

The Application of Online and Offline Blended Teaching Mode in the Course of "Book Design"

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ABSTRACT

This paper takes the book design course as an example to analyze the application of online and offline teaching mode. According to the characteristics of the book design curriculum, the researchers adjust the curriculum design, refine and expand the content of the book design, and optimize the ratio of in- and extra-curricular hours and content distribution. Offline teaching is based on practical teaching, and online teaching is based on knowledge points, micro-class videos and resource links. At the same time, a problem feedback mechanism and a learning interactive discussion link are set up, which not only retains the offline traditional face-to-face teaching mode, but also develops online digital teaching mode, being able to effectively maximize their respective advantages. These adjustments in teaching mode solve the problem of insufficient understanding of offline knowledge points by students. Through online resources, students can review repeatedly, and finally learn and understand, to achieve the integration of knowledge points, improve learning efficiency, strengthen independent learning ability, and realize curriculum optimization.

Keywords: book design, online and offline, curriculum setting

I. INTRODUCTION

With the continuous development of technology and the expanding demand for talents, online education, as a way of learning, emerges as the times require and plays an increasingly important role in education. Online education platform is not only for students but also for teachers without the limitation of regions. As long as the teacher is well-equipped, he can teach everywhere. The mode of online education + offline education can effectively maximize their respective advantages.

II. CLASS HOURS AND CONTENT DISTRIBUTION

There are 84 class hours of book design course, including 56 class hours for the theory and 28 class hours for the practice.

Chapter 1 is the overview of book design, and there are 8 class hours for the study. Through the study of this chapter, students can master the brief history of art development of book design, understand the origin, development and evolution of books, know the basic concepts and basic knowledge of books, and have the overall understanding of book design. The key point and difficult point is the brief history of the development of Chinese book art. The teaching

contents include a brief history of the development of Chinese book art and the preparation of book design.

Chapter 2 is the overall design of the book, and there are 18 class hours for the study. Through the study of this chapter, students can understand the concept transformation from book binding to book design, know the binding form, basic structure and the artistic law of format design of books, and master the basic functions, design characteristics and design law of the structures of each part of books. The focus is on the binding style and structure of books. The difficulty is the structure of books. The teaching contents include the role of the whole book design, the requirements of the whole book design, the binding style of the book, the structure of the book, the artistic law of the format design and the artistic law of the text design.

Chapter 3 is the visual language of books, and there are 18 class hours for the study. Through the study of this chapter, students can basically know the visual elements of books, understand the principles of color application of books, the rules of text arrangement, graphic design language, the characteristics of printing materials, and the design methods of catalog, chapter, section and page number. The key points are font selection and chart design in books. The difficulty is the design of charts in books. The teaching contents include illustrations, words, colors and materials.

Chapter 4 is the form design of books, there are 10 class hours for the study. Through the study of this chapter, students can understand the form of paper, the production process and printing process of books, master the effect of using different printing materials, different printing processes and different binding methods, know the form characteristics of modern books, and reasonably select printing process to improve the quality of books. The focus is on the form of paper and the form of printing. The difficulty is the form of paper and printing. The teaching contents include the form of paper, the form of printing and the form of modern books.

Chapter 5 is the innovation of book design, and there are 6 class hours for it. Through the study of this chapter, students can master the design principles of concept books and e-books, temporarily conceal the design functions, excavate the expression forms of book design, and take a real concern as the starting point of book design, so that book design has unlimited possibilities. The key points and difficulties are all about the design of concept book. The teaching contents include the production and development trend of concept books and e-books.

Chapter 6 is the practice of book design, and there are 24 class hours for it. Through the study of this chapter, students can independently complete the data collection and research analysis in the early stage, review and select design schemes under the guidance of teachers, understand the "character" of different types of books, and master the design methods and spiritual connotation of different books. The key points are the determination of the book design style and the expression of the book design connotation. The difficulty is to express the connotation of book design. The teaching contents include case analysis of excellent books, practical operation of proposition book design and course summary.

