In the Post-Pandemic Era, the Exploration and Reflection on the New Online and Offline Teaching Mode of Jewelry Design Teaching

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Abstract. The global COVID-19 pandemic has triggered an acute revolution in online teaching and entered the post-pandemic era. We need to rethink the transformation of traditional teaching mode, and think about how to teach the arts and crafts in the future "Internet plus" era. How to train more compound design talents for the society to meet the development needs? Based on this, and in the front-line post of design teaching in colleges and universities, this paper first reviews the essence of education and takes the teaching situation of jewelry design course during epidemic prevention and control as an example to analyze the advantages and disadvantages of online and offline teaching methods in jewelry design course teaching; Finally, starting from the actual teaching situation, this paper combs the new teaching methods again, and conceives and considers the feasible scheme of the post-pandemic era jewelry design teaching mode.

Keywords: Post-pandemic era; Jewelry design course teaching; Online and offline teaching mode; Thinking on feasible scheme.

1. Introduction

"Growth itself cannot be forced, it can only be fostered and encouraged by providing a suitable environment. Growth is sexual, not manufactured. Within a growth pattern, all humans can do is find the most favorable conditions for growth and try to meet those conditions." -- (Ga) Ursula M. Franklin

The unexpected Novel Coronavirus outbreak has triggered an immediate revolution in online teaching in China and even the world. Online teaching, which had been praised and criticized, has replaced the traditional face-to-face teaching in an instant, and online education has become a practical move to realize "suspended class, ongoing learning". After six months of online teaching, students have returned to school to resume classes and resume face-to-face teaching. School education will enter the post-pandemic era. Being in an art and Design Education College and engaged in jewelry design teaching in the direction of Arts and crafts, how can we reasonably apply the "experience" learned from the online teaching experiment during the epidemic prevention and control period, and inject new vitality into the education in this field in the future? It has become a new topic.

2. The return of the essence of education

Since the birth of school education, the debate on what to teach in school and how to reform school knowledge teaching has never stopped.

There is an ancient teacher said cloud: "teacher, so the preaching is also to solve doubts." Education consists of three important parts: teaching how to be a man, imparting technical knowledge, and exploring problems and seeking solutions. The British philosopher and sociologist Herbert Spencer once asked, "What knowledge is of most worth?" (Spencer, 1884) This question also started the discussion on what should be taught in schools in modern times and the prelude to the reform of knowledge teaching. Many education reform movements were launched around what

courses should be offered and what knowledge should be taught in schools, among which the New School Movement in Europe and the eight-year study in the United States had a great influence.

However, no matter how the times change, how heated the discussion, how to adapt the teaching style, the essence of education is always to educate people. As Albert Einstein once said, " Education is what remains after one has forgotten what one has learned in school." (In fact, its origins are obscure.) Education is not the filling of the basket, but the lighting of the lamp. Learning is about thinking, not rote memorization. The classroom exists not only to teach knowledge, but also to wake up students through the training of thinking mode. Arouse their enthusiasm for seeking knowledge, confidence in their own growth, reverence for each unique life and yearning for a better life. Thus, the skills and knowledge learned are tools rather than goals, and all activities are carried out for the purpose of cultivating people.

Although the sudden outbreak of the epidemic caught people off guard, it also exposed the fact that the traditional teaching method of relying on simple infusion deviated from the essence of education, and the teaching concept of putting the cart before the horse could not adapt to the current era of knowledge overload and information explosion. At the same time, the traditional way of knowledge supply also limits the scope and sequence of learning, and students gradually lose their thinking ability, so that they cannot find out their own talents and characteristics. What the society needs in the future is highly personalized talents with different knowledge and skills. Necessary reforms must be carried out to avoid the "instrumentalization" of human beings and thus to be replaced in the competition with machines.

Therefore, if we can't return to the essence of education, help students wake up from the depths of their hearts, liberate their wisdom, stimulate their inner life creativity, and find their own expertise, then no matter how good teaching methods are, they will just be a burden after putting the cart before the horse. Because of the wrong educational view, each individual of life is transformed into the same "tool man" guided by interests. It can be seen that education is not about reforming methods, but about returning to its essence.

