

# *Various Teaching Modes of Art Teachers in Colleges and Universities*

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**Abstract:** Because of its own characteristics, art colleges and universities have uneven educational technology ability of teachers, which is also a problem faced by art colleges and universities at present. The level of teachers' educational technology ability directly restricts the long-term development of art colleges and universities. This paper aims to study various teaching modes of art teachers in colleges and universities. Based on adult learning theory, effective teaching theory, and informal learning theory, this paper investigates the current situation of educational technology ability of front-line teaching teachers in four disciplines of colleges and universities, namely, art, musicology, fine arts and design art, through a questionnaire survey. The results show that there is a certain imbalance in the development of teachers' educational technology ability, and their ability to operate basic knowledge and skills of educational technology is strong, but their ability in other aspects, such as theoretical knowledge of instructional design and development and innovation, is weak, especially in development and innovation. Teachers' understanding of the basic concept, connotation, and significance of educational technology ability is not deep enough: they pay more attention to the mastery of professional related software and pay insufficient attention to the general methods and practice of instructional design; There are limited ways to improve teachers' educational technology ability. Finally, aiming at the problems existing in the improvement of the educational technology ability of art teachers in domestic colleges and universities, the paper puts forward corresponding feasible countermeasures from three levels: giving full play to the subjective status of teachers and their active initiative in learning, effectively making use of the collective positive education and promotion of schools, and under the guarantee of a clear and effective social system, through the joint efforts of the whole society for a long time to improve the educational technology ability of art teachers in colleges and universities.

## 1. Introduction

Teachers are a special group that requires professional knowledge and accomplishment, and educational technology ability is one of the basic skills. Under the premise of rapid development of information, we can quickly occupy the commanding heights of culture and lead and promote the

continuous advancement of education. Teachers' educational technology ability in art colleges and universities is to train teachers in educational technology-related theories and abilities through art colleges and universities, so that teachers can gradually form the consciousness of actively using educational technology ability in the teaching process and master how to use educational technology to optimize and improve the classroom teaching effects [1-2].

In the research of various teaching modes of art teachers in colleges and universities, many scholars have made research on them and achieved good results. For example, Benati A believes that educational technology ability is the ability of teachers to teach by means of educational technology under the guidance of modern teaching theory[3]. It requires teachers to design and innovate in a series of teaching-related factors such as concept, organization, content, mode, technology, evaluation, and environment, to adapt to the times. Pushkar has made a special observation and research on the learning methods held by adults and thinks that informal learning and occasional learning should be the main ways of adult learning [4].

Through expounding the concepts of transfer-acceptance teaching mode and inquiry learning teaching mode, analyzing the implementation process, and studying the corresponding teaching cases, this paper explores the characteristics, advantages, and limitations of the two teaching modes, as well as a series of problems of multimedia application in the teaching process. Finally, through the comparative analysis of the transfer-acceptance teaching mode and the inquiry learning teaching mode, this paper explores the related problems and countermeasures that should be paid attention to in the application of the two teaching modes, including paying attention to the man-machine relationship, the timing and mode of multimedia applications, etc., hoping to be helpful to college art teaching under the multimedia environment.

## **2. Research on Various Teaching Modes of Art Teachers in Colleges and Universities.**

### **2.1 Design and Implementation of Interview Content**

#### (1) the initial stage of design interview

First of all, through the literature review, we have a preliminary understanding of what kind of content will be set in the interview of educational technology capability in colleges and universities. Different types of college teachers have different demands for educational technology capability. As a special group, art colleges have no fixed and detailed interview contents with reference to previous academic research on educational technology capability cultivation. This interview is based on the research of investigation and interviews in traditional colleges and universities, and is arranged in combination with the teaching characteristics of Communication College. Secondly, by randomly asking teachers about their needs for educational technology, we can improve the comprehensiveness of understanding. There are great differences in curriculum design and arrangement among different majors in art colleges. Random interviews can increase the comprehensiveness and rationality of training design, which is conducive to increasing teachers' needs in the design process of teachers' educational technology ability training [5-6].

