

Analysis of the Personality and Commonality of the MOOC Education Model of Art Education in Chinese Colleges and Universities

Yang Juan¹

¹Professor, Fine Arts Academy of Yuxi Normal University, Yuxi, China. Email: yangyanghaha@mail.ru

Abstract: *With the rapid development of information technology, large-scale online open courses (MOOC) have become an important part of higher education, especially in the field of art education in colleges and universities, MOOC has brought new teaching opportunities and challenges. With its advantages of openness, flexibility and resource sharing, this teaching mode provides an innovative way for traditional art education. This article will discuss the application practice of MOOC in art education in Chinese colleges and universities, aiming to provide reference and inspiration for the innovative development of art education through in-depth analysis of its characteristics and implementation effects.*

Keywords: MOOC, education model, art education, Chinese colleges and universities.

1. INTRODUCTION

Art education in colleges and universities in China is in the transformation stage of curriculum system restructuring, teaching methods and learning methods. MOOC (large-scale online open courses) is especially suitable for adult learners in higher education because it emphasises the autonomy and personalisation of learning. This teaching model provides great opportunities for the innovation of art education, especially in rich teaching content and diversified learning methods. Therefore, exploring and implementing the application of MOOC in art education has become an important way to promote the transformation of traditional art teaching into modern digital teaching. In order to deeply understand the current situation of the construction and application of the MOOC platform, I have carried out extensive data collection and collation. These platforms are classified by analysing the characteristics of the creation unit, online time and other factors of different MOOC platforms at home and abroad. Pay special attention to the art MOOC platform independently built by Chinese universities and the art courses on the social platform, and analyse the data of course clicks and course opening volume from it. This data analysis helps to evaluate the acceptance and influence of MOOC in the field of art education. In addition, by comparing and analysing the characteristics and effects of different platforms, it can provide valuable references for the further development and optimisation of MOOC in art education in colleges and universities in China. Research shows that the use of the MOOC platform can not only effectively expand the coverage of educational resources, but also enhance students' learning motivation and participation, and bring broader opportunities for domestic and foreign exchanges and cooperation to art education.

1.1 The development process of MOOC teaching in colleges and universities

Before exploring the application of MOOC in art education in colleges and universities in depth, we need to comprehensively comb and analyse the history of the education model of MOOC. MOOC (Massive Open Online Courses) is a form of online open education developed under the support of modern network technology. According to Ai Silin's definition, MOOC essentially provides an open online learning platform through which learners can freely access and learn the course content. The development of MOOC began in 2007, when public universities in Utah, the United States, first offered the "Introduction to Open Education" course. This marks the initial formation of the MOOC education model. Entering the 20th year of the 21st century, MOOC began to develop rapidly and gradually became an important part of the global education field. By 2013, China's higher education institutions also began to actively participate in the development of MOOC. Top domestic universities such as Tsinghua University, Peking University and Fudan University have not only joined internationally renowned MOOC platforms such as edX and Coursera, but also began to build their own MOOC platforms, such as Tsinghua's School Online and Peking University's Chinese MOOC.

1.1.1 The development of MOOC in foreign universities

The history of MOOC (Large-scale Online Open Course) began in 2007, when David Willie, a professor at Utah State University in the United States, uploaded the open course Introduction to Open Education on Wikipedia. The design of this course allows users around the world to efficiently share resources and participate in classroom innovation, which marks an important step in the initial combination of open education and online learning. The following year in 2008, Professor Alic Klaus of the University of Regina in Canada further promoted this model. By uploading the online course of Media and Open Education, and realising the remote cooperative teaching of experts and scholars across regions around the world, it laid the ideological foundation and technical preparation for the maturity of the MOOC model. From September to December 2008, George Simon and Stephen Downs of the University of Asabasca, Canada, jointly designed the first truly MOOC course "Connectivism and Connective Knowledge", which attracted 2,200 students from all over the world to study online, and the course outline was translated into many languages, including Spanish, Portuguese, Italian, Hungarian, Chinese and German. Canadian scholars Dave Comille and Brown Alexander further officially named this model "MOOC". By 2011, Stanford University's open introduction to artificial intelligence course was open to the world for free, attracting 160,000 learners to participate, of whom 23,000 completed the course, which further promoted the popularisation of MOOC. Subsequently, in 2012, the three major MOOC platforms: edX, Coursera, and Udacity were established one after another, marking the entry of MOOC into a new stage of development. In 2013, with the emergence of more platforms such as Udemy and Iversity, MOOC began to develop rapidly around the world. By providing diversified course content and flexible learning methods, these platforms have completely changed the traditional education model and provided unprecedented learning opportunities and experiences for learners around the world.

