

An Exploration of “131” Teaching Model in *Introduction of Art* Based on Learning Pyramid Theory

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Abstract: *Introduction of Art* is a basic theoretical course for art majors, which is faced with many difficulties in teaching but has not been paid attention to. Based on the learning pyramid theory, the “131” teaching mode of *Introduction of Art* breaks through the tradition and becomes a new teaching mode with advantages, which is not only conducive to promoting college students’ active learning and improving the absorption rate of knowledge, but also conducive to the reform and development of the teaching of *Introduction of Art*.

Introduction

Introduction of Art is the theoretical foundation course of art major in colleges and universities. I mainly study the basic theories of art with the purpose of improving students’ theoretical accomplishment and enhancing their application and understanding of relevant basic theoretical knowledge.[1] Therefore, it is very important to learn this course well. Although teachers concerned about and attached great importance to this course, the teaching situation of this course is not very ideal, and students are easy to ignore the theoretical knowledge.[2] Some art majors pay more attention to the acquisition of skills and think that the theory course is not very important, so it is fine to start learning before the exam. Some students even choose to give up the course. In addition, students majoring in art are more active in thinking, but they lack of systematicity in thinking, and sometimes they cannot fully express their inner thoughts. The traditional teaching mode is that teachers teach, students write on the blackboard, passively listen to lectures and take notes, resulting in weak learning initiative and low absorption rate. Therefore, the theory of *Introduction of Art* may make some students feel boring and difficult to understand during learning, resulting in high learning pressure and a lack of deep awareness of the real purpose of learning.[3]

In view of this situation, in the limited teaching time, it is particularly important to encourage students to take the initiative to learn, to better improve the absorption rate of knowledge. Based on the theory of learning pyramid, “131” teaching model in *Introduction of Art*, with one goal, three links, a medium to form a complete teaching system, helps to cultivate the habit of students’ active learning, improves the absorption of knowledge, thus more effective learning “*Introduction of Art*”, in order to improve students’ artistic accomplishment.

Theoretical Basis of “131” Teaching Model *Introduction of Art*

The “learning pyramid” was first proposed by Edgar Dale, an American scholar and renowned learning expert, in his book “audio-visual pedagogy” in 1946 (then known as the “tower of experience”), and was later studied by the national training laboratory in Maine and others. “Learning pyramid theory” uses a pyramid model and specific numbers to visually demonstrate different learning methods or teaching methods, so that learners can remember the proportion of content after two weeks, that is, the average retention rate (retention rate) of learning content after two weeks to judge the learning effect. Edgar Dyer suggests that the traditional methods of learning (listening, reading, listening, and demonstration), which average less than 30 percent, are all individual or passive learning.

And the learning effect in average of about 50% (students doing, group discussion and teaching others immediately) are team learning, active learning and participatory learning, so it can be seen that active, team, participatory learning is better than passive, individual learning. Professors have a retention rate of up to 90%. These conclusions provide a clear theoretical framework and practical basis for teachers to reform teaching methods and design classroom activities.[4] This theory reveals that the absorption of knowledge in active learning is significantly higher than that in passive learning. The “131” teaching mode in *Introduction of Art* is very consistent with the learning mode of learning pyramid theory. In this teaching mode, students can focus on proactive research and problem solving in limited class time, so as to gain a deeper understanding. [5]

Connotation of “131” Teaching Model in *Introduction of Art*

“131” teaching model refers to one goal, three links and one medium. One goal is to promote the active learning of college students, to improve the absorption rate of art theory knowledge; three teaching links are before class, on class and after class; one medium is to use instant messaging devices such as WeChat as a medium to support and serve learning, to create a new efficient teaching model.

“6+3+1” Class Hour Allocation. In the traditional class, the teacher occupies the dominant position in the class, and most of the time is allocated by the teacher, leaving little time for students to be allocated freely. In the process of teaching and learning, students’ initiative in learning is an important guarantee to complete teaching activities.[6] “131” is adopted *Introduction of Art* teaching mode to “6 + 3 + 1” concept, will be divided into 50 minutes of class into three parts: teachers teach for 30 minutes, student interaction for 15 minutes and 5 minutes summary evaluation.

Teaching Process. The teaching link consists of three teaching links: task assignment before class, achievement display in class, and consolidation and review after class.

Task assignment before class, combined with the teaching syllabus, the main content of *Introduction of Art* teaching refined a number of subject directions. By means of students’ choice or teachers’ assistance, the subjects are assigned to study groups objectively and reasonably. Through group cooperation, the efficiency of discussion on knowledge points and expansion in the form of group cooperation is much higher than that of the traditional mode of teaching by teachers alone, and more consistent with the behavior habits of modern students.[7] In this group model, the teacher’s task is to list the knowledge points, so that students can have a deeper understanding of the knowledge during the discussion, and summarize, refine and design PPT.

In class, the results are displayed through explanation and presentation, so that students can step on the platform to change their roles. After the explanation, the teacher will summarize. This process greatly improves students’ initiative in learning and interaction in the teaching process, activates the classroom atmosphere, and greatly improves the classroom teaching effect.[8] Presentations can be made by one or more people and full participation is encouraged. Make sure that every student can understand and gain something. Make additional comments after the presentation. Comments can be made by students themselves, by each other, and finally by teachers to encourage the summary. Teachers should make a general summary of the key and difficult points of the subject, so that students to deepen the second study of knowledge, to achieve the highest absorption rate. And teachers are to arrange the homework reasonably, extend the classroom teaching before and after class.