#### (2) The content of the interview

It consists of two parts, basic information and interview content. The basic information is to know the academic title, academic background, and teaching time of teachers. The content of the interview is to know the teachers' basic knowledge of educational technology, as well as the evaluation of relevant training after training, to improve the training program according to the evaluation opinions of teachers in the later period. (Situation and teaching time. The content of the interview is to understand teachers' basic knowledge of educational technology and the evaluation of relevant training after training, to continuously improve the training program in the later stage

according to the evaluation opinions of teachers [7-8].

## **2.2 Overall Analysis of the Current Situation of Teachers' Educational Technology Ability**

Through the investigation and analysis, we can see that teachers still have great deficiencies in educational technology ability, and there are many reasons for this phenomenon. This paper tries to analyze the reasons for this phenomenon.

(1) Lack of theoretical foundation of educational technology and insufficient attention to educational technology ability.

At the school level, the school pays insufficient attention to educational technology, and the training and guidance of teachers' information technology application ability is not high. The demand for teachers' educational technology capability training is extremely high. However, due to the constraints of artistic colleges and universities' own diversity and innovation, the content and form of teachers' educational technology ability training are too single to meet the teaching needs of teachers of all majors and all types of courses. In addition, the school tends to the traditional mode in the form of training, focusing on lecture reports and observation learning, lacking an innovative training mode, which brings a negative side to teachers' initiative in learning educational technology abilities. Schools need to make more efforts in the form of training, not only taking into account the content of educational technology ability training, but also fully mobilizing teachers' initiatives in training.

As far as teachers are concerned, most of the teachers in art colleges graduated from the same kind of art colleges. They had no contact with the theoretical basis of educational technology before they started teaching, and only trained in the ability of educational technology after work, so they lacked the theoretical knowledge of educational technology seriously. Moreover, the skills of instructional design, scientific teaching, and teaching evaluation in educational technology ability need to be further studied in the long-term teaching process. To improve the teaching quality, besides professional knowledge, good application of educational technology capability is needed [9-10].

(2) The collision between traditional teaching mode and advanced teaching mode.

At the school level, the teaching mode of art colleges and universities is quite different from that of traditional colleges. The teaching mode of traditional schools is mostly lecture-oriented, with little practice content. Even if students practice, they mainly focus on research on topics and academic projects, and their main content is still concentrated on cultural research. However, in art colleges, the practical content of some professional courses is far greater than the theoretical teaching, and most of the students complete the subject content in practice, and the practical content is no longer centered on abstract research such as words and language, but on visual research such as sound and pictures. In the face of this new teaching mode, it can't be limited to the traditional training content, and schools need to consider the collision and integration of traditional and new types when setting and arranging the content of educational technology ability.

As far as students are concerned, all students in any college and university in China are trained in the traditional teaching mode. Influenced by the traditional teaching mode, students who have just entered the university can't adapt to the open teaching in colleges and universities, which requires teachers to focus on guiding freshmen in the teaching process. Reasonable teaching design is the key, which should not only consider students' dependence on the traditional education mode, but also take into account the guidance of open teaching in colleges and universities. Especially in art colleges and universities, with the increase of specialized courses, the teaching mode will be more open and free, which requires teachers to use educational technology ability to control design

teaching as a whole.

(3) Lack of systematic and perfect educational technology capability training.

There are two ways to train teachers' educational technology ability. One is to receive a complete and systematic study of educational technology ability at the school stage, which is what normal college students can do. The other is to acquire educational technology capability through continuous learning after taking part in the work, which is what non-normal college graduates need to do. Although normal colleges and universities have a perfect system of educational technology ability training, the specialty is not matched with the art, and only the second one is in line with the present situation of art colleges and universities. At present, there is no standard educational technology capability system for reference in art colleges and universities, and all training is to sum up the experience through exploration. This brings a negative side to the improvement of teachers' educational technology ability, and there will be phenomena such as the mismatch between the training content and teachers' needs. This is also one of the main factors that lead to teachers' low enthusiasm for educational technology capability training. How to build a reasonable training system requires more effort from art colleges and universities [11-12].