1.1.2 The development of MOOC in domestic universities

In 2013, the Ministry of Education of China and NetEase cooperated to develop the "University of China MOOC - Love Curriculum Platform", which marked an important development of China's MOOC teaching model. As the MOOC platform with the widest coverage and most influential users in China, Love Courses has become an important force in the digital transformation of higher education. By 2017, more than 65% of the 490 demonstration courses selected by the Ministry of Education chose to run on the Love Course platform, showing its core position in higher education. In addition, China's top universities, such as Tsinghua University, Peking University and Fudan University, have joined international MOOC platforms such as edX and Coursera, and are also committed to developing MOOC platforms with local characteristics. For example, Peking University's Chinese Mu Course, Tsinghua University's School Online, and the Ewant MOOC platform jointly built by five universities on both sides of the Strait led by Shanghai Jiaotong University. In addition, the UMOOC platform jointly built by Shenzhen University and 60 universities and the AHMOOC platform jointly built by Anhui Institute of Applied Technology are both practical actions of local universities in response to the national education informatization development strategy[1]. Although the development of domestic MOOC has made remarkable achievements, the overall development trend is still unbalanced. Among them, key universities and universities in economically developed areas are more active in the construction of MOOC. At the same time, compared with the international region, the attention and participation of MOOC in the mainland are generally higher than that in Taiwan. As a product of the integration of information technology and education, MOOC teaching has brought a new media position to college education in the context of globalisation. It promotes the interdisciplinary and cross-field knowledge circulation and improves the diversity and interactivity of teaching by breaking down the barriers between course recipients and publishers in traditional education. For art education in colleges and universities, how to continue to carry forward the advantages of traditional art teaching, such as practical operation and intuitive feeling, while maintaining the flexibility and openness of MOOC online teaching, is a great challenge. In addition, how to improve students' learning ability, professional ability and their application ability through MOOC is also an issue that needs to be explored in depth when using MOOC in college art education.

1.2 The current situation of MOOC teaching in college art education

In order to deeply understand the current situation of the construction and application of art education in China's colleges and universities in MOOC teaching, the author has conducted a comprehensive data collection and investigation. The research covers the fully open MOOC courses on the three major online

social platforms of Wisdom Tree, Chinese University MOOC (Love Course Platform), and Xuetang Online. In addition, it also includes MOOC courses independently built by art colleges, normal colleges and universities and comprehensive colleges.

1.2.1 Analysis of the opening volume of college art MOOC

The development of art MOOC courses in the past few years has shown a positive trend, especially in terms of audience, number of courses and course quality. In normal universities, from 2014 to 2018, the number of art MOOC courses continued to grow, which reflects the continuous pursuit of methods to improve the quality and methods of teacher education. However, due to some limitations in the online MOOC teaching mode, such as the lack of direct teacher-student interaction and practical experience, the number of classes in 2019 has decreased. This trend implies that it is difficult for pure online teaching to completely replace the traditional interactive and practical teaching mode. The challenges faced by a single online MOOC teaching include the lack of vivid visual images and the intuitive feeling of teachers' on-site demonstration, which are particularly important elements in art education. Therefore, college art teachers need to actively explore new methods to combine MOOC with traditional art teaching in order to take advantage of the broad coverage and resource sharing of MOOC, while retaining the interaction and practical characteristics in traditional teaching.

In addition, third-party social platforms such as Wisdom Tree, China University MOOC and Xuetang Online, etc., although the number of courses and audiences are growing, the general MOOC courses of these platforms may not fully meet the deep needs of professional art education[2]. Colleges and universities majoring in art education can select resources that meet the teaching needs of their schools from these social platforms, or independently develop and customise MOOC courses to better serve specific educational goals and student needs. The number of MOOC courses in comprehensive universities in 2014 showed a significant increase, which may be related to the widespread attention caused by MOOC as an emerging teaching model in that year. According to data in 2019, the number of course selections on the MOOC platform was as high as 1.5 million, which reflected the great influence and attractiveness of MOOC on the field of education at that time.

