

Research on Micro-course Teaching Mode of Environmental Art Design Specialty

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Keywords: environmental art design speciality, micro-course, student, teaching mode

Abstract: With the flourishing development of information technology, mobile terminal, mobile equipment and network media have entered campus, and information technology application in teaching work has become the focus of educators, accordingly, “micro-course” has become the research hotspot based on this background. This paper takes environmental art design speciality as research object, based on deep exploration on current speciality situation and combined with the characteristics of “micro-course”, proposes the micro-course teaching mode for environmental art design speciality talents in higher vocational colleges.

1. Introduction

Micro-course is a fresh teaching mode which bases on WeChat and micro-video. Such kind of new teaching mode lays emphasis on transmitting important content by aid of favourite mode by the students, which can facilitate students to master knowledge. While the biggest role of environmental art design speciality is to stimulate the artistic design thought and innovative capacity of students to break through traditional design restriction. In the teaching process, if the micro-course teaching mode can be utilized effectively, it will largely improve the teaching efficiency. Certainly, how to choose, plan and apply the micro-course contents are needed to be considered by the professional course teachers.

2. Definition of “micro-course”

There is still no explicit definition for micro-course currently. From perspective of teaching, the short videos and audio courses which are produced based on modern courses can all become micro-courses. The year of 2013 can be taken as the “micro-course year” of our country, in which year micro-course firstly appeared in the form of competition in primary schools, middle schools and universities, and as a result, more students have recognized the characteristics and role of micro-course. According to the official document of the first micro-course competition for primary and middle schools, “micro-course” is shorted from “micro-video courses”. It adopts the main teaching mode of micro-video to present key knowledge and difficulties in teaching through videos, which reflects the process of teaching effect. The micro-course length is generally less than 10 minutes to easily make students focused, which is suitable to explain the questions of students or new knowledge in a concentrated way. Hu Tiesheng thinks micro-course is a kind of micro-video teaching mode designed by teachers based on new curriculum standard and teaching practices, and concentrated reflection on certain knowledge in classroom teaching. On the whole, different professions have defined micro-course. The author thinks micro-course refers to micro-video content made by professional teachers according to teaching and practice requirements. It controls its length within 8 to 10 minutes and focuses on content concentricity and uniqueness, which can be adopted positively by schools.

3. Current teaching situation and characteristics of environmental art design speciality

3.1 Current teaching situation of environmental art design speciality

In the teaching process of environmental art design speciality, the teachers adopts traditional

teaching mode of teaching in fixed place and fixed time. In classroom, teachers impart knowledge to students through explanation, analysis and summary. In view of course arrangement mode, different professional courses also rely on fixed time interval to complete corresponding teaching tasks and objectives, meanwhile, the teaching mode relies on theoretical teaching in classroom while training courses are less owing to condition limitation, as a result, the practical operation and participation of students can not be guaranteed. What's more, traditional environmental art design speciality teaching adopts single mode and lacks of innovation. For many years, though the teaches pay attention to cultivating the innovative ability of students in the practical teaching process of environmental art design speciality, the teaching mode fails to base on the characteristics of environmental art design speciality. Traditional environmental art design course teaching fails to escape from traditional mode of "being dominated by teachers", which causes students to be passive, fails to stimulate learning enthusiasm of students, makes them rely on teachers and lack of innovative awareness, restricts their creative thought development and provide no conditions for them to cultivate and develop their problem-solving ability.

