A Case Study and Reflection on Blended Teaching in Vocational Undergraduate Courses in the Context of Online Education Technology

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Abstract. This paper demonstrates the importance of the implementation of blended teaching using flipped classroom teaching method for the "Audiovisual Language" course of the Film and Television Choreography and Direction major of vocational undergraduate program under the background of online education technology. Through the combination of the Internet online and offline teaching methods and the joint implementation of the flipped classroom teaching mode, the learning, perfection and practice of knowledge in the course are closely connected, fully demonstrating the online education technology for vocational undergraduate education and teaching. Teachers and students, a wide space of rich information, giving full play to the advantages of online education of a variety of information resources, the main means of constructing a lifelong learning system for people in the era of knowledge economy. The following conclusions are drawn: first, the vocational undergraduate program of film and television art education needs to be infused with online education courses to enhance more possibilities of teaching in the vocational undergraduate program of film and television art. Second, the audiovisual language course of the film and television choreography program is the first batch of vocational undergraduate film and television art programs in China to apply online education for flipped classroom blended teaching, which is instructive for other vocational undergraduate film and television art programs to carry out related courses in the future. Third, vocational undergraduate program is an important part of China's higher education, and the use of flipped classroom blended teaching in the context of online education to guide professional practice research is of great significance to the pedagogical research of audiovisual language courses.

Keywords: online educational technology; vocational undergraduate program; blended learning; audiovisual language

1   Introduction

1.1   Online Education

Online education is e-Learning, or distance education, online learning, the current concept generally refers to a network-based learning behavior [1]. The overall development of online higher education in China has kept pace with the development of the world, and China has emphasized the development of information technology and its revolutionary impact on education [2]. The rapid growth of online education is a meaningful change from the special times when many staff and students did not want to teach or take courses online, but had to do

so, and their attitudes have changed [3]. Online education utilizes Internet technology to realize distance education through online media in the form of training videos, PPTs, audios, etc [4]. Although there are differences between online education and traditional education in terms of modes, contents, faculties, etc., the two are not mutually exclusive, but rather integrated and complementary to each other in terms of development. Both online education and traditional education have their own advantages [5].

1.2 Flipped Classroom

The teaching model of flipped classroom first originated from the University of Miami [6], implemented and applied in The Woodlands High School in the United States in 2007 [7], and was firstly used in the curriculum of Jiangyin Jukui Middle School in Chongqing and No. 5 Middle School in Haizhu District, Guangzhou City, China in 2011. Flipped classroom, also known as inverted classroom, refers to the reversal of time in and out of the classroom and the transfer of the initiative of learning from the teacher to the students [8]. In the flipped classroom teaching mode, the valuable time in the course will be more fully utilized by students to enhance independent learning ability and cooperation ability, so as to enhance the learning of knowledge [9]. In the process of implementing the flipped classroom teaching mode, the roles of teachers and students are exchanged, students independently complete the study of materials before class, and teachers have more time to complete the exchange of course content [10]. The flipped classroom model is a part of the pedagogical reform, and the flipped classroom is more related to blended learning, inquiry-based learning, and other learning methods and tools, all of which can lead to greater student autonomy and engagement [11].

1.3 Blended Learning

Flipped classroom and blended learning are defined from different dimensions Blended learning and flipped classroom, both of which overlap in meaning, are designed to allow students to learn more flexibly and actively and to make them more engaged [12]. Blended Learning Blended learning is a learning paradigm that integrates a variety of flexible teaching and learning styles that have been transformed from the traditional classroom [13]. There are various forms of blended teaching, one of which is the combination of the advantages of online teaching and traditional teaching, i.e., "online" + "offline" teaching mode, through the organic combination of the two forms of teaching and learning organization, it can lead learners' learning from shallow too deep to Deep learning [14]. Blended teaching integrates traditional teaching with online teaching, combines the advantages of the two teaching methods, integrates teaching with information technology, and reasonably plans the lesson time according to the characteristics of the actual teaching content and the situation of the students [15]. In the blended teaching mode, a series of elements such as environment, content, teachers, teaching methods and so on are crucial, and a reasonable integration of a variety of elements and resources in order to have a good blended teaching experience [16].