1.2.2 Statistics of MOOC clicks in college art

This section analyses the statistics of art MOOC courses in three colleges and universities from 2014 to 2018 art, normal and comprehensive. These data not only reveal the performance of different types of universities in terms of total clicks, number of courses and average clicks in art MOOC courses, but also reflect the annual changes in the audience, quality and popularity of the course. Normal colleges and universities occupy a leading position in the total number of clicks of MOOC courses, accounting for up to 61%, which shows that normal colleges and universities have a wide influence in promoting MOOC courses[3]. However, its average clicks account for only 6%, which may indicate that despite the large number of courses, the quality and popularity of individual courses are relatively low. This suggests that normal colleges and universities should pay more attention to improving the quality and attractiveness of courses, not just quantity, in the future MOOC curriculum development. In contrast, although the MOOC courses of art colleges and universities are not as good as normal colleges and universities in terms of total clicks, the average number of clicks has reached up to 84%, showing that the average quality of such courses is very high. This reflects the profound background and advantages of art colleges and universities in the professional field, and can provide high-quality professional art education. The Wisdom Tree platform is outstanding in terms of audience and average quality of art MOOC courses, far ahead of the other two major platforms, which may be due to the innovation and optimisation of the platform in course content selection, production quality and teaching methods.

From the perspective of the overall development, the audience, the number of courses and the quality of the art MOOC course are improving year by year. Especially in 2018, with the launch of the first batch of "National Boutique Online Open Courses" by the Ministry of Education, the development of art MOOC courses has ushered in a new peak. This trend not only shows the positive progress of higher education in digital transformation, but also shows the ability of art education in higher education institutions to adapt to modern educational technology and market demand. Although the number of art MOOC courses on the social platform is increasing year by year in terms of audience and the number of courses opened, the average quality of its courses has shown a downward trend. This phenomenon is mainly due to the fact that social platforms are usually not as strict as college platforms in terms of course content and quality review. The data shows that the MOOC courses of the university platform include many national and provincial boutique courses, while the MOOC courses of the social platform are

relatively low in terms of completion quality. Therefore, in the future, art educators need to take advantage of the wide audience advantages of the social platform, and should also pay attention to improving the quality of the MOOC courses of the social platform to ensure that the long-term development of art education is not affected by the attitude of rushing to make quick profits. In addition, the "word cloud" technology was proposed by Rich Gordon, associate professor of journalism and director of new media at Northwestern University in the United States. By visually highlighting more frequent keywords in network text to form keyword clouds or rendering, it effectively filters and simplifies a large amount of text information, so that users can quickly capture the core essence of web content.

After analysing the number of clicks, start time and number of courses of art MOOCs of the three major social platforms such as Wisdom Tree, University of China MOOC and Xuetang Online, as well as 30 comprehensive universities such as Chongqing University, Shanghai Jiaotong University and Jiangnan University, and 17 normal universities such as East China Normal University, Capital Normal University and Huaibei Normal University, it was found that the overall number of clicks showed a steady growth trend. Nevertheless, the content of the art MOOC course on the university platform generally shows the characteristics of singleness and lacks diversity and depth. In order to enrich and improve the quality of educational content, it is necessary to incorporate more classic and core art education courses into the MOOC platform of colleges and universities. In addition, colleges and universities do not need to pursue large-scale openness too much when independently building art MOOC, but should focus on solving specific problems in education and teaching, such as teacher resources, curriculum resources and differences in student abilities. In this way, more personalised and customised teaching content can be provided for students with different needs. Colleges and universities should develop art MOOC that meets their own conditions according to their own characteristics and actual situation, and explore teaching models suitable for the characteristics of the curriculum. At the same time, combined with traditional art teaching methods, colleges and universities should actively promote the hybrid teaching mode and combine MOOC with face-to-face teaching to optimise the teaching effect and improve students' learning efficiency and education quality.

