Vol.2 No.11 2021
https://doi.org/10.37420/j.cer.2021.086

Research on the Cultivation and Practice of Innovation Ability of Art College Students Based on MOOC

Xin Xiao*
Guilin University of Technology, Guilin, China
*Corresponding author, e-mail: 171518056@qq.com

Abstract: *This paper analyzes the current situation of innovation ability of Chinese college students and the reasons for the lack of innovation ability of art college students, and proposes the content and specific implementation plan of teaching reform to improve the innovation ability of art college students in MOOC environment, so as to change the traditional teaching mode centered on "teacher" to a new teaching mode centered on "student", and thus improve the active, active and innovation ability of art college students. In order to improve the enthusiasm, initiative and innovation ability of art college students, we propose a new teaching mode centered on "students", which will change the traditional teaching mode from "teachers" to "students".*

Keywords: *MOOC; College students; Innovation ability*

Current Status of the Innovation Capacity of University Students

Since Chinese primary and secondary schools have long adopted the “fill-in-the-bag” exam-oriented education, everything is for the sake of exams, academic performance and promotion, without thinking and debating, which makes students generally lack the desire for innovation, innovative consciousness, innovative thinking and innovative perseverance when they enter university. In response to the current lack of innovation ability of Chinese college students, the government has issued a number of policies and regulations such as the Law of the People’s Republic of China on Higher Education, the Notice of the Department of Higher Education of the Ministry of Education on the Innovation and Entrepreneurship Training Program for College Students, the Opinions on Strengthening and Improving the Training of Master’s Degree Students, and the Opinions on Strengthening the Regional Cooperation of the Innovation Program for Master’s Degree Students, etc., in an attempt to improve college students’ ability to analyze and problem-solving and innovation and entrepreneurship abilities. In addition to the “Challenge Cup” competition, the “Internet+” competition, the “Student Innovation and Entrepreneurship Competition”, and the “Big Wide Competition” jointly sponsored by the Ministry of Education and other departments, there is also the “Challenge Cup” competition. In addition to the “Challenge Cup” competition, “Internet+” competition, “Innovation and Entrepreneurship Competition for University Students”, “Da Guang Xie”, etc., many universities also allocate funds to support innovation and entrepreneurship of university students, with the purpose of encouraging them to participate in these creative competitions, so as to improve their innovation ability. These initiatives reflect the specific measures of the educational authorities to implement the ideas and gradual regulation on the innovation of college students’ education. Although the quality of university students’ training has been paid great attention by many parties, the innovation ability of university students has not achieved a qualitative improvement and

leap. From “Joseph Lee’s problem” to “Qian Xuesen’s question” all hit every educator’s heart heavily.

Insufficient Innovation of Art Students

China’s Higher Education Law states that “the mission of higher education is to cultivate advanced specialists with innovative spirit and practical ability, develop science, technology and culture, and promote socialist modernization” (Xia & Shen, 1999). In May 2015, the State Council issued the Implementing Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education, which pointed out that “by 2020, the innovation and entrepreneurship education system should be fully completed, the quality of talent training should be significantly improved, the innovation spirit and innovation and entrepreneurship awareness and ability of college students should be significantly enhanced, and college students should be able to devote themselves to entrepreneurship practice. By 2020, the innovation and entrepreneurship education system should be fully completed, the quality of talent cultivation should be significantly improved, the innovation spirit and innovation and entrepreneurship awareness and ability of college students should be significantly enhanced, and the number of college students engaging in entrepreneurship practice should be significantly increased” (Zheng, 2016). The art industry belongs to the creative industry, and originality is its distinctive feature, which needs to be new and different. To achieve such effect, it needs a group of people who are passionate, creative and dare to pioneer. Art college students should be the most active and innovative group of the whole college students, but due to the current art teaching management, there are generally (1) too strict teaching management, lack of innovation in the institutional environment; (2) too detailed professional settings, lack of innovation in teaching foundation; (3) too single teaching art, lack of innovation in teaching quality; (4) outdated selection mechanism of leaders, teacher evaluation Lack of innovation and other problems (Yu, 2015). These lead to the weak innovation ability of art college students in general, the lack of original achievements and independent exploration ability, as well as the lack of ambitious ideals and academic research goals and other problems.

MOOC (Massive Open Online Course) has a large number of high- quality online resources, which has the advantages of cultivating personalized learning, self-discipline, problem-solving ability, teamwork and learning ability, etc. It can solve the problem of insufficient teachers in colleges and universities, and realize the sharing of high-quality online resources. At the same time, MOOC can transform the traditional teaching mode centered on “teachers” into a new teaching mode centered on “students”, which can meet the different needs of different students by teaching according to their personalized needs, thus giving full play to the enthusiasm and enthusiasm of art students. In this way, we can give full play to the enthusiasm and initiative of university students in learning, and play a good role in the cultivation of their comprehensive ability. Therefore, it is important to study the innovative ability cultivation of art college students under MOOC environment.

