



Based on flipped classroom and discussion blended teaching model practice research ——— Analysis of classic teaching cases of Art, Aesthetics and Creation

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Abstract: With the development of The Times, various teaching methods have challenged college teachers, which are based on the application of flipped classroom and discussion blended teaching methods. At the same time, the teaching case method plays a crucial role in improving the teaching quality and ensuring the effect of students. Teaching case analysis provides quality assurance for the high-quality development of courses to a certain extent.

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1. Case description

Scenes from the lecture on "Art Forms" are recorded below.

Teacher: With the change of times, the forms of artistic expression have been constantly changing, so far, has formed the painting, sculpture, architecture, music, literature, dance, drama, film and other eight art forms. In the information age based on the Internet, electronic art is known as the "ninth art". In the online course arranged for you last time, this part of the content is described, and the topic of "choosing your favorite art form for deep learning and display" is put forward. Please prepare the PPT students A and B to come to the stage for everyone to show.

Student A: (omit, see PPT for details)

Student B: (omit, see PPT for details)

Teacher: The content prepared by the two students is very full, it can be said that the text is full, the language expression is also very clear and vivid, very good! Next, after watching the presentation of the two students just now, and combining with Professor Peng's MOOCs video, you can talk about your own perceptions and gains. You can express yourself freely.

Student C: (omit)

Student D: (omit)

Student E: (omitted)

...

Teacher: Very good. All the students summed it up very well. In any form of works of art, the internal form and the external presentation are combined, and only with the help of a certain

form of artistic expression can the content of the work of art be presented. Today, we fully understand different forms of art, I hope students can in life and study, pay more attention to people and things around, through the appearance of the inner spirit, discover art, taste art!

2. A brief analysis

(1) This lesson uses the blended teaching mode, which combines flipped classroom and discussion teaching.

1) Flipped classroom mainly refers to the online arrangement of MOOC learning content. This course is based on the Introduction to Art by Professor Peng Jixiang of Peking University, a famous teacher of the superstar class, as a supplement to the knowledge outside the classroom, so as to expand the breadth of students' knowledge. Then, students choose the content they are interested in in the course for in-depth research, search relevant information on the Internet, summarize and think, write a paper and make a PPT for learning report.

2) Discussion class mainly refers to a common teaching method in which teachers and students communicate, inspire and learn from each other with a certain content/topic/issue as the core in offline physical class, so as to achieve teaching goals. The concept of education advocated by blended teaching reform is "independent research, independent learning, cooperation and mutual assistance", and the external form of the internal concept of education is the exchange and discussion in the physical

classroom. The discussion atmosphere and effect presented in the physical classroom constitute an important part of teaching.

(2) The allocation of discussion groups and the grasp of discussion opportunities in class.

Discussion class requires group arrangement of students. In each class, which students are ready to present in flipped class and which students are ready to exchange their new gains. If the setting of discussion group is too casual or not organized and planned in advance, the final discussion effect will be affected. Without reasonable design of discussion order, discussion timing and discussion method, it is also difficult to form a warm discussion atmosphere, which will eventually affect the teaching effect of the class and only float on the surface of the lively.

(3) The cultivation of students' ability and quality in blended classroom teaching -- logical thinking/language expression/interpersonal communication.

1) Logical thinking ability: Through independent learning, students are encouraged to build an independent knowledge base and form a complete thinking framework, so that students can develop critical, innovative, flexible, active, deep and broad thinking logic methods, which can be diffused and gathered back in thinking.

2) Language expression ability: In the process of stating their views or thinking results, students should be trained to have the ability to express themselves clearly, clearly, accurately and concisely.

3) Interpersonal skills: Through open communication, interactive sharing and mutual encouragement between groups, to give students happiness in human-computer communication, cultivate the ability to make friends quickly and study together. At the same time, it is helpful for some introverted students to integrate into the classroom discussion atmosphere.

(4) The requirements of blended classroom teaching for teachers' lesson preparation -- theme difficulty design/theme quantity control.

The discussion class requires the teacher to design in advance in the aspects of class preparation, teaching plan and discussion topic. First of all, teachers need to master the subject background and knowledge reserve of students, so as to judge which topics are understandable to students and students can research clearly on their own. And on which topics are easy to have thinking errors, values collision problems; What other topics do students like to participate in, generate a lot of new sparks when thinking together, and so on? Too easy a topic will reduce

students' sense of achievement, while too difficult a topic will reduce their enthusiasm for learning. Secondly, teachers should control the number of topics and questions, remember not to take up too much time, and leave more time for students to complete communication, discussion and reflection.

3. reflection and method

In the promotion of flipped classroom and discussion-style mixed teaching classroom, how can students take the initiative to participate in and participate in the effect? The following is the course practice of "Art, Aesthetics and creation", sort out and summarize some shallow reflection and methods.