1.3 The Uniqueness of the MOOC Content of College Art Education

Art education is a unique form of human cultural exchange and inheritance. It not only transmits knowledge and skills, but also covers aesthetic education and uses visual arts as a medium of communication and education. In the college environment, art education not only emphasises the ontology of art, that is, the value and characteristics of art itself, but also pays attention to its function as a tool, that is, to spread visual modelling skills and develop aesthetic culture through art education [4]. With the development of information technology, art education in colleges and universities faces the need to change from traditional teaching mode to modern teaching mode. This transformation not only requires innovative teaching methods, but also the expansion of teaching resources in order to better cultivate students' autonomy and creativity. In 2012, with the rise of MOOC (large-scale online open courses), which was regarded as the first year of MOOC, Tsinghua University and other universities began to vigorously promote MOOC recording, marking the beginning of the digitisation and widespread dissemination of high-quality teaching resources. Although initially MOOC was mainly concentrated in science and engineering majors, followed by humanities and history disciplines, and the MOOC construction of art disciplines was relatively small, since 2014, the recording of art MOOC has gradually increased, showing that the higher education community attaches importance to the digital transformation of art education. This trend shows that art education in colleges and universities is gradually accepting and integrating new technologies to meet the development needs of contemporary education. Through MOOC, art education can not only break through the geographical and time restrictions of traditional classrooms, but also provide richer and more diverse learning resources, so that students can be exposed to different art styles and technologies around the world. In addition, the interactive features of the MOOC platform also provide students with new learning methods, such as synchronous discussion and mutual evaluation of homework, which are difficult to achieve in traditional classrooms.

1.3.1 The Content Expression of Art MOOC is Relatively Concrete

Art education plays a unique and important role in human cultural activities. It not only transmits skills and knowledge, but also involves in-depth aesthetic education. Using visual arts as a medium, art education plays a bridge role in cultural exchange and inheritance between people. In the implementation of art education in colleges and universities, teaching not only focusses on the ontology of art - that is, the existence of art as a pure form - but also emphasises its practicality as a tool, that is, the dissemination of knowledge and skills through art, and the cultivation of visual modelling aesthetics. With the advent of the information age, art education in colleges and universities faces the challenge of transforming from traditional teaching mode to modern teaching strategies. This transformation involves the innovation of teaching mode and the expansion of teaching resources, aiming to better cultivate students' independent thinking ability and creativity. The introduction of MOOC marks an important direction of this transformation, especially since 2012, Chinese universities led by Tsinghua University have begun to vigorously promote MOOC, which not only provides a new teaching platform, but also brings new ideas for teaching content and methods.

In the teaching of painting, the expression of MOOC content is more "concrete" than other disciplines, which involves different genres and expression techniques of painting. From the perspective of the style of painting, it can be roughly divided into three main forms: figurative painting, image painting and abstract painting. Figurative painting, such as Renaissance works, emphasises the real reproduction of images, such as Da Vinci's pursuit of "being a mirror of nature". Abstract painting expresses the artist's visual language through simplified symbols and forms, such as the works of Mondrian and Pollock. Image painting is between concrete and abstract, conveying deeper emotions and meanings through deformation and exaggeration, which is common in traditional art in East Asia. The development of art MOOC requires teachers to flexibly use these different forms of artistic expression, and combine modern teaching technologies, such as videos, interactive platforms, etc., to give full play to the potential of MOOC in art education. In this way, MOOC can not only be used as a supplement to traditional classroom teaching, but also an important tool for promoting new concepts and new technologies in art education.

Art education relies on the innate visual reading ability of human beings, which makes visual information easier to accept and understand than words. As Yin Shaochun pointed out in his book *Talking about Art Education*, the core of art education is to cultivate students' perception, understanding and creativity of visual images. Fine arts, as a visual art, naturally focusses on the reading and creation of images, which not only reflects the uniqueness of art education, but also highlights its important role in human cultural activities. With the development of information technology, art education has gradually integrated modern teaching technology, especially through the platform of MOOC (large-scale online open courses). Art MOOC uses multimedia technologies such as images, text and audio-visual to present the course content in a concrete form, which not only enriches the teaching means, but also expands the time and space boundaries of teaching. For example, the MOOC course of "Classic Brush Painting Copying - Song People's Flowers and Birds" allows students to choose to learn specific knowledge and skills according to their own needs, and directly contact exquisite artistic techniques and theories through online videos. The advantage of this teaching model is that it greatly increases the accessibility and interactivity of education. Students are no longer limited by geographical location and time, and can access high-quality teaching resources through the Internet anytime and anywhere. At the same time, the concrete presentation of MOOC makes complex art knowledge and skills easier to understand and absorb, and students can get an experience similar to face-to-face teaching through audio-visual materials.

