THE EFFECTIVENESS OF CLASSROOM TEACHING OF ART DESIGN MAJOR IN UNIVERSITY-A CASE STUDY OF ART DESIGN MAJOR IN GUANGXI UNIVERSITY

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ABSTRACT

This research paper discusses the effectiveness and influencing factors of classroom teaching of art design major in Guangxi University of China, and analyzes the correlation between teaching objectives (to), teaching content (TC), teaching activities (TAC), teaching ability (TAB), teaching organization and management (TM), teaching evaluation (TE) and students' classroom performance (SCP) and students' classroom learning effect (SCL). Quantitative methods were used (n=310) The research is divided into three stages, exploratory factor analysis (EFA) determines the variables of teaching effect, CFA confirmatory factor analysis fits the relationship between variables, and discusses the effective teaching mode of art design specialty classroom through focus groups. The results show that there is a positive correlation between classroom teaching and learning effect. Teaching objectives, teaching ability, teaching organization and management significantly affect learning effect. This study confirmed the effectiveness of classroom teaching model for art design majors, and provided useful help for art design teachers and students.
Keywords: Effectiveness of Classroom Teaching, Learning Effect, Art design

1. Introduction

1. Background of the Study

"Effectiveness of Teaching" has been hotly discussed in the scientific education movement and the ability-based teacher education reform in the last century. So far, it is still a hot topic in the education reform (Ming, H. 2012). Researchers are committed to discovering the knowledge, ability, attitude and other typical characteristics of teachers that can most trigger and promote students' learning and development, or mining the variables and related factors that affect teachers' teaching behavior and teaching results, in order to promote the development of teaching effectiveness and improve the quality of school education, which is required by the trend of world education development.

In China, with the gross enrollment rate of higher education increasing from 26.5% in 2010 to 54.4% in 2020, higher education has entered the stage of popularization. Higher education should move from the quantitative era of pursuing scale in the past to the quality era of emphasizing quality and connotation construction (Bingqi, X. 2019). In recent years, China and the society have paid more and more attention to the quality of higher education. The state has issued a large number of policy documents to promote and improve the development of higher education quality.

On the other hand, with the development and progress of the times, the major of art design in Chinese universities has also developed rapidly. In recent years, the number of students enrolled in art and Design Specialty in China has been increasing. In order to ensure the quality of art and design talents, major universities are looking for a high-quality teaching system, so that students can obtain the best way of education.

It can be seen that the development of higher art design education in China has changed from focusing on speed and quantity to focusing on connotation and quality. The quality of classroom teaching determines the quality of teaching to a great extent. Attaching importance to and strengthening classroom teaching in universities, promoting teachers to improve classroom teaching, improving the effectiveness of classroom teaching, and then ensuring the quality of classroom teaching has always been the direction of efforts of universities and university teachers, and also an important topic for educational researchers to explore and study.

2. Research Objective

The objective of this study is to analyze the effectiveness and influencing factors of classroom teaching of art design specialty; To investigate the classroom teaching effect of art design major in Art College of Guangxi University; Finally, it puts forward the strategies to improve

the effectiveness of classroom teaching of art design major in the Art College of Guangxi University, and constructs an effective model of classroom teaching of art design major.

3. Research Question

What is effectiveness classroom teaching for art design majors?

What factors affect the effectiveness of classroom teaching of art design major in Art College of Guangxi University, and what is the effect of classroom teaching of art design major in Guangxi University?

How to improve the effectiveness of classroom teaching of art design major in Guangxi University?

4. Significance of the Study

Through the theoretical analysis of the problems related to the effectiveness classroom teaching of art design specialty in the Art College of Guangxi University, it is conducive to further deepen the understanding of the connotation of the effective classroom teaching of art design specialty, and combine the effective teaching theory with the teaching practice.

Secondly, taking the art design major of the Art College of Guangxi University as a case, it provides a reference for teachers of other universities in China. In this study, teachers' classroom teaching behavior and students' learning effect are taken as the research objects to think about how to promote the classroom teaching reform of art design specialty and promote the theory of education management of art design specialty.

