Research on the Application of MOOC in O2O Teaching Model Innovation of Aesthetic Education in Higher Vocational Colleges

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Abstract. The rapid development of Internet technology has promoted the era of education informatization, and the construction of an O2O teaching model with online teaching and offline communication is a central link in the reform of aesthetic education in higher vocational colleges. As a representative of the education model in the new era, the emergence of MOOCs has greatly promoted the development of online and offline hybrid teaching models. This article will discuss MOOC's O2O teaching in aesthetic education in higher vocational colleges from four aspects: research background, current application status of MOOC in aesthetic education, implementation strategies of effective application of MOOC teaching under O2O mode, and improvement of the guarantee mechanism of MOOC teaching quality Application in model innovation.

Keywords: O2O teaching model · Aesthetic education · MOOC · Implementation strategy · Guarantee mechanism

1 Research Background

The "Outline of the National Medium and Long-term Education Reform and Development Plan" promulgated by the Ministry of Education in July 2010 clearly pointed out: "Information technology has a revolutionary impact on education development and must be highly valued." In May 2012, the "Ten-Year Development Plan for Educational Informatization" issued by the Ministry of Education emphasized: "Using educational informatization to drive the modernization of education, solve the problems that restrict the development of education in our country, and promote the innovation and reform of education is to accelerate the development of education A major strategic choice to become a powerful country in education" [1]. With the development of the "Internet+" action plan in the field of higher education, the application of O2O teaching mode in aesthetic education has become more and more popular. Online to Offline is abbreviated as "O2O". The O2O teaching model is based on the modernization of educational technology. The new e-commerce concept is borrowed from the teaching method reform practice, and the Internet technology is used to realize the learning and communication between teachers and students on the online teaching platform. "Online teaching, offline communication" two-way interactive education model, [2] and MOOC is a key part of this innovative teaching model.

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2 Educational Advantages Under the Background of MOOC

From a social perspective, the significance of using MOOC is that it cannot only impart knowledge, but more importantly, it can convey good learning concepts to people. Learning is not exclusive to students, nor can it be done only in school. MOOC can break through the limitations of time and space. No matter what occupation you are or where you live, you can become a learner, and solve the problem of educational imbalance caused by lack of resources in remote areas. Such a form helps to let the ideas of "lifelong learning" and "learning for all" take root in the hearts of the people, and promote the formation of a good learning atmosphere in society. Therefore, it is necessary to actively promote the development of MOOC.

From the school's point of view, a complete classroom system mainly includes three stages: before class, during class, and after class. The traditional teaching mode mainly focuses on the in-class stage. Teachers teach in the role of the leader in the classroom to invisibly split the entire teaching process, reducing the time for effective learning [3, 4]. The use of MOOCs can just solve this drawback. A pre-study session is added before the class, and the resources taken by the teacher in advance are used to allow students to complete the learning. Teaching tasks are completed in the classroom, teachers become the guides who provide help, and students become the leaders of learning, acquiring the knowledge they want and building a knowledge system are the real protagonists of the classroom. Aesthetic education courses are different from other disciplines. They belong to the category of art and are highly subjective. They pay more attention to the role of communication in learning. Traditional classroom teaching is often completed by a teacher from professor, answering questions to final evaluation, which is prone to problems such as single knowledge structure and too subjective evaluation. The use of MOOCs can allow students to get in touch with more outstanding experts and scholars in the industry through the Internet, and the learning angles are more diversified.

3 The Application Status of MOOC in Aesthetic Education

Since the first year of MOOC in 2012, the MOOC storm that originated in the United States has affected all parts of the world [5]. The world's most famous MOOC platforms include Edx, Coursera and Udacity in the United States, which are known as the "three giants of MOOC". These platforms classify courses according to subjects and languages, and can be used by learners from countries and regions around the world. In China, Internet education began to sprout from the 1990s when computers and the Internet were not popularized. In 1996, Tsinghua University first proposed the development of modern distance education, and in 1998 launched online postgraduate advanced courses [6]. With the introduction of a series of development policies, a good development environment has been created for Internet education. At the same time, Internet investment institutions have joined Internet education to promote the development of the industry, such as China University MOOC, Chaoxing Erya General Course, NetEase Open Course, etc. The platform was born under this background.