1.4 Vocational Undergraduate Program

Vocational undergraduate is a full-time undergraduate in China's higher education system. Vocational undergraduate teaching has its own characteristics in terms of cultivation objectives, curriculum and teaching characteristics compared with ordinary undergraduate

[17]. Vocational undergraduate universities have come up with new concepts in order to cope with the shortage of skilled personnel in the job market and to take into account the development trend of international vocational education [18]. Vocational undergraduate training students in a more practical and practice-oriented way, different from the traditional undergraduate, vocational undergraduate more in the learning, emphasizing the development of students' skills [19]. Graduates of vocational undergraduate programs have the advantages of broad employment prospects and strong hands-on practice, which fully correspond to the needs of industries and enterprises [20].

2 Implications of online education in blended learning using an audiovisual language course as a case study

2.1 Audiovisual Language

Audio-visual language is a form of language formed by combining the visual sensation of picture and the auditory sensation of sound [21]. Audiovisual language can express emotions and develop the exchange of ideas, using only its own internal rules [22]. Audiovisual language has a very important role in the creativity and production of film and television art, which largely determines the quality of a film and television work [23]. Audiovisual language course is an important part of the curriculum system of film and television art, from traditional media to emerging media, to recognize and discuss the laws of audiovisual language on the basis of communication, psychology, semiotics, cinematography and other disciplines, to improve the professionalism of undergraduate students of film and television art vocational, to further establish the understanding of the system of film and television production creation, and to guide the practice of creation.

2.2 The Importance of Using Blended Learning in Audiovisual Language Courses in a Flipped Classroom Context

Audiovisual language courses are very important for film and television creation [24], a good fit between picture and sound directly determines the artistry of a film or television work, this course cultivates students' thinking about film and television creation, learning and understanding audiovisual elements from a professional perspective. Flipped classrooms have been used in multiple disciplines and have achieved good results [25]. Flipped classroom transfers the control of the classroom from the teacher to the students, who complete the tasks assigned by the teacher before the class and return to the classroom with the knowledge they have independently learned before the class, and then carry out a deeper knowledge learning and communication with the teacher [26].

The researcher works in Chengdu Vocational University of the Arts in Film and Television Editing and Directing, engaged in the basic education of film and television art, audio-visual language courses are film and television is one of the important film and television basic courses, the use of on-line teaching will use blended teaching methods, teaching reform of film and television majors, audio-visual language as a case study to show the practice of teaching reform. Chengdu Vocational University of the Arts of China's first batch of vocational undergraduate program in the arts, is committed to cultivating specialized art talents [27].

3 Process of Implementing the Curriculum

3.1 The General Idea of Flipped Classroom Teaching Mode in Synchronization with Online and Offline Blended Teaching Mode

The general idea of this audiovisual language course is to establish online education technology, flipped classroom blended teaching on the basis of the development of teachers and students first of all to carry out good communication and understanding, the teacher will be organized into a document of knowledge, sent to the students online teaching platform audiovisual language learning group, make full use of online communication tools to set up learning tasks.

Before the start of the course, students have completed the knowledge and learning of the content in the audiovisual language student clusters and have defined the purpose and content of each session. The instructor uses an online teaching tool to deliver the course and provides hands-on skills instruction offline. The students present the learning tasks and the knowledge they have found in the audiovisual language cluster before the lesson, and the instructor reviews and organizes them in the online platform and summarizes them in the end of the lesson. At the end of the course, the practical sessions are followed by offline live instruction by the teacher on the creation of the film and television knowledge learned by the students, thus further consolidating the knowledge and content taught in the course.