2. Literature Review

1. Effectiveness of Teaching

The discussion on the connotation of classroom teaching effectiveness is mainly divided into the following aspects: first, it is defined from the perspective of Educational Economics: Hong, C. & Tianbao, Z. (1998) believed that teaching effectiveness should include the three meanings of effectiveness, efficiency and efficiency. She linked the input and output of education, and defined effective teaching activities as the activities that get as many teaching effects as possible with as little practice, energy and material input as possible, so as to achieve specific teaching goals, meet the educational value needs of society and individuals, and organize and implement activities. Lu, Z. (2002) equates the effectiveness of classroom teaching with the efficiency of classroom teaching. She believes that the efficiency of classroom teaching is the ratio of the effective time pointing to the classroom teaching objectives to the actual teaching time, and is a value measure to achieve the teaching objectives.

Xiaolin, G. (2018) further linked the teaching law, teaching effect, teaching benefit and teaching efficiency on this basis. He believes that effective teaching should be a teaching process in which teachers successfully cause, maintain and promote students' learning and then achieve the expected learning effect on the basis of teaching law.

Secondly, the connotation of effective teaching is defined from the perspective of pedagogy. Some scholars believe that if the connotation of effective teaching is simply equal to the proportion of input and output of education, the role of other factors in teaching will be ignored. Therefore, scholars put forward the definition of effective teaching from the perspective of pedagogy. There are mainly the following three aspects. First, from the perspective of teachers, liming, y (2004) stated that teachers' classroom teaching output will have a significant impact on students' learning, affect students' learning effect, and then affect the effectiveness of classroom teaching; Second, from the perspective of students, Yunzhen, C. (2001) defined the effectiveness of classroom teaching as the specific progress and development achieved by students after teachers' teaching for a certain period of time. Third, from the perspective of the composition of teaching elements, because teaching is a bilateral activity between students and teachers, Zeyu, Z. (2009) Effective teaching should include teachers' teaching and students' learning, both of which are indispensable. He pointed out that effective teaching is a process in which teachers and students, as "adaptive subjects" in the education system, interact, influence and progress together in teaching activities. It can be seen that the connotation of teaching effectiveness has changed from pursuing efficiency to paying attention to teachers' teaching and students' learning effects, and the factors involved are becoming more and more rich and comprehensive.

2. Classroom Teaching

Scholars at home and abroad have also studied the evaluation of effective classroom teaching in Colleges and universities. Most of these studies focus on the research of effective teaching evaluation indicators (or standards, or contents). Centra (1993) found that the indicators for college students to evaluate teachers' teaching effects are: course organization and planning, clarity and communication ability, interaction and harmonious relationship between teachers and students, course difficulty and learning burden, grade assessment and examination, and students' self-rated learning. Kolitch, E. & Dean A. (1999) proposed that college students' evaluation of classroom teaching includes general evaluation and projects in four aspects: Curriculum Organization (clear curriculum objectives, specified objectives in the curriculum guide, and adjustment of teaching content according to students' understanding level) Teaching behavior (adequate preparation, discipline self-confidence and teaching ability,

challenging questions, stimulating students' interest in the discipline, and full of enthusiasm for the discipline and teaching) Students' learning evaluation (clearly tell students how to evaluate them, arrange exams related to the course content, give helpful and meaningful feedback according to students' grades or grades, return students' assignments and test papers within a reasonable time, and assign assignments matching the course content) Relationship (treat students fairly and with care, actively help and care about their progress, students are easy to seek help or guidance after class, and meet students during office hours). The teaching evaluation of Cornell University mainly includes three aspects: the professionalism of the content (closely related to teachers' professional background and research experience), teaching design skills (focusing on Teachers' ability to design course content, course progress and examine students' learning papers or essays) and classroom teaching skills (mainly teachers' ability to communicate with students). There are six core indicators, They are: adequate preparation for the course; Have comprehensive subject knowledge; The class was well taught; Stimulate students' interest in the course; He is one of the best teachers in the school that students know; Explained the abstract concepts and theories clearly; Good attitude towards students; Willing to practice, flexible course arrangement; Encourage students to think (Qian, L. & Shouhua, Y. 2010).