## 2.3 Evaluation Algorithm

In the evaluation of educational measurement, the importance of each project evaluation index is different, and it is usually realized by weighted summation.

The formula of weighted sum is

$$W = \sum_{i=1}^n W_i X_i \quad (1)$$

$W_i$  is the weight of each index, and  $X_i$  is the evaluation value of each index. For example, in some vocational colleges, teachers' teaching quality evaluation consists of student evaluation and expert group evaluation. For example, in a teacher's teaching quality evaluation, the expert group scores  $Y$ , and the students in each class score  $X$  ( $X$  needs to be converted into  $T$  scores).

Student evaluation formula

$$Z = \frac{X - \bar{X}}{S} \quad (2)$$

Calculate the standard score  $Z_{class}$  of each teacher's class one by one.

## 3. Research and Design Experiments of Various Teaching Modes of Art Teachers in Colleges and Universities.

### 3.1 Framework Structure of Training Mode

The cultivation of teachers' educational technology ability is a long and arduous process. The training plan should be formulated to solve the problems of teachers' educational technology ability in art colleges. The educational technology training program for teachers is composed of four parts, namely, the preliminary preparation, the implementation stage, the evaluation stage, and the guarantee of training. Each part consists of different elements. The preliminary preparation includes demand analysis and training content, the implementation process includes training methods and methods, the evaluation stage includes formative evaluation and summary evaluation, and finally the basic guarantee for the whole training stage. Each element is a whole that interacts and relates to each other. The ultimate goal is to improve the overall level of teachers' educational technology ability in Hebei Communication University and help teachers achieve professional development.

### 3.2 Design Experiment

This paper makes an experimental study on the teaching mode of art teachers in colleges and universities. Firstly, it analyzes the latitude of teachers' teaching ability. Secondly, it analyzes the present situation of teachers' teaching reflection from the way of teaching evaluation and reflection, and puts forward some suggestions for teachers' future teaching.

## 4. Research and Experimental Analysis of Various Teaching Modes of Art Teachers in Colleges and Universities.

### 4.1 Teachers' Educational Technology Ability

Firstly, this paper analyzes the teacher education ability of art teachers in colleges and universities, records the ability values of each item in teachers' teaching ability, and analyzes its management latitude. The experimental data are shown in Table 1.

Table 1: Analysis of educational technology, ability, resources, and management dimensions of art teachers in universities

|                          | average | standard error |
|--------------------------|---------|----------------|
| Resources and Management | 3.86    | 0.22           |
| Resource acquisition     | 3.94    | 0.17           |
| knowledge management     | 3.67    | 0.06           |
| Professional quality     | 3.94    | 0.15           |