3.2 The Implementation Process and Comparison Between The Traditional Way of Teaching Audiovisual Language and The Use of Blended Teaching Method in The Context of Flipped Classroom

Table 1 Implementation Process and Comparison of Traditional Lecture Methods in Audiovisual Languages and the Use of Blended Learning Methods in the Context of Flipped Classroom

Implementation Process and Comparison of Traditional Lecture Methods of Audiovisual Languages and Blended Teaching Models of Online Teaching and Learning					
Traditional classroom model			*Flipped classroom blended teaching model*		
	Teachers	Students		Teachers	Students
Pre-course	Class preparation		Pre-course	Organize and set up pre-course tasks online	Pre-reading before class and completing online tasks assigned by the instructor
	Teachers	Students		Teachers	Students
During course	Knowledge presentations	Attendance in the classroom	During course	Online question & answer	Explain
	Case study	Listening to cases		Course online discussion / Course offline hands-on instruction	Ask questions
	Answering	Question		Summary of	Summary of

	student questions			the sessions	knowledge
	Teachers	Students		Teachers	Students
After course	Homework assignment	Completion of instructor-required knowledge points for hands-on film and video creation	After course	Assign homework after class	Completion of hands-on tasks under the guidance of a faculty member in the field

As shown in Table 1, the implementation process of the traditional classroom mode and the online teaching hybrid teaching method in the teaching and learning process of the audiovisual language course is demonstrated and compared. The teaching implementation process of the audiovisual language course is divided into three sections, namely, before class, during class and after class, forming a three-pronged comparison. Online teaching in the context of using blended teaching approach teaching in the case of teaching hours remain unchanged, a reasonable arrangement, the formation of online theoretical teaching and practical teaching, theoretical teaching carried out in the classroom reliance on online education, practical teaching in the teacher's field guidance to complete, which will focus on the combination of skills and theories, and pay attention to the practice and development of students' skills.

4   Using the Template

4.1   The Ability of Teachers' Professional Practice Skills To Effectively Implement

Flipped classroom blended teaching of audiovisual language courses in the context of online education requires ntot only a long time of information and case study, but also solid knowledge of professional skills. Teachers need to have a good grasp of online teaching, students' presentation of case studies, students' case evaluations, and offline practical skills guidance and demonstration and mastery, which is a high requirement for the organizing design and teaching experience of audiovisual language courses. At the same time, the search for online resources and the preparation of materials puts high demands on teachers' ability to apply the Internet and find information.

4.2   The Possibility of Rationalizing Teachers' Working Hours

Teachers and students are key figures in teaching and learning activities. Teachers are the reasonable arrangement of working time becomes one of the conditions to guarantee the good effect of teaching. Due to the nature of the audiovisual language course itself, which includes online theoretical learning and practical skills learning, it requires teachers to pay more energy and working time, which not only includes the theoretical lecture time and course preparation time, but also includes the course skills practice time. In addition to the above time, teachers also need to meet the students' online professional questions and answers, if they do not reserve sufficient time in this part, it will discourage students from learning this course.

5   Summary

Based on the online education background of vocational undergraduate program "audiovisual language" course flipped classroom blended teaching and practice guidance, it can guide students to learn actively and stimulate the learning interest of film and television art students. The synchronization of theory and practice, the combination of online and offline, and the theoretical knowledge content first can guarantee the classroom quality of professional learning for vocational undergraduate program of film and television art students, help students learn theoretical knowledge and complete hands-on practical creation. The blended learning mode of online and offline enhances more possibilities of teaching vocational undergraduate program of film and television art. The audiovisual language course of the film and television choreography and directing program is the first batch of vocational undergraduate film and television art majors in China to apply online education for flipped classroom blended teaching, which is of guiding significance for other vocational undergraduate film and television art majors to carry out related programs in the future. Vocational undergraduate program is an important part of China's university education, and the use of flipped classroom blended teaching to guide professional practice in the context of online education is of great significance to the research of teaching and learning in audiovisual language courses.

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