The Reform Content of Improving the Innovation Ability of Art College Students Based on MOOC

Active Adjustment of Teachers’ Functions to Stimulate Students’ Sense of Innovation

In the MOOC environment, the role and status of teachers are fac ing great challenges. Teachers should take

Vol.2 No.11 2021
https://doi.org/10.37420/j.cer.2021.086

the initiative to adapt t o the development of the times, adjust their mindset, set their own position, and grasp the essence of MOOC. By familiarizing themselves with the requirements and mechanisms of MOOC courses, they should se lect MOOC courses that are related to or complementary to the course content as a supplement and extension of the teaching content, and g radually adjust to "student" as the center (Sun, Zou & Lei, 2014). The teacher's main r esponsibility is to guide students and answer questions, which requi res students to use the MOOC to study the course content independent ly before class. The teacher-student meeting time is used for intera ctive communication to arouse students' curiosity, curiosity and que stioning, and stimulate their creative consciousness, so that studen ts can change from passive learning to active learning and give full play to their own enthusiasm.

Setting up Individualized Training Programmes

The education of art students should pay more attention to specialization, personalization and characteristics, because they will become the elite of art creation in the future society. Under the MOOC mode, each student can position himself according to his own personality, and design his own learning goals and future career development plan. In this way, by changing the form of the "teaching plan" of talent training, from a unified training program to a personalized "training program", each student can arrange their own learning content according to their own characteristics, from passive arrangement to active choice, giving students The program has been changed from a unified training program to a personalized training program, so that each student can arrange his or her own learning content according to his or her own characteristics, changing from a passive arrangement to an active choice, and giving the student room to choose fully and give full play to his or her own initiative.

Restructuring Teaching Relationships

Fully understand the main position of students in the teaching system, teaching design and management should be developed around the main body of students, the school in material, technical, policy support and other aspects to provide the necessary protection. Students are given greater autonomy to choose, so that they can participate in the MOOC, realize their own training program, and participate in the teacher's after-school tutorials and corresponding practical activities. At the same time, the teaching and research team of the teachers will develop a heterogeneous design and hybrid combination with the on-site teachers through MOOC teaching, so as to bring into play the characteristics and strengths of various teaching methods and improve the quality and efficiency of talent cultivation.

Establishing a Blended Teaching Model

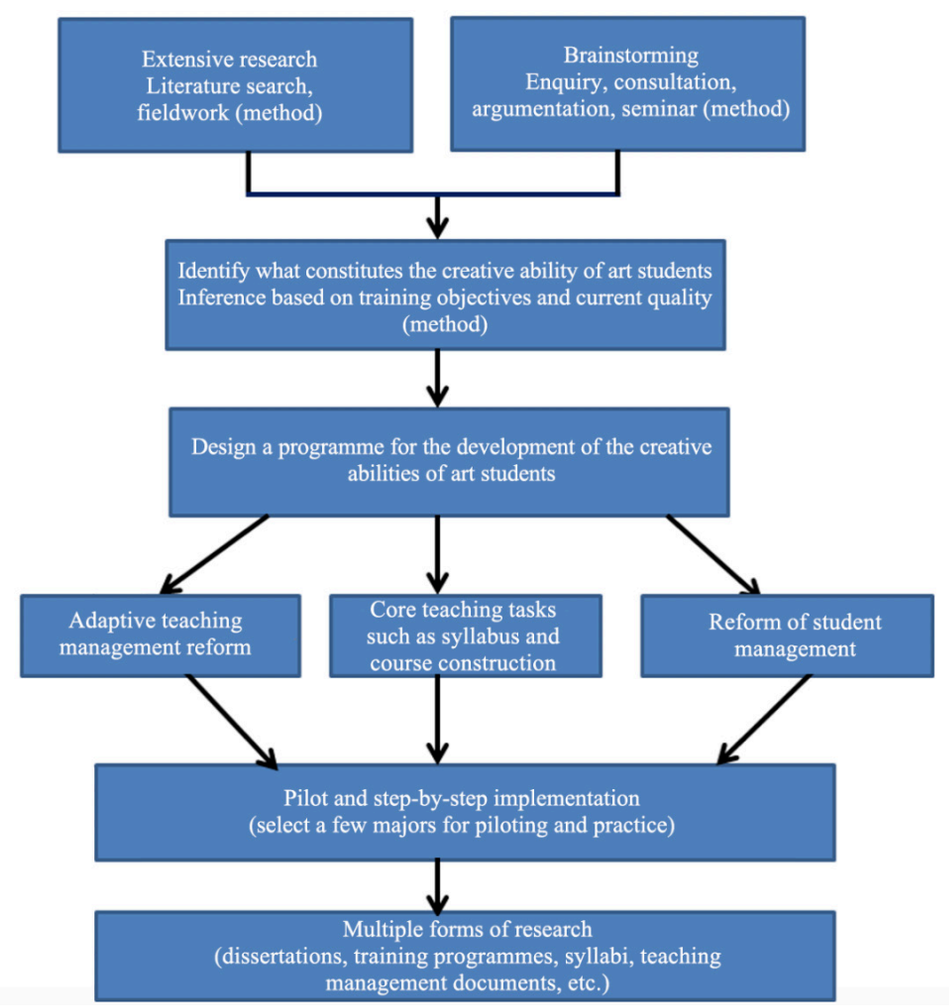
The characteristics of MOOC, such as large mode, openness and li nearity, provide conditions for the creation of hybrid teaching mode. The proportion of professional foundation courses using MOOC mode is relatively high, while the proportion of practical teaching, qual ity development and innovative practice courses using MOOC is relati vely low. Teachers should pay attention to the flexible use of a var iety of teaching forms, rather than MOOC as a simple repetition of t he classroom (Wang, 2015). MOOC is not to replace the teacher, but re-