In recent years, the types of courses related to aesthetic education on the MOOC platform have become more and more abundant, and most of them can be provided to

the public for free. The large-scale and openness of the MOOC integrates the high-quality teaching resources of aesthetic education in major universities at home and abroad to the greatest extent, and has great teaching advantages compared with traditional classroom teaching. At the same time that schools at all levels and types in our country are actively reforming online courses in response to national policies, it is not difficult to find that there are still some problems that cannot be ignored in MOOC development. The author selects the two platforms "Chinese College Student MOOC" and "Superstar Erya", which are frequently used in teaching, as the research objects, and conducts statistical research on the aesthetic education courses on the platforms. It is found that most of the two major online education platforms currently have aesthetic education. The setting of courses is relatively simple, mainly based on theoretical forms such as introduction to art and art appreciation, and very few practical courses of basic art technology training are carried out for students. In addition, their common attribute is to allow learners to use online education resources for autonomous learning. Although it has changed the passive learning model of traditional teaching classrooms with "teachers" as the main body and improved the learners' subjective initiative, this learning method also has a certain drawback, such as the lack of teacher-student interaction, which makes learners blind in online learning. At the same time, there is a certain contradiction between the high registration rate and low completion rate of some aesthetic education courses.

4 Implementation Strategies for Effective Application of MOOC Teaching Under O2O Mode

4.1 Hierarchical Teaching, Teaching Students in Accordance with Their Aptitude

The school's aesthetic education curriculum emphasizes universality. It is mainly a compulsory course for students from all majors in the school to strengthen college students' art education and strengthen their cultural and artistic literacy. Through a systematic overview of the basic knowledge and basic principles of art theory, students can master the essence of art, Classification and creation, etc., so as to improve students' aesthetic accomplishment. However, the current art education in higher vocational colleges lacks top-level design, and there are no unified curriculum standard and teaching materials. The teaching is often based on the teacher's own professional expertise. The teaching content is mostly based on professional skills or theoretical knowledge. Aesthetic education courses in the sense. In addition, the solidification of the fault phenomenon in aesthetic education in our country has caused most students to have a weak artistic foundation, and only a few groups have certain art learning experiences. Therefore, judging from the courses provided by schools in the past, the group of students that can really serve is very limited [7].

The above phenomenon inspires teachers to pay attention to the effective implementation of hierarchical teaching in the design of MOOC, so as to teach students in accordance with their aptitude. Although there are many teaching resources related to aesthetic education on the Internet, not all resources meet the learning needs of students. Because different students have different levels of learning ability and artistic literacy, there are also certain differences in their acumen to art skills learning and art appreciation

in aesthetic education courses. If the content of the lessons in the learning process goes against the basis of the subjects themselves, it will not only waste a lot of learners' time, but also easily affect the learning efficiency and increase the learning burden. Therefore, it is recommended that teachers be able to formulate a systematic and complete evaluation plan for the subjects in the context of big data before the curriculum is set. Fangxian conducts scientific and effective evaluation, and organizes students into three different levels of learning groups of junior, middle, and senior according to the test situation, and prepares teaching materials of different difficulties according to the level.

4.2 Online and Offline, Dual Teachers Complement Each Other

In furthering the work of school aesthetic education, it is particularly important to speed up the construction of a curriculum system that meets the requirements. The core of the construction of a scientific and systematic curriculum system should be to improve the national quality and cultivate students' innovative spirit and practical ability. The O2O teaching model optimizes the flipped classrooms that have been put into use. It solves the problems of online communication between teachers and students and between students and students, and solves the problems of personalized interactions, and improves the lack of interaction in online education such as flipped classrooms [8]. But the O2O teaching model has just entered the field of aesthetic education, and has not completely replaced traditional online teaching. Therefore, the O2O teaching model is innovated, and the aesthetic education curriculum system integrating the "three classrooms" is constructed, that is, the online basic theory teaching is recognized as the first classroom, which mainly includes understanding course information, watching teaching videos, participating in online interaction, etc.; The offline skills teaching and on-campus practical activities are recognized as the second classroom, which mainly includes flipped classrooms, classroom teaching and explanation, skills exercises and practice, etc.; offline off-campus practical activities are recognized as the third classroom, mainly including practical performances, art venues internships, etc.. Form an internal cycle of online and offline aesthetic education, and realize a teaching linkage system that supports practice with theory and then feeds theory with practice.

