Application of MOOCs in the construction of art and design courses

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Abstract. MOOCs, as a large-scale online open course, are favored and welcomed by teachers and students both at home and abroad. The introduction of MOOCs to the teaching of art design courses will promote the popularization of art design courses. This paper makes a more in-depth exploration and research on the application of MOOCs in the teaching of art design courses from the aspects of MOOCs planning, video, assessment and practical training, to promote the spread of MOOC technology.

1. Introduction

Art design courses, including product design, art design, process design, information design, and visual communication design, adapt to changes in market demand. Now more and more colleges and universities set up artistic design specialized courses, and " Massive Open Online Courses (MOOC)" is a new kind of teaching mode and a teaching carrier derived from the Internet era. The application of MOOC in art design specialized courses broke the limitation of time and space in the traditional teaching and solve the absence of high quality courses. The author will put forward some teaching suggestions on the application of MOOC in art design teaching based on her own teaching experience

2.The meaning, characteristics and teaching application significance of MOOC

2.1 Meaning and characteristics of MOOC

MOOC is the abbreviation for Massive Open Online Courses, and translated into mu class in Chinese. It was introduced into China in 2003, and rapidly developed in universities. A survey showed the number of MOOC was nearly up to one thousand in our country now. With further popularization of MOOC in future, it will put more profound impact on education Specifically, MOOC has the following characteristics: (1) Arbitrariness. The era of "Internet +" makes network devices carriers like mobile phone and electric energy widely popular, thus it provides a chance for MOOC teaching with which students can undertake learning whenever and wherever they do, and it greatly reflects the arbitrariness of MOOC in time and space. (2) Diversity. The purpose of the MOOC is to deliver the best quality course resources to every corner of the world. Therefore, there are sufficient teaching resources on the MOOC platform so as to provide diversified choices for teachers and students. (3) Subjectivity. MOOC teaching is a teaching method that highlights students' subjectivity. It adheres to the teaching principle of individualization and can carry out teaching varying from students.

2.2Application significance of MOOC teaching

Art design specialized courses are neither traditional basic art courses, nor pure theoretical courses, but involve economics, technology, society, culture and other many factors. Therefore, we must fully master the discipline development rules in teaching, and pay attention to training students design concept and practical ability. Apparently MOOC provides the opportunity for art design specialized course teaching, and has great significance in teaching. First, it helps to cultivate talents. MOOC has more advantages in practical teaching than traditional class. MOOC emphasizes "learning before teaching", namely the students, making fully use of openness and diversity of course resources,

complete basic course learning before class. Teachers in class will answer questions and spend more time on leading students to make the experiments. There is no doubt that it fits the talents training target for art design majors and can help to cultivate high quality talents. Second, it helps to deepen the reformation of course system. MOOC is a kind of open teaching mode, and in class teachers should meet each student's learning need, which can make MOOC popular. From this perspective, MOOC is of great significance in the application of art design specialized courses.

3. Application of MOOC in the teaching of art design courses

3.1 Course content arrangement and MOOC module chapters planning

MOOC provides opportunity for teaching reform in art design, and provides the safeguard for professional personnel training in Art Design. In order to better realize the value of MOOC, teachers should first comb the content of specialized courses, fully understand the purpose and content of each chapter, and then convert course teaching system to MOOC logical system, so as to ensure applicability of MOOC teaching. Because MOOC is in the form of video, and is segmentations for a number of knowledge, it doesn't fit all the art design specialized courses in planning class module. For example, the course design sketch is a basic course in art design major, the main contents include design sketch foundation, language, experience, application and drawing sketch, etc.. In the course design sketch, most of the contents can be in the form of MOOC, but the design sketch application and drawing sketch are not suitable for MOOC as a result of the need of more students' practical experience and extra-curricular outdoor practice.

So, in the application of MOOC in art design courses, teachers must carefully arrange the contents, clear which contents are applicable and which are not, and sort out module sections clearly, so that teaching effect can be guaranteed.