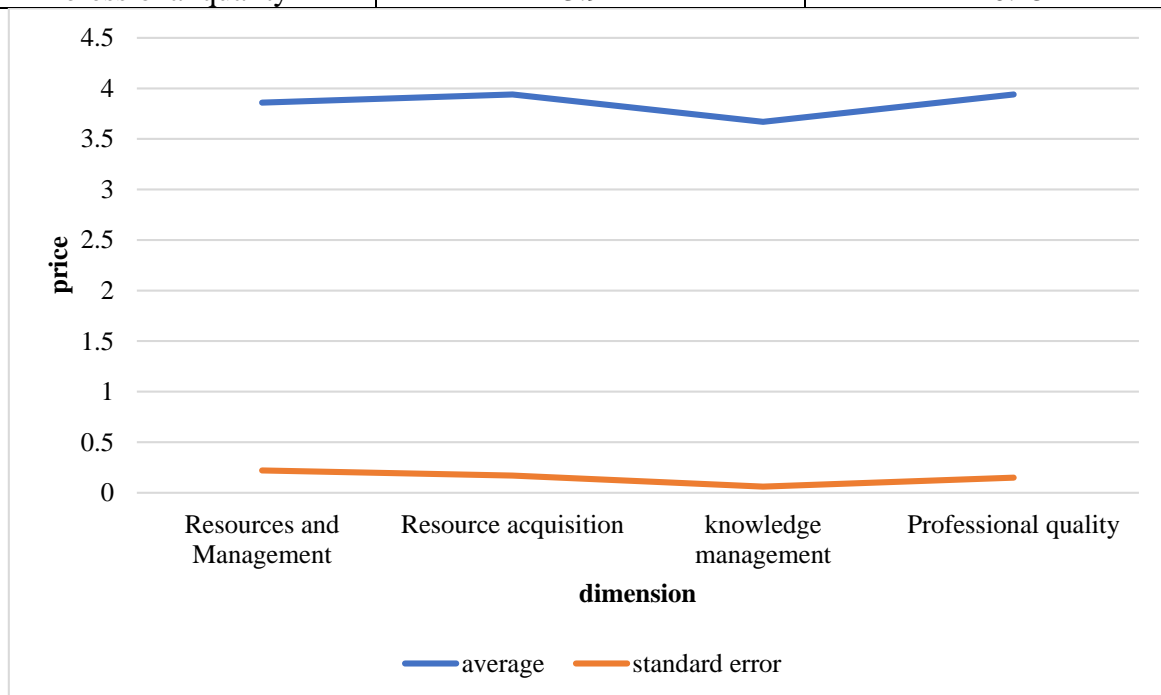


Figure 1: Evaluation of the teaching ability of art teachers

As can be seen from Figure 1, art teachers in colleges and universities perform well in the dimensions of tools and applications of educational technology. In terms of knowledge management, art teachers in colleges and universities have shown a general level. From conversations with some teachers, it is known that teachers are in this situation mainly because they lack the knowledge and skills to search the information and knowledge resources of the corresponding disciplines. In terms

of professionalism, art teachers in colleges and universities generally perform well. This shows that art teachers in colleges and universities hold high recognition for the improvement of educational technology ability.

## 4.2 Reflection on Teaching Evaluation

Reflection on teaching evaluation is an effective way to improve teachers' teaching ability. In this paper, a questionnaire survey was conducted among art teachers in a university, and the ways of reflection on teaching evaluation were obtained. The experimental data are shown in Table 2.

Table 2: Reflection ways of teaching evaluation of the two teachers

|           | Evaluation and reflect on their own teaching | Listen to the advice of peer experts | Ask the students | With the help of technology | other |
|-----------|--|--------------------------------------|------------------|-----------------------------|-------|
| teacher A | 53.91  | 68.7                                 | 7.83             | 26.09                       | 0.87  |
| teacher B | 54.81  | 70.91                                | 8.91             | 31.21                       | 1.13  |