3. Factors influencing effective classroom teaching in Universities

The factors that affect the effective classroom teaching of college teachers refer to the factors that affect the teaching activities and promote the teaching to achieve the expected teaching effect. Scholars mainly analyze the influencing factors of classroom teaching effectiveness through structural analysis of teaching, starting with variables such as teaching subject, teaching process, teaching environment and teaching media Some scholars also analyze effective classroom teaching from the perspective of teacher behavior, student behavior and teacher-student interaction. Lu, Z. (2002) believed that "curriculum design, teaching quality, teachers' incentives and classroom teaching time are the factors that affect effective teaching". Qiuqian, S. (2004) believed that "the factors affecting effective teaching include teachers' teaching ideas, classroom teaching time, vertical, horizontal and inward structure of teaching and curriculum implementation, teaching and learning methods and classroom management". Kai, D. (2005) believes that teachers, students, teaching content, teaching media, teaching environment and other five factors affect effective teaching, in which teachers are the primary and key factors and students are the core factors. Liming, Y. (2004) believes that the teacher factors affecting

effective teaching mainly include teachers' teaching ideas, educational knowledge, teaching responsibility, teaching efficacy, teaching ability and teaching mechanism.

3. Research Methodology

Using quantitative technology, the researchers sent the questionnaire to the College of art, Guangxi University, China through the professional online questionnaire platform "questionnaire star". The first to fourth grade students majoring in art design were randomly sampled and distributed the questionnaire. The researchers went to the venue to explain and guide the students to fill in the questionnaire to ensure the correctness and return rate of the questionnaire. The questionnaire is divided into three parts: the first part is the personal information of the respondents, including basic information such as students' gender / age / grade. The second part is the current situation of classroom teaching of professional courses, and the third part is the effect of students' learning.

The questionnaire uses the Likert five point scale. The range from 1 to 5 represents a range from (1) completely inconsistent to (5) very consistent. After the project goal consistency index (IOC) expert rating given by three experts, a pilot test was conducted on 100 respondents. Cronbach's alpha was used to evaluate the validity and internal consistency reliability. The overall reliability of the questionnaire is 0.943, the reliability of teachers' classroom teaching is 0.887, and the reliability of students' learning effect is 0.887. The reliability of the questionnaire as a whole and all parts are above 0.8. After the reliability test, the questionnaire was distributed to the participants and 309 returned complete responses were used for analysis. The researchers analyzed the collected data through SPSS version 26.0. Confirmatory factor analysis (CFA) is applied to evaluate the accuracy and validation of convergence. Model fitting measurement is estimated through the overall evaluation of the given data to ensure the effectiveness and reliability of the model.

1. Population and sample size

The target group is the first to fourth year students majoring in art design who are studying in the Art College of Guangxi University in Nanning, Guangxi, China. The researchers distributed 310 questionnaires to the respondents and used 309 valid data for data analysis. 1. Population and sample size.

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2. Sampling Technique

Adopt multi-stage sampling technology, which is divided into three stages. In the first stage, the students from grade one to grade four of art design major in the Art College of Guangxi University were selected. The second stage is stratified random sampling, which is used to determine the sample size of each layer. The last stage is to facilitate sampling and send online questionnaires to target groups.

4. Results and Discussion

1. Demographic Information

The demographic data of the respondents (n=309) shows that the respondents are male (51.78%) and female (48.22%). Grade 1 students (8.09%), grade 2 class hours (53.07%), grade 3 students (27.51%), and grade 4 students (11.33%).

2. Reliability analysis of initial measurement table

The reliability of the questionnaire refers to the stability, consistency and reliability of the results of the scale or test. The higher the reliability coefficient, the more consistent, stable and reliable the measurement results are. This study uses Cronbach's Alpha tests the internal consistency of the questionnaire. α If the coefficient is above 0.8, it means that the internal consistency is very good; α If the coefficient is between 0.6 and 0.8, the questionnaire can also be used. If it is lower than 0.6, the questionnaire should be revised or the items added or deleted (Eisinga R, 2013). The overall reliability of the questionnaire is 0.943, the reliability of teachers' classroom teaching is 0.887, and the reliability of students' learning effect is 0.887. The reliability of the questionnaire as a whole and all parts is above 0.8, indicating that the reliability of the questionnaire is good, and the internal stability and consistency are relatively high. For the "CITC value", the CITC values of the analysis items are greater than 0.4, which indicates that there is a good correlation between the analysis items and a good level of reliability. To sum up, the reliability coefficient of the research data is higher than 0.8, which comprehensively indicates that the reliability of the data is high and can be used for further analysis.