In addition, the development of art MOOC also reflects the concrete advantages of teaching content, that is, through intuitive images and demonstrations, the learning process is more vivid and intuitive. This not only enhances the efficiency of information communication, but also stimulates students' interest in learning and improves the learning effect. The comprehensive use of MOOC and traditional art teaching resources can form a teaching model with complementary advantages, which can not only give full play to the visual communication advantages of art education, but also further improve the overall teaching quality and efficiency of art education. Therefore, art MOOC is not only an important development direction of modern art education, but also a key way to promote the innovation and comprehensive development of art education.

1.3.2 "Intuitive Presentation" of Art Teaching Methods

Art education depends on the intuitiveness of visual expression, which is especially important in current teaching practice. In his book "Research on the Theory and Development of Art Education in Colleges and Universities", Nannan emphasised that art teaching should go beyond pure imagination and theoretical discussion, and should enhance students' intuitive perception and cognition through distinctive visual images. This kind of intuitive demonstration teaching not only enables students to directly observe and understand the image of art, but also enables them to master specific artistic creation methods through practical activities.

With the development of society, we have entered an image-centred cultural era. In this era, visual images have become the main means of information transmission and cultural exchange. Therefore, the intuitive principle of art education in colleges and universities should be more emphasised and developed in today's era. Czech educator Quamenius proposed in The Great Teaching Theory that students should experience things through various senses, which emphasises the importance of sensory intuition in teaching, especially in art education[5]. Intuitive demonstration is particularly important in art teaching, because it can immediately show the process and effect of artistic creation, such as colour adjustment demonstration in colour teaching. This direct demonstration helps students understand the nuances of colour proportions, which is difficult to achieve by verbal description alone. The visual presentation not only deepens students' understanding of skills, but also highlights the key points and difficulties of teaching, which helps students better master complex technologies and concepts. However, traditional intuitive demonstration teaching also faces some limitations, such as one-time and non-repetitive, which may not meet the learning needs of all students. In this context, art MOOC can be an effective supplement. By transforming the intuitive presentation into video teaching content, MOOC enables the intuitive presentation to be watched infinitely repeatedly, and students can learn repeatedly according to their own learning rhythm, which not only meets the needs of instant learning, but also adapts to the characteristics of fragmented reading in the Internet era.

1.4 Empirical Perception of Art MOOC Teaching Effect and Assessment Method

Art education is a discipline that is highly dependent on vision and practice. Its teaching not only conveys knowledge and skills, but also deepens students' aesthetic and emotional experience through artistic creation. The characteristic of this "technical course" requires educators not only to teach theoretical knowledge, but also to let students understand and absorb this knowledge through personal operation, which is especially important in traditional art teaching. Art MOOC provides a new teaching method, which decomposes the teaching content by recording short videos, so that students can learn at their own pace. This teaching mode is especially suitable for the teaching of theoretical knowledge, but the special feature of art subjects is that it emphasises the learning process of practice and operation. In art teaching, such as the specific operation skills of oil painting, the timing of the use of pigments, and the overall conception of the work, which need to be constantly adjusted and experienced in practice. These details are often difficult to fully convey through video and need to be carried out in the classroom through direct guidance and instant feedback from teachers.

In addition, traditional art teaching emphasises the interaction and discussion between teachers and students. This kind of teaching interaction helps teachers adjust teaching strategies according to the specific performance of students, and also promotes learning and inspiration among students. Although the distance teaching form of MOOC provides flexibility and convenience, it has certain limitations in real-time interaction and personalised teaching. The assessment of MOOC in art education usually focusses on the test of theoretical knowledge, while the evaluation of art subjects should pay more attention to students' practical ability and creative expression. The evaluation of art works often involves subjective aesthetic judgement and personal emotional expression, which are difficult to comprehensively evaluate through simple online tests. Therefore, although MOOC brings new possibilities to art education, it needs to be combined with traditional face-to-face teaching to ensure the comprehensiveness and effectiveness of teaching. When adopting MOOC, college art education should take into account the limitations of its intuitive presentation and the limitations of online assessment. Teachers should find a suitable way to combine MOOC with traditional teaching, such as using MOOC for teaching basic theory, and leaving more practical operations in face-to-face classroom teaching. At the same time, the assessment methods should also be more diversified, combining online and offline evaluation methods to comprehensively evaluate students' learning outcomes. In this way, art education can make full use of modern technology to improve and expand the teaching effect while maintaining its uniqueness.