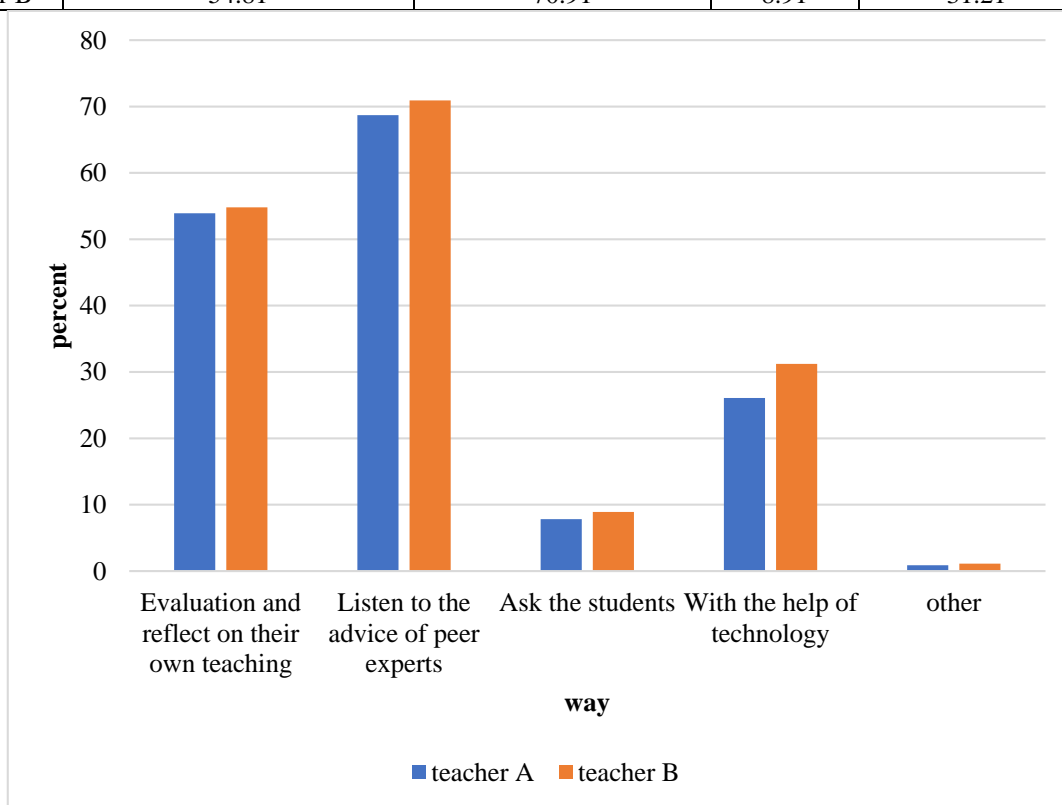


Figure 2: Reflections on teaching Evaluation

As can be seen from Figure 2, the vast majority of teachers' reflection, mainly through their own self-reflection in their own classroom, or listening to the suggestions of relevant peers and experts. However, less than 10% of teachers listen to students' opinions. Therefore, teachers' classroom is sometimes divorced from students' learning reality. It is suggested that teachers listen to students' opinions more and let the classroom return to what students want.

## 5. Conclusions

At present, the problems existing in the improvement of the educational technology ability of art teachers in colleges and universities are as follows: there is a certain imbalance in the development



of teachers' educational technology ability, which is stronger in the operation of basic knowledge and skills of educational technology, but weaker in other aspects such as theoretical knowledge of instructional design and development and innovation, especially in the development and innovation; Teachers' understanding of the basic concept connotation and significance of educational technology ability is not deep enough: they pay more attention to the mastery of professional related software, and pay insufficient attention to the general methods and practice of instructional design; There are limited ways to improve teachers' educational technology ability. In view of these problems, the corresponding feasible countermeasures are given at three levels of teachers, schools, and society. At the teacher level, art teachers in colleges and universities, as learning subjects to improve educational technology abilities, should strengthen their all-round and in-depth understanding of educational technology abilities, correctly understand the significance of educational technology abilities, correct their learning motivation and purpose, be good at integrating theory with practice, and test what they have learned in practice. At the school level, it is mainly to provide a promoting environment conducive to the improvement of educational technology, ability for art teachers in colleges and universities, to create a good information environment and culture, to establish a learning community based on educational technology, to set up special funds to reward the good and punish the bad, to carry out awards and appraisal activities, to improve the existing educational technology training system, and to make full use of team strength, competition and cooperation, and school-based teaching and research to support and promote art teachers to improve their educational technology ability from the aspects of software and system. At the social level, we should treat the work of art teachers in colleges and universities correctly, strengthen their identity, share their excellent work and experiences, and enhance their sense of happiness and belonging. Maintain the enthusiasm of art teachers, improve the existing employment policies of art teachers, and stimulate art teachers in colleges and universities to consciously strengthen the urgency of improving their educational technology ability.

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