3. Exploratory factor analysis EFA

In this study, Pearson correlation coefficient was used to measure. According to (Kaiser, 1974), in factor analysis, KMO index value above 0.6 is suitable for analysis, and below 0.6 is not suitable for factor analysis exploratory factor analysis.The validity of the classroom teaching effectiveness scale and the student learning effect scale were analyzed. The KMO

sampling measurement value of the items in the teachers' classroom teaching scale is 0.899, the degree of freedom is 210, and the significance p value is 0.000, which has passed the significance test with a significance level of 1%. It shows that the teacher's classroom teaching scale is very suitable for factor analysis. The quantitative value of KMO sampling appropriateness of relevant items in the student learning effect scale is 0.954, the degree of freedom is 91, and the significance p value is 0.000, which has passed the significance test with a significance level of 1%. Therefore, the data of the student learning effect scale is very suitable for factor analysis.

Using the principal component analysis method, this paper analyzes the amount of information extracted from the factors of the classroom teaching effectiveness scale. According to the principle that the eigenvalue is greater than 1, the number of extracted factors is 6, and the variance contribution rates after factor rotation are 18.113%, 14.734%, 12.194%, 11.005%, 10.995% and 10.970% respectively. The cumulative variance contribution rate of the six main factors reached 78.010%, higher than 60%, indicating that these six factors can explain most of the information of the original data.

Table 1: Explanation of Total Variance of Classroom Teaching Effectiveness Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.027	38.225	38.225	8.027	38.225	38.225	3.804	18.113	18.113
2	2.627	12.512	50.737	2.627	12.512	50.737	3.094	14.734	32.847
3	1.970	9.382	60.119	1.970	9.382	60.119	2.561	12.194	45.041
4	1.429	6.806	66.925	1.429	6.806	66.925	2.311	11.005	56.046
5	1.302	6.201	73.126	1.302	6.201	73.126	2.309	10.995	67.041
6	1.026	4.884	78.010	1.026	4.884	78.010	2.304	10.970	78.010

Using the principal component analysis method, this paper analyzes the amount of information extracted from the factors of the students' learning effect scale. According to the principle that the eigenvalue is greater than 1, the number of extracted factors is 2, and the variance contribution rates after factor rotation are 44.562% and 22.088% respectively. The

cumulative variance contribution rate of the two main factors reached 66.651%, higher than 60%, indicating that the two factors can explain most of the information of the original data.

Table 2: Explanation of Total Variance of Student Learning Effect Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.664	54.740	54.740	7.664	54.740	54.740	6.239	44.562	44.562
2	1.667	11.910	66.651	1.667	11.910	66.651	3.092	22.088	66.651

4. Confirmatory Factor Analysis (CFA)

First, researcher test the fitness of the data and the model to see whether the model used is reasonable. Referring to the research results of previous scholars, the goodness of fit of the research model and data in this paper is tested, and several key indicators are in line with the recommended values, indicating that the overall goodness of fit of the theoretical model in this paper is good, and the model diagram can be accepted.

Table 3: Goodness of Fit Index

Model fitting index									
Common indicators	χ^2	*df*	*p*	GFI	RMSEA	RMR	CFI	NFI	NNFI
Standard	-	-	>0.05	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Values	615.375	532	0.007	0.899	0.023	0.042	0.989	0.923	0.987
Other indicators	TLI	AGFI	IFI	PNFI	SRMR				
Standard	>0.9	>0.9	>0.9	>0.5	<0.1				
Values	0.987	0.881	0.989	0.825	0.032				

Confirmatory factor analysis (CFA) was performed for a total of 8 factors and 35 analysis items. It can be seen from the above table that the ave values corresponding to 8 factors are

all greater than 0.5, and the CR values are all higher than 0.7, which means that the analysis data have good aggregation (convergence) validity.

Table 4: Convergent validity analysis

Model AVE and CR index results		
Factor	AVE	CR
Teaching objectives	0.817	0.930
Teaching content	0.618	0.828
Teaching activities	0.672	0.891
Teaching ability	0.671	0.910
Teaching organization and management	0.614	0.826
Teaching evaluation	0.736	0.893
Students' classroom performance	0.588	0.851
Students' classroom learning effect.	0.616	0.941

Remark: Ave (mean variance extraction) and Cr (combined reliability) were used for aggregate validity (convergent validity) analysis.