To consolidate the review after class, the teacher after class can make the course of the video and multimedia courseware according to the course characteristics and learning characteristics, and through the WeChat, the curriculum knowledge is pushed to the student’s mobile phone terminal, so it is convenient for students to learn anytime and anywhere; and this new-type teaching mode broke the limit of time and space. In addition, through WeChat and relevant videos of courses can be broadcast on demand, homework can be published, class discussion can be conducted, and questions can be answered offline in order to realize the communication and interaction between

teachers and students.[9]

Teaching Evaluation. Teaching evaluation is a process of measuring the teaching process and results and giving value judgment based on teaching objectives and scientific standards by using all effective technical means. In the process of evaluation, teachers should not only pay attention to the quantitative aspect but also pay attention to the qualitative aspect. Meanwhile, teachers should not only consider the result of learning but also combine learning motivation and learning style to evaluate learning from the whole process of learning.[10] *Introduction of Art* course uses process assessment, increases the proportion of ordinary grades to avoid the final paper to determine the shortcomings. Usually the result accounts for 50%, consisted of 10% in the class performance, 10% in the test and 30% in the class demonstration.

Table 1. The Scores of Usual performance

Grades	Completion	Score
Classroom performance	Think positively and speak actively	7-10
	Listen carefully and answer questions by name	4-6
	General listening, answering questions by name, occasional inattention	0-3
Test	Finish on time without missing or wrong questions	10
	Completed on time, missed and wrong questions	0-9
Class show	The content is detailed, the PPT is made beautifully, the explanation is fluent, off script, the atmosphere is active	30
	The content is basically complete, PPT is made beautifully, the explanation is fluent, but with script	20-29
	Content is not complete, PPT is made ordinarily, the explanation is with many pauses and script	10-19

To promote the teaching process through the process evaluation, the author innovates the way of daily performance evaluation of *Introduction of Art* and studies out a relatively scientific, reasonable evaluation system, to achieve motivate students to learn, to help students effectively regulate their own learning process, to cultivate students' comprehensive quality and creative ability, to cultivate students' innovative ability, to boost education teaching reform in our country and the improvement of talent training quality.[11]

Significance of “131” Teaching Model of *Introduction of Art*

Promote College Students' Active Learning and Improve Learning Absorption Rate. In “131” teaching mode *Introduction to Art*, teachers mainly play an auxiliary and guiding role to support students' creative learning. For students, it is the secondary refinement of textbooks, which greatly enhances students' ability to internalize and absorb knowledge. In the preparatory activities before class, self-cognition of knowledge points and the development of teaching plans all demonstrate students' independent learning ability at a large level, which greatly promotes students' learning enthusiasm and achieves the effect of getting twice the result with half the effort.

Promote the Teaching Reform of *Introduction of Art*. The traditional teaching model of “one word, one lecture” and “full lecture” with single teaching method, has lost its charm.[12] “131” teaching model of *Introduction of Art* changes the teaching concept, updates the teaching content, improves the teaching model, quantifies the assessment method, strives to improve the summary from various aspects, and contributes to the promotion of the teaching reform of *Introduction of Art*.

Change the Traditional Single Evaluation Method. Different from the traditional single examination as a way of judging students, “131” teaching mode is based on formative evaluation, which combines students' self-evaluation, students' mutual evaluation and teachers' summative evaluation. On the one hand, the elimination of unfair views between students, but also greatly improve the enthusiasm of students to participate in the classroom. On the other hand, the superposition of a variety of evaluation methods enables outstanding students in a certain aspect to offset their deficiency, and enables outstanding students to be more outstanding in their

performance, which plays an invisible role in stimulating the students in the middle part.[13]

Modernization of Educational Means. As time goes by, smart devices are becoming more and more common in daily life, and mobile phones have become one of the most convenient devices in the 21st century. Teachers can use WeChat as an intermediate medium to assign exercises and recommend art materials for students to study independently. Students don't just need to study in a classroom or at a computer desk. With mobile apps like mobile phones, they can decide where to study, how to study and what to learn. In this way, students can make full use of their time and make use of some fragments of time to study, which fully reflects the advantages of independent learning and mobile learning.[14]

Improve the Personal Quality of Teachers. "131" teaching mode *Introduction of Art* has higher requirements for teachers. Teachers need to keep learning and improve their information technology ability, curriculum design ability, classroom organization ability, teaching and research ability and communication ability with students. Requires the teacher to grasp the teaching material has certain depth, the understanding scope is broader. Respond to students' questions in time, and make the finishing point for students' class presentation. In this way, the teaching mode can be effectively implemented.

Conclusion

"131" teaching model in *Introduction of Art* has a vivid teaching atmosphere, the students become the main speaker, and the teaching content cultivates. Compared with students' learning, teachers' teaching only plays an external role. Students' independent learning motivation is carried out by learners out of their own will and choice, which is the internal motivation for learning.[15] Only the internal motivation, will produce good results. With the development of society, the use of information tools in education is bound to expand. China's education model will eventually adopt a way of absorbing its essence and discarding its dross to introduce the reform of teaching. "131" teaching model *Introduction of Art* is ready to be launched. "131" *Introduction of Art* teaching not only inspires students' enthusiasm and initiative, but also inspires teachers to study teaching knowledge more deeply and improve teaching efficiency.

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