quires the teacher to give full play to the role of MOOC, but also to play t heir own role in the classroom site.

Strengthen the Construction of High-quality Resources and Realize the Sharing of Educational Resources

In March 2012, the Ministry of Education issued the Opinions on Comprehensively Improving the Quality of Higher Education, putting forward the requirement of building a high-quality higher education resource sharing system. Subsequently, high-quality online courses such as “Love Classroom”, “Netease Open Class” and “National Quality Course Resource Network” were opened one after another. However, the MOOC-based teaching concept in China is not deep enough, the construction of resources is not ideal, and the win-win situation of resource sharing has not yet been formed. Each university is working on its own, and there is the phenomenon of blind construction and duplicate construction, so each university should focus on building a few influential MOOCs according to its own specialties and professional characteristics, strengthen regional cooperation and cooperation among universities, formulate standardized educational resources sharing plan and specific operation regulations for art students, and realize educational resources sharing.

Specific Implementation Programmes



Vol.2 No.11 2021
https://doi.org/10.37420/j.cer.2021.086

Figure 1. Programme to enhance the creative abilities of art students

The innovative ability of college students is not only related to our higher education, but also related to our future science and technology, our competitiveness level and future international status, so it is important to strengthen the cultivation of college students' innovative ability and improve their innovative ability. The cultivation of innovative talents has become an urgent problem in higher education, and we intend to take the following measures and methods to enhance the innovative ability of art college students.

In conclusion, the cultivation of innovative ability of art college students is an important part of the current teaching reform, and the teaching reform under the basic MOOC environment can effectively use the existing resources, make use of the strengths and avoid the weaknesses, mobilize the enthusiasm and initiative of art college students to learn, give full play to their subjective initiative, and improve the innovative ability of students. This paper explores the factors, ways, characteristics and laws of MOOC on the cultivation of innovation ability of art college students based on the characteristics of teaching mode of art college students in MOOC mode, and the impact and opportunities of MOOC on the education of art college students, so as to form a scientific and effective mode of cultivating innovation ability of art college students, and finally improve the innovation ability and education teaching level of art college students comprehensively. In the end, the innovation ability and education level of art students will be improved comprehensively.

References

Xia, Z. J., & Shen, R. J. (1999). A New Milestone in the Development of Higher Education in China--Experience of Studying the Law on Higher Education and the Decision of the National Church. *Beijing Higher Education*, (09).

Zheng, J. J. (2016). Strategies for cultivating talents with "two creations" in mechanical and electrical majors in higher vocational institutions: an example from Jiaxing Nanyang Vocational and Technical College. *Communication of Vocational Education*, (23).

Yu, X. Y. (2015). Exploring the cultivation of innovation ability of students in art colleges and universities. *Chinese University Technology Transfer*, (10).

Sun, H., Zou, H. X., & Lei, L. (2014). Cultivation of innovation ability of graduate students in military schools based on MOOC. *Computer Education*, (09).

Wang, L. (2015). The reform of postgraduate education from the perspective of "catechism". *Asia-Pacific Education*, (05).