(1) Scientific arrangements for discussion groups

Many teachers assign discussion group members according to student number or free grouping, which is easy to make some discussion groups work together, while some groups are relatively weak in research ability. Under such a premise, when setting up discussion groups, teachers should consider students' subject background, learning interests, speech characteristics and other factors. Therefore, when grouping, we should not only improve students' knowledge reserves, but also pay attention to the cultivation of students' basic qualities. In this way, scientific and reasonable grouping can enable students of different degrees to learn from each other and learn from each other. In addition, the different themes designed by the teachers can be more targeted, which is conducive to the development of students' personalities at all levels.

(2) The division of labor among team members is clear

Educational psychology research believes that clear learning goals are more conducive to attracting students' attention, improving students' interest in learning and extending students' attention time, so as to achieve educational goals and achieve teaching effects. Based on this, the teacher can assign different learning tasks to each student after defining the discussion group. For example, each time, which student is responsible for the PPT presentation of flipped classroom, which students share their feelings about the presentation and MOOCs, and which student is responsible for recording and organizing the discussion content.

(3) Overall control of the classroom atmosphere

First, in order to implement the teaching concept of "independent research, independent

learning, cooperation and mutual assistance", we should fully mobilize the enthusiasm of students to participate in the early MOOCs learning, prepare speech reports, and express their views in class. Without this guarantee, this teaching concept cannot be achieved. Through the practice and research of classroom teaching, the teaching effect is closely related to the overall state of students' participation. Teachers should give students more rights and time to think deeply, question, express themselves, communicate and open their minds with a certain theme as the core. In a free classroom environment, students' enthusiasm and interest in participating in it will be greatly ignited. Only on the premise that students' interest is high and they actively participate in the classroom teaching process can we ensure the smooth development of the teaching process. Second, it is very important to control the rhythm of discussion. Only in a more enthusiastic discussion environment can the classroom discussion be successfully carried out. Teaching teachers should have a certain tolerance, allow students to conceive unimaginedly, encourage everyone to make innovative discoveries, even if they will make mistakes, teachers do not judge students too early, but listen to, supplement and improve students' views. At the same time, in the process of student speech, teachers should control the rhythm of discussion, create a full respect, understanding, harmonious speech atmosphere, can be relaxed and orderly. At the same time, we should maintain the seriousness of the classroom while being active and enthusiastic.

(4) Careful design of discussion time

In the discussion session, the design of the discussion time is also important. The discussion process of the discussion class is the intersection and collision of all kinds of thinking, new ideas, new ideas and new concepts, and finally wipe out new thinking sparks to achieve the effect of "1+1 > 2". The purpose of ensuring adequate time is to give students enough time to think deeply and organize their language. If the time is too long or too short, students will have the feeling of procrastination and irritability or not having fun, which will affect the teaching effect. Teachers also need to plan questions of different depths and dimensions to meet the individual needs of students, strictly grasp the excitement of their thinking, and seize the opportunity to throw questions to students for discussion, in order to obtain the fruits of new ideas.

(5) The enlightening guidance of the discussion process

In the process of discussion, the whole class is in the dynamic flow of information, dozens of students explore and think together, "a thousand readers will have a thousand Hamlets." In the process of discussion, people naturally have different opinions. As a teacher, it is necessary to grasp the "kite line" of discussion in the whole process, so that the students' thoughts run freely in the right direction, and ensure the smooth development of classroom teaching activities. At the same time, the teacher should timely find the students who do not actively participate in class activities, and keep aware of the speaking atmosphere of the whole class. If the students are given questions that are difficult to answer, provide auxiliary ideas or guide the students' thinking; If there is a group of "off-topic" bias, the teacher should remind in time, and explain the correct content and ideas, so as to avoid some unnecessary arguments; At the same time, the teacher should also keep abreast of the progress of the discussion and guide the students to speak in a targeted way, so as to realize the in-depth excavation of the topic.

(6) Reasonable science of discussion methods

The teacher will assign the topic to the students before class and give them enough time to think, otherwise the students will not have time to think deeply, and the answers given will float on the surface without practical significance. In the course practice, I have tried two ways: one is to give questions directly in class and give certain thinking time; The other is to give questions before the online class, let the students bring the questions to study the video, and then discuss the problems in class. The practical results show that: the first way occupies more class time, and the views of the students will affect each other, so that each other's thoughts are constrained; The second method is relatively reasonable, students can think about the answer to the question in advance, and achieve a "warm-up" of thinking.

To sum up, the blended teaching methods of flipped classroom and discussion classroom create a classroom atmosphere for students to explore independently, participate actively and seek knowledge enthusiastically. On the basis of enriching students' knowledge and computer technology, students have been improved in language expression and interpersonal communication. At the same time, teachers should also pay attention to group distribution and division of tasks, grasp the overall classroom atmosphere and time rhythm, and do a good job in the process of discussion and the scientific

discussion methods, all of which need the hybrid curriculum reform team to further explore and ponder in the later education and teaching.

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