III. TEACHING VIDEO OF REVEALING KNOWLEDGE BEFORE CLASS

At present, there are three microlecture videos of knowledge points of this course, which are the format design principle of book design, the overview of book design and the basis of book design. According to the characteristics and teaching tasks of this course, it is planned to complete the microlecture videos of revealing the knowledge points during the project period, each of which takes about 6-10 minutes.

The first chapter consists of two sections. The first section includes the overview and definition of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos. And the second section includes the history of book design. The required teaching

resources include teaching materials, teaching plans, courseware, microlecture videos.

There are two sections of the basis of book design in the second chapter. The first section includes the market positioning methods and steps of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos. The second section includes the format and design points of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos.

There is only one section for the third chapter, which is about the elements of book design. And the required teaching resources include teaching materials, lesson plans, courseware and microlecture videos.

The fourth chapter includes two sections of the format design of book design. The first section includes the definition of format design of book design, format paper, grid and column settings. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos. The second section includes the format design principle of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos.

The fifth chapter includes two sections of font design of book design. The first section is the development history of font of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos. The second section is the font design principle of book design. The required teaching resources include teaching materials, teaching plans, courseware, microlecture videos.

IV. THE DESIGN OF SELF-REGULATED LEARNING ACTIVITIES

In this part, students will make the design of task list for self-regulated learning. Also, teachers will give the learning resources and tasks. (see "Table I" and "Table II")

TABLE I. DESIGN OF TASK LIST FOR SELF-REGULATED LEARNING

Project name	Book design, the textbook of the 13th five-year plan
Goal	Through the teaching, students can master the design methods and skills of book design, the design characteristics, text arrangement, graphic expression, printing technology and other knowledge of different kinds of books, focus on the basic laws of book design, and be able to use the knowledge and skills learned to carry out book binding design.
Suggestions on learning methods	independent exploration; group cooperation; comment; screening and induction, training students' practical ability of innovative design.
Advance notice of classroom learning form	Module 1: learning in group and solving problems Students communicate in pairs to solve the doubts in self-regulated learning; Module 2: cooperative exploration Students are divided into groups according to the design tasks assigned by teachers to discuss and form a design plan; Module 3: comments Students show cooperative learning results in groups and teachers make the comment.
Confusion and suggestion	This item is filled in by students after self-regulated learning.

TABLE II. LEARNING RESOURCES AND TASKS

Learning resource	Downloading learning task list and microlecture video from the teaching platform
Task-based learning	Completing the following learning tasks by watching the microlecture video the definition of book design, the development history of book design, the market positioning principle of book design, the format and page size setting of book design, the elements of book design structure, the format design principle of book design, the font design principle and application characteristics of book design, and the color application skills of book design
Confusion and suggestion	This item is filled in by students after self-regulated learning.

The area of question answering is set up on the course website. Students can reflect the problems encountered in the learning process by leaving messages. The project team will give the answers in time.

V. THE DESIGN OF CLASSROOM LEARNING ACTIVITY

A. The mode of interactive classroom activity with students as the main body

At the beginning of the course, new knowledge is introduced, the scope of knowledge is expanded, and students' interest in learning is improved. In the class, the knowledge of "the most beautiful book in the world" is introduced. And students' interest in learning can be improved. With the question "the evaluation standard of the most beautiful book in the world", students can learn about book design. The design intention is obvious. A good beginning is half done. This design can effectively stimulate students' interest in learning and enable them to enter into new exploration of knowledge with strong spirit.

B. The mode of situational classroom learning activity

It is necessary to set a theme scene. By explaining the development of book design and market positioning, students carry out business simulation in the given scene, such as making the preliminary preparation of book design, reading the manuscript in order, understanding the target audience, going deep into the market, experiencing the survival of the fittest, consulting materials, inspiring the creation, making full

communication, and contributing to the success of the design. In this way, students will participate in the whole design process of book design.

The design intention is shown. Effective communication and exchange is an effective way for students majoring in advertising to express their design ideas. Therefore, teachers should create real interactive scenes when designing activities, so that students can easily integrate into the activities, personally experience the market positioning of book design, and improve their innovation and practice ability.

C. The mode of cooperative classroom learning activity

After the class is over, teachers give the teaching project of "designing a book of their own". The students are divided into groups to discuss in class, prepare for the preliminary design, draw a sketch, and determine the preliminary design scheme, which exercises the group cooperation ability of the students and helps to improve the practical ability.