Art theory courses can be set up in the form of MOOCs, using mature online teaching platforms to build online courses for students to flexibly complete online learning in their spare time. The learners are restricted to complete all the video and material learning in accordance with the requirements of the online course, and pass the classroom test and final assessment before they can receive theoretical credits. Online theoretical teaching transforms teachers' classroom "lectures" into online "guided learning", and students change from "passive learning" in the classroom to "active exploration" online. In the early stage of online course construction, art teachers complete the formation of the production team and collect and organize the teaching content according to the course standards. Then, contact the shooting company to complete the shooting of all the teaching videos, and use the rich audio, video and animation techniques in the post-editing to build digital teaching resources that meet the needs of students and fit the network teaching situation, so that students can't get enough Users can get a real-life experience like in a concert hall or art gallery. At the same time, the online learning platform provides a reasonable and effective communication mechanism for teachers and students,

so that the problems encountered by students in the learning process can be solved in a timely manner. On the one hand, the construction of art online courses has changed the shortcomings of traditional teaching methods, and on the other hand, it has solved the complicated problems of naming, reviewing test papers, and calculating results caused by the large number of students in general art courses. The online theoretical courses set up chapters on art, music, film and television, drama, Chinese opera, and fine arts, changing the single knowledge structure that most vocational colleges specify a certain art category to teach in a professional unit, from the students' evaluation and After class feedback, it can be seen that this comprehensive art knowledge framework meets the students' demands for art knowledge learning, and also lays a theoretical foundation for the in-depth study of art practice skills of later students.

For the learning and internalization of any knowledge, external factors are the conditions and internal factors are the key. It is one-sided to focus on the teaching of static knowledge in the classroom. Practical learning is an important aspect of the aesthetic education teaching process, which is completed by the second and third classrooms. It is recommended that schools offer art practice courses in the form of optional courses. According to the teacher's situation, 8–12 public art practice courses are opened every semester for students to choose based on their interests. Students must complete at least one elective task of the course and pass the assessment during the university. Get practical credits. Practical optional courses also use the MOOC platform. In the teaching preparation stage, teachers first upload the important and difficult points of the artistic skills that each lesson needs to master on the platform, so that students can make full use of the role of pre-class preview. During the class, offline teaching is the main form. Under the teacher's on-site demonstration and guidance, students can practice repeatedly, correct mistakes, and explain common problems that students are likely to encounter in the practice of artistic skills. After class, teachers publish training assignments and extracurricular resources on the platform, allowing students to practice and apply the motor skills they have learned in social practice and club practice.

4.3 Process Evaluation, Focusing on Individuality

Objective and fair teaching evaluation is a necessary condition for innovative O2O aesthetic education curriculum system. According to the characteristics of the teaching mode and the learning rules of art subjects, it is possible to consider changing the assessment criteria of students' academic performance from the previous "normal performance (30%) + final assessment (70%)" form to a process evaluation method. A mature online teaching platform can monitor the entire process of students' online learning. Teachers can log in to the background to control the length of time the students watch videos, the number of discussions and interactions, the completion of usual homework, and the final assessment results. Through the comprehensive performance of students in the whole learning process, the procedural evaluation results of students' theoretical academic performance are completed. Because the learning of artistic practical skills is related to many factors such as artistic talents, personal expertise and learning experience, students will have large individual differences in the process of artistic practice, so the assessment methods cannot use the same standard to judge the practice level of all students. The grading will focus on the students' personal attitudes, efforts and space for

progress during the learning process, and will not compare with the excellent practical skills of others, and fully protect the self-esteem and enthusiasm of students [9].