3. On the reason and direction of online teaching reform

Different from the previous "active" knowledge teaching reform, the traditional knowledge teaching has been forced to break down due to the epidemic. Traditional knowledge teaching elements such as fixed teaching space, stable teaching time, paper textbooks and course resources, face-to-face teaching and teacher-student interaction have been completely replaced by cyberspace, online resources, teaching platforms, media tools and mobile apps. At the same time, based on the situation of technological progress and knowledge explosion, the fact is that we can no longer determine in advance which knowledge is the most valuable and which technology must be closely combined with market demand, so we need to redefine the value of knowledge and skills. Especially in the field of jewelry design, in the face of the changeable business environment and the rapid replacement of technical means, it is often necessary to cope with the demand and at the same time to consider the new knowledge learning. Teachers and students more and more like standing on the platform of growing up together, hand in hand, can be said to come to the real teaching and learning schedule.

Therefore, only relying on the traditional closed-door type of knowledge indoctrination, will eventually face the elimination of the era. So, can the addition of online teaching methods really improve students' self-learning ability? Whether the use of big data analysis and integration of information resources from various MOOC websites can effectively help individuals develop learning resources that meet their own characteristics and ultimately help them build independent knowledge structures? These are all directions worth exploring. At the same time, if the development of the online platform can build a cross-major student think tank, and the actual design needs of enterprises in the industry; So, the curriculum design can understand the needs of the enterprise more in advance and accurately, and at the same time can be timely associated with the

teaching content, so that the content of the design is more applicable? This may also be the aspect that online teaching will be deeply considered and studied.

4. The particularity and course sorting of jewelry teaching

Jewelry design itself is a group of complex activities, which is different from manufacturing and production. It needs to be conveyed through reasonable planning and careful planning, and then through various forms of expression. The design course should not only be based on the complete design process, but also need to be controlled by teachers in each link, and provide targeted guidance for students of different degrees.

The curriculum of jewelry major is composed of different modules. The brief outline is as follows: Module 1: basic professional courses with knowledge teaching as the core, and theoretical courses based on building students' knowledge reserve. Module 2: Skills teaching as the core -- professional core courses, skills courses for the purpose of stimulating students' interest. The module integrates design and technology. Apply knowledge to practice, embed design thinking into technique teaching, and apply design method to creative practice. Module 3: Design experience as the core -- professional development courses, thematic design courses based on workshop project system and international cooperation courses, etc.

Therefore, it is necessary to subdivide and sort out the courses according to different training objectives and course nature. First, the training objectives are clear, and then specific teaching methods are found. For example, which courses are suitable for online teaching and which offline teaching mode based on traditional face-to-face teaching is better? Finally, it can be applied flexibly to achieve the cultivation purpose of jewelry design in the best combination way.

4.1 Online and offline teaching schemes based on course characteristics

In module 1, the basic theory course based on knowledge reserve can be combined with online teaching to guide students to independently search for materials and design resources. As a teacher, I need to help sort out the key points of knowledge and arrange the supervision process reasonably. For the learning of specific technological skills in module 2, we can try to combine online and offline teaching methods: we can put the early content of the course on the teaching platform, for example, some technical content that needs practical practice and repeated practice is transferred to online preview and offline practice. Of course, this requires full-time and part-time teachers to be quite skilled in the operation of the network platform. In addition, some software learning course materials can provide pre-review videos, text materials, etc. The purpose is still to inspire students to preview in advance and review independently after class to help them develop the habit of independent study. The courses in module 3 are mainly offline teaching. Through the practical communication forum with students face to face, we can understand each other's ideas, observe their understanding of the teaching purpose, and inspire and help each other gradually form their unique design methods and correct learning habits. So that students can adjust their own learning plan in time, rather than scripted to complete the established learning tasks. The proportion relationship and specific ways need to be further studied in continuous practice and summary.

4.2 Teaching experience and summary of jewelry design online course

During the epidemic, the three courses I took were between modules 1, 2 and 3 (Figure 1-2). Among them, the design foundation course of freshman year has relatively fewer obstacles in the teaching process. With the help of super Star teaching platform, the course realized the sharing of horizontal course resources of basic School for the first time. Break college, major barriers directly from across the college students of the repository to capture and learning theory knowledge, and then return to this course online resources, studies the basic principle and the composition of the jewelry design knowledge points are effectively combined, achieve the purpose of combining actual application, this also is in the offline teaching is difficult to complete. In the past, offline teaching

can only focus on basic theoretical knowledge learning, and students have to wait until the second grade to begin to contact professional courses, but the important principles learned in the first year are almost forgotten. At the same time, the management of online teaching becomes more scientific and rigorous, and problems such as missing or missing due to human omissions can be avoided in the links of assessment and collection of homework, which also urges students to develop a good habit of completing learning tasks on time and in time.