The design intention can be seen clearly. On the basis of changing educational ideas and actively promoting the reform and innovation of curriculum teaching content, teachers have boldly tried and explored, adopted project modular teaching, and constantly promoted the innovation of teaching methods and teaching means, forming a curriculum form of "theory learning — case analysis — practice simulation — ability improvement" as a chain.

D. The mode of classroom learning activity using students' PPT

Through the demonstration and explanation of the contents of the design scheme, students can not only improve the ability of independent design, but also exercise the ability of expression. After the demonstration, the teachers put forward the advantages and disadvantages of the scheme, and give the modification opinions. After repeated modification, students determine the final design scheme and put it into the design link.

The design intention is obvious. According to the completion of the project and the PPT reported by the students, teachers will publicly comment on each student's works with the large-screen projector, so as to promote the effective exchange of learning situation. After the course, teachers will make the corresponding summary and rearrange the course content, so as to prepare for the subsequent courses.

VI. EXTRA-CURRICULAR WORK

This course takes six weeks, including the contents of five chapters. Teachers will explain one chapter each week. At the same time, teachers will give extra-curricular homework. First, it is necessary to set up a topic. In the first two weeks, teachers will arrange the scheme design of book design, including preliminary market survey, target audience positioning, price positioning, design style positioning, etc. And students will complete the preliminary scheme design according to the topic. In the third and fourth weeks, teachers will arrange the PPT demonstration of the scheme. Each student shows the content of the design scheme, design planning and sketch conception to the teacher and classmates in turn, and the teacher gives suggestions according to the actual situation of the students. In the fifth and sixth weeks, students should perfect the design scheme, enter the design link, and complete the homework.

VII. CONSTRUCTION OF AUXILIARY LEARNING RESOURCES

The auxiliary learning resources include one teaching outline, one teaching schedule, one teaching plan, one copy of "book design" (editor in chief: Xiao Wei, Zhang Li, Press: Hefei University of Technology Press), PPT courseware for all courses, Focusky animation courseware, microlecture video, exhibition of excellent students' works, exhibition of winning entries.

VIII. EVALUATION CRITERIA AND METHODS

The usual performance accounts 40% of the total score, and the final score accounts 60% of the total score. Among them, the usual performance is mainly on

the attendance, learning attitude and weekly classroom exercises and homework for what teachers have taught. The final grade is to test the content of practical operation, i.e. book making, etc.

IX. CONCLUSION

Online education is the product of the development of science and technology era. Pure online education refers to the teaching online, so that people can learn knowledge anytime and anywhere without leaving home. It can be said that online education has a great impact on traditional education, breaking the traditional mode. And the network has become the main transmission tool. In such a trend, it is easy for online education to have the development. Online education overcomes the main disadvantages of offline education, that is, online education is no longer limited by time, space, age of the educated and educational environment. In addition, the cost of online education is significantly lower than that of offline education without expensive rent, water, electricity and other expenses, which can be seen from the increasing number of education websites. Online education breaks the barriers of space and time, facilitates the learning of the public and enables more busy people to enjoy the power of knowledge.

The teaching form in special period brings the reform. It is required to change the way of preparing lessons, the teaching mode, and the state of mind. The torrent of change is unstoppable. Teachers must be willing to make changes and adapt to the needs of the development of education in the new era. At the same time, teachers can collect data, extract knowledge points, design cases and improve data, write new teaching plans, make new courseware, record microlecture video, and use teaching platform efficiently. Online teaching has a long way to go. It is an inevitable teaching method in the future. Adopting online and offline blended teaching mode is not only the continuation of traditional teaching mode, but also the innovation of Internet teaching in the future. It is necessary to start from the actual situation of students, continue to expand effective teaching mode, and change the single "injection" teaching into the "online and offline interactive" teaching of two-way communication between teachers and students. Combining with the characteristics of art students, it is better to advocate heuristic, participatory and discussion teaching methods, and fully mobilize the enthusiasm and initiative of students' learning, so that students can get self-education and promotion in the process of active participation.

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