3.2 Teaching characteristics of environmental art design speciality

Environmental art design course involves multiple subjects, including Architecture, Urban Planning, Human Engineering, Environment Behavior Science, Environmental Psychology, Design Aesthetics, Sociology, Literature, History, Archaeology, Religious Studies, Ecology and Environmental Studies, therefore, it involves massive knowledge, which is a huge challenge for environmental art design speciality teachers and students. Wherein, the environmental art design speciality teachers should have rich knowledge reserve and effective teaching method to impart massive professional knowledge to students while the students need to have high professional quality and can accept high-strength knowledge transmission and transform it into professional operation ability within limited course arrangement. Environmental art design course pays much attention to close combination of theoretical knowledge and actual survey, which not only requires the students to master theoretical knowledge in classroom and lay a solid foundation of professional knowledge but also requires them to put theoretical knowledge into practice. Theoretical knowledge in classroom is the basis, and the mastery of students on basic theoretical knowledge is the foundation for environmental art design speciality learning, while practice is the important channel to enhance ability, accordingly, the students should put theoretical knowledge into practice actually, and transform practices into experience thus to enhance their work capacity and enrich their professional quality. Therefore, environmental art design course teaching not only needs the teachers and students to communicate with each other but also relies on extracurricular tutoring.

4. Application of micro-course in environmental art design speciality

Micro-course flipped class has been proposed in recent years, besides, some universities has begun to carry out this mode in parts of professions. "Flipped class" originally sourced from "Flipped Class Model" which was invented by one American teacher. At the beginning, it was recognized by students and made teaching contents richer and more attractive. Flipped class can be applied in multiple subjects, for higher vocational colleges, artistic design stresses practice while correct application of micro-course can make students recognize the importance of practice and cultivate their practical ability. Compared with traditional teaching, flipped class is not restricted by time, teachers can send the micro-video to students for them to review at any time after class besides classroom explanation from teachers, such kind of teaching mode can release teachers from traditional teaching mode and make students more focused, which can also easily stimulate the learning interest of students based on its diversified course content. Based on the mode of flipped class, environmental art design teaching should utilize it fully to present practice design and break through traditional teaching mode. After the flipped class is implemented, the teaching change in higher vocational colleges will be reflected from the following aspects

4.1 Environmental art design course teaching adopts video form and have clear and diversified contents

Based on implementation of flipped class, the teaching emphases can be directly reflected, the students can master the knowledge better through forms of preview and review. The teachers can record the teaching contents through multiple ways, for example, Jonathan Berman and Aaron Sams firstly adopted screen capture software for video recording and make Power-Point with explanations. Moreover, teachers can adopt the mode of drawing and recording at the same time. Video is the most important form, which can be uploaded to network or sent to students for saving after being produced. Compared with traditional mode, it saves times and stores contents easier to enhance teaching consistency, furthermore, it has clear and diversified contents.

4.2 Help to cultivate the self-learning ability of students

In traditional teaching process, students have difficulty to form self-learning ability, owing to difficulty in referring to materials after class and shallow understanding of speciality, students can only cultivate their ability through classroom teaching, as a result, their design capacity will be insufficient obviously. Besides, owing to limitations in time and student ability, the students can not master the teaching emphases and difficulties correctly. However, after the micro-course flipped class is adopted in classroom teaching, the teachers combine with the environmental art design micro-course to make explanations for students, wherein, the teaching contents and emphases are clear, and accordingly, the students can understand easily, furthermore, they can realize self-learning after class to find more problems thus to cultivate their capacity in independent thinking and design, therefore, such kind of mode should be advocated among multiple teaching modes in higher vocational colleges.

4.3 Release the classroom teaching time

The environmental art design speciality students should practice repeatedly. The application of micro-course flipped class can enhance the independent ability of students and release the classroom time, as a result, the students can, on the one hand, have more time to think about design and practice repeatedly to strengthen their design ability, on the other hand, they can master knowledge more comprehensively and master knowledge emphases more correctly.

5. Conclusion

Researching the teaching mode suitable for micro-course is helpful for application of micro-course in actual teaching process, successful “flipped class” teaching mode has been implemented in overseas, which wins recognition in America, while our country is still in the exploration stage of this mode. At present, researching the micro-course teaching mode suitable for actual situation of higher vocational colleges in our country has become urgent, therefore, it is needed for us to refer to successful experience in overseas positively and combine with the characteristics of higher vocational education in our country to conduct creative research on teaching mode, give play to the role of micro-course in higher vocational education work and actually enhance teaching effect.

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