1.5 The commonality of MOOC in Art Education in Colleges and Universities with Other Majors

Although the MOOC construction of college art education faces many challenges, developers are still constantly exploring and improving this teaching platform. Art MOOC shares some basic features with MOOC in other disciplines, and also shows specific teaching advantages, making it an effective learning tool.

First of all, the interactivity of MOOC is a major feature of it. In art education, this kind of interaction is particularly important, because artistic creation often requires creative communication and feedback. Through the social media function on the MOOC platform, students can communicate with students and teachers around the world in real time, share their works, get feedback, and learn different artistic perspectives and skills from them. This kind of interaction not only increases the depth of learning, but also helps students expand their artistic horizons in the global cultural context. Secondly, the autonomy and flexibility of MOOC are particularly important for art learning. Art learning requires a lot of personal practice and exploration, and MOOC allows students to choose the learning content and time independently according to their own pace and interests. For example, students can watch a teaching video of a painting skill repeatedly when needed until they fully understand and can apply these skills in their own works. This way of learning not only adapts to the needs of art education, but also motivates students to maximise their creativity. Finally, the repeatability of MOOC is also crucial in art education. The learning and mastery of art skills often requires repeated practice and long-term immersion learning. The videos and textbooks provided by the MOOC platform can be reviewed at any time, which greatly facilitates students to review and consolidate their skills at different stages. In addition, through continuous online learning and offline practice, even beginners can gradually complete complex art works, so as to realise the transformation from beginner to proficient.

2. CONCLUSIONS

Although the application of MOOC in art education needs to solve some unique challenges, such as the needs of practical operation and personalised guidance, its basic characteristics - interactivity, autonomy and repeatability - provide new possibilities for art education in modern colleges and universities. Future MOOC development can further explore how to combine the advantages of traditional art teaching, such as on-site demonstration and personalised feedback, and how to use new technologies, such as virtual reality and augmented reality, to enhance the practicality and teaching effect of MOOC in art education.

REFERENCES

1. L. Zhiying, "Briefly analyse the significance of MOOC in the art education system of local colleges and universities," *Literary Life*, vol. 17, no. 10, pp. 212, Jan. 2018.
2. Q. Yuan and Q. Chen, "Aesthetic art education and implementation strategy for college students," *Journal of Chongqing Institute of Science and Technology*, vol. 2019, no. 1, pp. 169-171, May 2019.
3. Q. Jiang, "Teaching analysis of art appreciation courses in colleges and universities," *Modern Vocational Education*, vol. 2017, no. 19, pp. 25, May 2017.
4. Y. Zhang, "Analysis of the role of art education in colleges and universities in the construction of harmonious campuses in universities," *Popular Literature and Art*, vol. 2011, no. 2, pp. 291, July 2011.
5. Q. Ye, "The penetrating role of aesthetic education in the cultivation of talent quality," *Journal of Social Sciences of Shanxi Higher Education Institutions*, vol. 2016, no. 1, pp. 104-105, Feb. 2016.
6. R. Zhang, *Research on the Development and Innovation of Modern Art Education*. Beijing: Beijing University of Technology Press, May 2020.
7. F. Liu, *Research on the Theory and Method of Art Education Development*. Beijing: China Book Publishing House, July 2020.
8. Y. Yang and F. Jiang, *Research on the theory of art education and its teaching methods*. Changchun: Jilin People's Publishing House, Sept. 2020.
9. C. Feng, *Research on the new concept and practical application of modern art education*. Beijing: China International Radio Publishing House, Oct. 2020.
10. B. Hu, *Newly compiled art teaching*. Chongqing: Southwest Normal University Press, May 2014.