benefit was faculty having more input on workload and teaching schedules, greater flexibility, and a greater sense of empowerment (Bolliger & Wasilik, 2009; Meyer, 2012).

#### **2.4.3 In addition to instructional differences,**

The relationship between teachers and students online becomes more important than that in a traditional classroom, requiring 23 new strategies to cultivate student and teacher connection (Baran et al., 2013, Sammons & Ruth, 2007). Online teachers tend to lose the spontaneity of face-to-face instruction, decreasing the ability to gauge student learning and capture teachable moments (Appana, 2008; Conceicao, 2006; Hopewell, 2012; Wray et al., 2008). The immediacy of feedback and instructor's ability to facilitate ongoing interaction in a face-to-face setting change. When teaching is done online, leaving faculty feeling more disconnected even if online teaching is considered a more student-centered modality (Major, 2010). Faculty adjustment to teaching online is a complex task requiring more versatility.

#### **2.5 Art and design professional online teaching strategies and Suggestions to cope with the**

1. The teaching idea of refactoring First of all, is the concept of teachers update, need to realize is not just simply move the offline to online, but on the Internet teaching concept and design of a complete set of refactoring, need to stand in a more forward-looking height to recognize and grasp the online teaching. Secondly, information technology can better empower learning, rather than just be understood as a means of learning, otherwise it may be the traditional teaching and learning dressed as a network. For example, a lot of online teaching did not reflect the organizational characteristics of flexibility, openness and pluralism that it should have, but changed into the form of networking. In addition, the role of online teachers can be transformed into navigators, planners and designers. If can guide students to use network resources into more humanities, let the students more creative skill learning in transition to the aesthetic quality, design and culture, from these aspects, such as creative thinking increased interdisciplinary knowledge training, extend the breadth and thickness of the students' knowledge, this can help students go further in the future and more stable. In short, the concept of online teaching needs to be optimized and reconstructed by taking the characteristics of art and design as the basis, taking students as the center and Internet thinking as the means.
2. The concept of scientific instructional design still needs to be implemented and embodied through instructional design. Teachers of art design major need to guide students to walk their own way between advancing in a specific direction and encouraging students to act independently through instructional design. This requires that the teaching design of online teaching of art design major should encourage students to participate in a more open process, and the teaching design should stimulate students' learning motivation on the basis of teaching materials and syllabus. To this end, the teacher first needs to establish a clear, valuable and achievable goal. Such as problem - or task-based teaching, and design the teaching to be more attractive, more interesting, more meaningful. In short, teaching attraction is an important factor to determine the teaching and learning effect, and only attractive teaching can improve the interest and attention of class. Fun teaching makes students feel good about what they are learning on an emotional level. Meaningful teaching allows students to feel that what they are learning is relevant to their own needs and interests. Through the teaching design to enhance the strengths and circumvent the weaknesses, improve the teaching experience.
3. Diversified Teaching Methods Online teaching should also be a combination of many methods, rather than a single choice. As a new thing, online teaching presents diversified teaching forms such as flipped course, recorded course and live broadcast as soon as it appears. It can be said that one of the advantages of data-driven online teaching is decentralization and diversification. Similarly, there is no fixed mode for online teaching. Different methods can be flexibly selected according to different courses, such as combination or even mixing with offline teaching. In addition, online teaching should complement and help each other with offline teaching. It is very important to actively explore new ways suitable for online teaching to enrich the connotation of teaching. Such as the recent emergence of virtual simulation online teaching platform can let students in the digital virtual space more intuitive real experience design effect, can directly let students online design to complete a work. At the same time, in terms of time control, online teaching and learning are more likely to change the current fixed and highly structured teaching method, which can encourage the transformation from fixed learning in stages to independent learning in one time, and make full use of the fragmented time characteristics of the information age to efficiently study.
4. Reasonable teaching evaluation, Reasonable teaching evaluation is to judge the value of the online teaching process and results of art design major, and can also serve and promote teaching. The complexity of online teaching puts forward higher evaluation requirements for teaching art, teachers' knowledge and the making of teaching courseware. Use the Internet to help students learn how to participate in the creative process. For art design assignments, evaluation should reinforce feedback during the learning process rather than a summative evaluation of the final work. This requires teachers to create a more open environment that encourages inquiry-type learning, allows for active experimentation, risk-taking and occasional failure within established frameworks, and allows students not to be penalized for failure. Encourage students to actively engage in dialogues and debates with teachers and classmates instead of passively listening to lectures and answering questions. Guide students to develop from the low-level cognitive thinking of memory, understanding and application to the high-level

cognitive thinking of analysis, evaluation and creation in the learning process, and strive to use online to enhance the ability of independent thinking and deep learning. Rationally utilize the active role of teaching evaluation in teaching process to improve the quality of teaching.

### III. CONCLUSIONS

As the educational landscape continues to witness extensive growth of online educational options at colleges and universities, it is important to more fully understand the role of teachers within these contexts, specifically, to further understand from their own perceptions what barriers, challenges, and opportunities they experience as they transition from traditional, site-based instructional environments to digital learning modalities. As online education continues to escalate and become more commonplace at many universities, the image of traditional professors behind a lectern is becoming increasingly obsolete.

The Internet provides an excellent platform and opportunity for the teaching of art and design courses, so it is imperative to carry out hybrid teaching based on "Internet +". There are also many problems in the actual teaching process, and the particularity of art design makes it more difficult to meet the teaching needs. Under the mixed teaching mode of art design major based on "Internet +", teachers need to provide and integrate online education resources, improve offline teaching mode, promote education reform and development, make online and offline joint force, and give consideration to both technical and artistic teaching content, which tests the ability and attitude of professional teachers. The way of live teaching subverts the space and time provisions of traditional teaching. Only by properly mastering the skills of live broadcasting and effectively using various software, can we construct the equipment platform most suitable for our own major and experience greater space for professional teaching.

In today's society with information explosion and diversified talent demands, it is difficult to fully meet the current teaching and talent training needs of application-oriented colleges and universities by adopting any teaching mode alone. Art design course requires students to fully participate in works of art appreciation and analysis, have certain requirements of multimedia audio-visual teaching conditions, only by offline face-to-face teaching mode is difficult to meet the requirements, more can't be limited offline classes, only depend on the book and the teacher let students understand quickly explain perceptual cognition and theory basis of art appreciation. Therefore, the author advocates that art theory courses in applied universities should adopt the mode of combining online and offline teaching as far as possible. On the one hand, we should give full play to the advantages of the online teaching platform with rich resources and diverse audio-visual modes to present colorful art classes to students as far as possible, so that students can truly immerse themselves in them and experience them personally. On the other hand, the advantages of offline face-to-face communication should be combined to establish an equal communication environment between teachers and students, effectively consolidate and strengthen the teaching effect, so as to reflect the teaching effect of experience first, learning later and strong absorption, and make the application of online and offline teaching in art design courses of applied colleges more standardized and professional.

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