Since the MOOC adopts online learning and all teaching activities are carried out on the Internet, integrity issues such as "whether the homework is completed by the student" will inevitably become a hot topic in MOOC teaching [10]. Since all teaching links on the MOOC platform rely on limited teachers in the teaching team to monitor, MOOC's innovation in monitoring technology is necessary, adding new technologies such as face recognition, and identifying students in an intelligent way Whether to complete the homework and test independently, and record the cheating student's score as invalid before the final evaluation, which can improve the efficiency of the teacher's process evaluation. In addition, for students who lack learning motivation, some reward mechanisms can be adopted in the evaluation process. Set up a scoreboard on the homepage of the platform. When learners complete video learning, quizzes or participate in interaction, they can get corresponding points. In the assessment of final scholarships, certain preferential policies can be given based on the points in the learning platform. You can also set up a work display wall on the homepage of the platform to display the reports of outstanding learning teams on the homepage of the course. This will not only improve students' sense of honor and self-confidence, but also set a good example for other students.

5 Improve the Guarantee Mechanism of MOOC Teaching Quality

5.1 The Role Positioning of Online and Offline Compound Teachers

As a front-line art teacher, on the one hand, we still have the identity and role of the traditional "offline teacher", face-to-face communication and interaction with students in the classroom, and use basic teaching skills such as singing, playing, jumping, drawing, and writing in art teaching. Guide students to experience artistic activities such as appreciation, creation and performance. On the other hand, we should also strive to become online teachers, get rid of the limitations of traditional art classroom teaching, and carry out teaching activities related to information education technology by paying attention to, understanding and applying art teaching resources on the Internet; design, produce and teach by ourselves Related MOOC videos; use the teaching platform to guide students in online teaching interaction, and use information technology to optimize the traditional art classroom. Schools should take practical and effective measures to actively encourage teachers to participate in various forms of MOOC training, from MOOC topic selection and curriculum content planning to resource integration and course recording, and finally provide comprehensive training for students on how to answer questions online [11]. Further promote teachers to move closer to the new teaching platform, and rationally complete the dual teaching tasks from "online" to "offline".

5.2 Exploration of Aesthetic Education Resource Sharing in the Big Data Era

The introduction of a mixed teaching model in the aesthetic education system of higher vocational colleges has extended the time for students to study in class. Students can use

fragmented time to carry out independent learning and solve the problem of insufficient time in traditional classroom teaching. At the same time, it also expands the learning space of students, providing students with a variety of teaching information such as videos, animations, images and courseware. With the rapid development of information technology and the Internet, the construction of informationizational education has put forward higher requirements for the integration of educational resources, and the storage of individual decentralized educational resources must be limited in the future development of art education. It is necessary for various colleges and universities to jointly discuss and formulate curriculum standards to regulate the quality of MOOC based on the actual learning situation of students and the actual development of aesthetic education in my country, and to monitor the quality of teaching. At the same time, it will further rely on NAS (Network Attached Storage) to build a shared resource library of aesthetic education in the school. Teachers will automatically synchronize the high-quality art education resources collected by individuals to the network storage, benefiting more art front-line art teachers. At the beginning, small-scale sharing in the teaching and research room was the main focus. In the future, it will be more ideal to gradually realize the sharing of resources across the school, so that more teachers and students can find effective resources for themselves in this rich educational resource library.

6 Summary

In summary, MOOC is a key product in the development of the "Internet+ Education" era. In the construction of the O2O teaching model of aesthetic education in higher vocational colleges, teachers should reasonably use MOOC to realize the advantages of teaching in accordance with their aptitude, complementary teaching, and multiple evaluations, and actively face the problems that still exist in the development of MOOC in aesthetic education teaching in higher vocational colleges. Strengthen the construction and improvement of the MOOC platform, raise teachers' awareness of innovative teaching concepts, improve the quality assurance mechanism of MOOC classrooms, and further optimize and innovate MOOC teaching, so that MOOC teaching is truly equivalent to aesthetic education courses in higher vocational colleges Fusion.

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