Figure 1: Superstar platform - Online Course Construction

Figure2: Online courses and after-class feedback

Figure 3: Notes on the course thought process of jewelry Design (II)

Figure 4: the student's course assignment

There is a stage course for sophomore students to learn jewelry design thinking in depth. According to the original teaching plan, 40% of the courses need to be completed by practice, but due to the epidemic, this course is completed by recording. A total of 45 videos were recorded, with each video lasting about 20 minutes (considering students' concentration). After class, what the students all agree on is that the learning materials are abundant, and they can deliberate carefully and have the opportunity to study repeatedly. Among them, many students reported that they could think more deeply about the purpose and intention of the course in an environment of independent learning (Figure 3-6). From the collection of information to the formation of ideas, more skilled. However, there is a lack of separate exchange of design ideas. Even wechat communication is not easy to understand, and it is impossible to inspire each other's design inspiration through communication with other students.
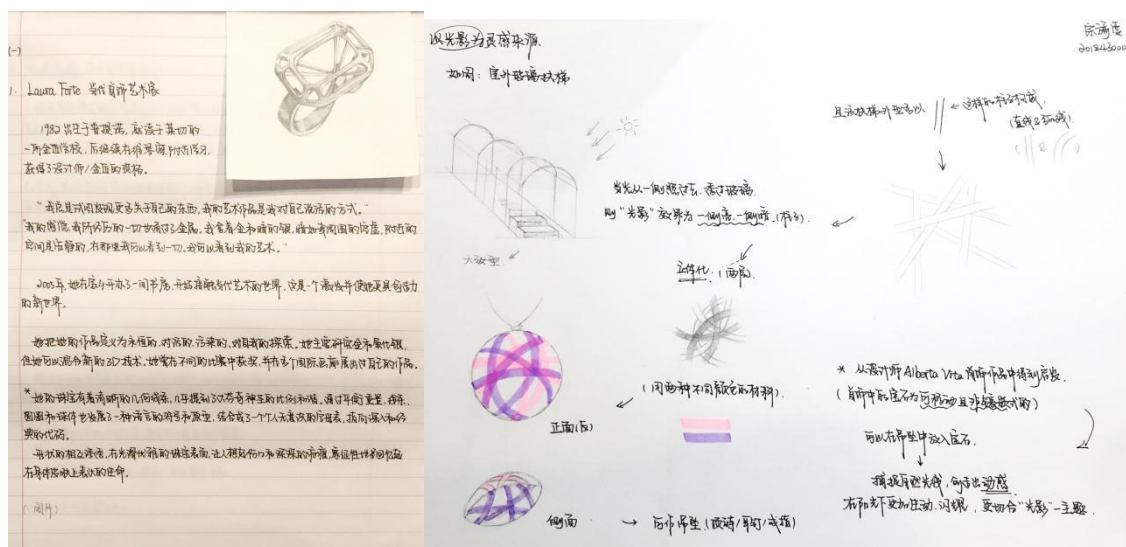

Figure 5: Course notes   6: Thinking process

It can be seen that in the era of we media, individuals are both learners and sharers. Lifelong learning has become inevitable, and the cycle of learning to use has been rapidly compressed. While acquiring learning experience, you will also face new knowledge points. Therefore, in my humble opinion, I realized that the teaching focus should be shifted to how to continuously help students to obtain multi-dimensional learning resources, including cross-disciplinary knowledge search. The teaching direction will be transferred from the single channel of classroom knowledge to a small range of thematic forums. First of all, help students to obtain the background information of the course through online resources, such as the social situation they need to know, the design related to the same field, the technological level, etc. Offline forums will guide and inspire students to think independently, explore the bright spots in their ideas, inspire them to put forward new questions, and enable students to enter the next stage of in-depth learning by themselves. Through the whole course of the learning process to make the students understand the design is not needed by the

reality, not self-centered, from the view of design is no longer an armchair strategist, at this time is not a castle in the air, more not take teachers as the main body to complete the task, but gradually has the independent design thinking and innovation ability, to return to the active nature of education.

Of course, online teaching brings much more work than traditional offline teaching. How teachers can be released from the complicated operation and a large number of graphic editing work, and increase the practice of dredging with students in a small range, this may also be the part to be studied.

5. Conclusion

In a world of rapid change, the development of "Internet Plus" has become an irresistible trend. Its significance is not limited to influencing and changing people's production and life style, economic activity style and social organization form, but has a profound impact on people's way of thinking. So, for the combination of online and offline teaching, whether you actively close up or ignore it, it is there. For art design and education, which is so closely combined with Internet innovation, we should stand at the height of national development strategy and conform to the trend of The Times. But at the same time, we should not lose the essence of education, but focus on the level of "educating people". Through the renewal of the concept of thinking and technical means, to better discover the uniqueness of students.

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