3.2 Course resources collection and MOOC video elaboration

Video is the basis of MOOC teaching. Whether video is well-made or not directly influences the final teaching effect. In MOOC teaching, video sources come from two channels. One is that downloading from the domestic and foreign well-known network platform for free or paying, directly getting access to high-quality curriculum resources; The other is teachers independently develop and produce the videos, and upload the video resources to the MOOC platform, so that students can watch videos and learn the knowledge only by registering and logging in the platform. Although the first channel is convenient and direct, it's easy to have an inapplicable problem in curriculum goal and content. Now in MOOC teaching of art design specialized courses, it is necessary for teachers to make videos by themselves. In combination with the author's practical experience, if teachers want to make high-quality videos for students, the following principles are critical. Firstly, material collection. Teachers should extensively collect various course materials, such as texts, pictures, audios, videos, etc., so as to guarantee the effect of MOOC videos. Secondly, video time control. when making videos, teachers should follow the principle of being short and concise, ranging from about ten seconds to ten minutes based on the needs of actual teaching content, so that it can better meet the needs of fragment-learning students and guarantee their concentration on learning. Finally, in order to better help students understand MOOC contents, teachers can put forward several simple questions in MOOC according to teaching content. For example, in the video for the course Interior Design, teachers can raise questions to the students in terms of construction node elements, space structure illustrated by 3-D video. Students can sharpen their understanding to contents with the help of MOOC videos.

3.3 MOOC platform development and students problems solving

MOOC is a teaching model of "learning before teaching". In MOOC teaching of Arts Design, students need to watch the video before class, have a general understanding to the learning contents, and propose questions and problems in learning. Teachers should summarize these issues and solve students' problems. To better guarantee teaching effect, the author believes it is necessary to further

develop MOOC platform, setting up the online discussion forum, group communication and real-time solutions, and thus make it possible for students to exchange their views and ideas promptly. Meanwhile teachers can give personalized guidance to the questions proposed by students, so as to meet the demand of students' personalized learning.

Take the course Art of Interior Design for example, the course involves numerous aspects such as color composition, the use of drawing software, construction materials and so on. By learning before class, students often cannot comprehend the curriculum knowledge on the whole, and it's easy to have learning problems, while teachers can lead students to online discussion before class, and encourage students boldly express their ideas and suggestions, and teachers can send related materials to the students by MOOC online system to inspire students. This teaching method can make knowledge better internalized.

3.4 Various learning evaluation methods based on MOOC environment

In the specialized course teaching of Art Design, assessment, as an integral part in teaching, can exam students' learning effect and true understanding of learning contents. In the past the specialized course examination for the Art Design is mainly to assess their design works. Because of its heavy dependence on teachers' design experience and comprehensive impression, this subjective evaluation way is unfair in the eye of students, discourage students' learning enthusiasm, and trigger negative learning psychology, such as weak learning participation, laying more importance on design effect but neglecting the creativity of design, which is obviously not conducive to the cultivation of application-oriented high-level design talents. In MOOC teaching, teachers can evaluate students from various aspects with MOOC environment. The online evaluation system on MOOC platform, such as participation in discussion, unit test, independent practice, comprehensive operation, module test scores, etc., can analyze data automatically so that it can assess the students from their interest and attitude to art and design, independent practice ability, etc. And obviously MOOC evaluation method of art design specialized course gives prominence to students' comprehensive quality training. It is not limited to the teachers' participation only, but combined with students' mutual evaluation which is more convincible to students, and can lead to a better development for course teaching.

4.MOOC course construction of practical training

Practical training, being practice-oriented and strongly practicable, is an important part in course teaching of Art Design. With the prevalence of MOOC, it is still imperative to introduce MOOC into practical training of Art Design. If this new teaching technology and resources can be full used and its own advantages be full played, teaching level and quality of practical training can effectively be improved, so do students' professional ability.

Before introducing MOOC into practical art design teaching courses, students should first be informed of the MOOC teaching mode and resource-sharing mode, so that they have a basic understanding of them. Then MOOC is introduced into some appropriate teaching modes to realize the benign interaction between teaching and learning. Finally, MOOC mode is applied to traditional practical teaching process. As for teachers, they should always be prepared to constantly improve their information teaching ability through the transformation of teaching mode, make full use of various resources provided by the network platform to carry out teaching activities, help students complete the skill innovation in Art Design, and guide students to make full use of various MOOC resources. For Art Design majors, they can learn through the network platform on which MOOC provides a large number of high-quality videos, and that will avoid teachers' repeated training work, make it possible for teachers to spend more time and energy on their ability of MOOC, and fulfill the values of MOOC resources.

5.Conclusion

Adapting to the trend of Art Design talents shortage, now more and more colleges and universities set up the Art Design specialized courses. Serving as massive open online courses, if MOOC can be fully

applied in Art Design teaching, it will lead to the popularization of course teaching. Thus in the future, teachers majoring in Art Design have to constantly update their own teaching consciousness, and make further exploration and research in applying MOOC into the Art Design specialized curriculum teaching.

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