5. Analysis on the effectiveness of classroom teaching in art design specialty

Since the questionnaire used in this study is the Likert 5-point scale, the median value of 3 is taken as the reference value. From the average value of effective teaching level, the average value of effective teaching of art design major courses in the Art College of Guangxi University is 3.71, which is slightly higher than the theoretical average level 3. The options represented by the average value are between "average" and "relatively consistent", indicating that the overall level of effective teaching of professional courses is between average and good, which can also be called the overall level of effective teaching of professional courses as good.

Table 5: Statistics of each dimension and overall description of teachers' Classroom Teaching

	N	Min	Max	M	SD
Teaching objectives	309	1.00	5.00	3.67	1.00
Teaching content	309	1.00	5.00	3.65	0.98
Teaching activities	309	1.00	5.00	3.62	1.01
Teaching ability	309	1.00	5.00	3.67	0.96
Teaching organization and management	309	1.00	5.00	3.67	1.03
Teaching evaluation	309	1.00	5.00	3.56	1.08
Effectiveness of classroom teaching	309	1.33	4.96	3.64	0.71

Make descriptive statistics on each dimension and the whole of the student learning effect scale, including the mean value, standard deviation, minimum value, maximum value, etc. The overall average score of students' learning effect is 3.68>3, indicating that the overall performance of students' learning effect is average. The average values of students'classroom performance and students' classroom learning effect in each dimension of students' learning effect are 3.71 and 3.65 respectively, both higher than 3.50, indicating that students' learning effect is average in each dimension. Among them, the average score of students' classroom performance is higher than that of students' classroom learning effect, which indicates that students' classroom performance is better than students' classroom learning effect.

Table 6: Statistics of each dimension and overall description of students' learning effect

	N	Min	Max	M	SD
Students' classroom performance	309	1.00	5.00	3.71	0.90
Students' classroom learning effect	309	1.00	5.00	3.65	0.95
Students' learning effect	309	1.00	5.00	3.68	0.81

6. The Relationship between Teachers' Classroom Teaching And Students' Learning Effect.

Teachers' classroom teaching consists of six dimensions: teaching objectives, teaching contents, teaching activities, teaching ability, teaching organization and management, and teaching evaluation, which are related to students' classroom learning effects, including students' classroom participation and students' classroom learning effects. Both are grade variables. Pearson correlation analysis method (hauke J, kossowski T, 2011) is used, this paper analyzes the correlation between

the whole and each dimension of teachers' classroom teaching and the whole and each dimension of students' learning effect.

Table 7: Correlation Analysis Results

	Students' classroom performance		Students' classroom learning effect		Students' learning effect	
	r	P	r	P	r	P
Teaching objectives	0.776**	0.000	0.529**	0.000	0.738**	0.000
Teaching content	0.559**	0.000	0.422**	0.000	0.555**	0.000
Teaching activities	0.535**	0.000	0.421**	0.000	0.541**	0.000
Teaching ability	0.489**	0.000	0.349**	0.000	0.474**	0.000
Teaching organization and management	0.557**	0.000	0.453**	0.000	0.573**	0.000
Teaching evaluation	0.502**	0.000	0.371**	0.000	0.494**	0.000
Effectiveness of classroom teaching	0.815**	0.000	0.607**	0.000	0.805**	0.000

Remark: * * means p<0.01, and * means p<0.05.

There is a significant positive correlation between students' learning effect and teachers' classroom teaching as a whole and each dimension of teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, teaching evaluation (correlation coefficient r>0, significance p<0.01). There is a significant positive correlation between students' classroom performance and teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, and teaching evaluation (correlation coefficient r>0, significance p<0.01). Students' classroom learning effect has a significant positive correlation with teachers' classroom teaching as a whole and various dimensions of teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, and teaching evaluation (correlation coefficient r>0, significance p<0.01). In order to analyze the impact of each dimension of teachers' classroom teaching on students' learning effect, the next step is to conduct multiple linear regression analysis.

7. An analysis of the influencing factors of teachers' classroom teaching on students' classroom participation

There is a positive correlation between teachers' classroom teaching and students' learning effect. In order to explore the impact of teachers' classroom teaching on students' learning effect, multiple linear regression analysis is used to analyze the influencing factors of students' learning effect. Taking the students' learning effect as the dependent variable and the six dimensions of teachers' classroom teaching, teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, and teaching evaluation as the independent variables, a multiple linear regression model is established.

Table 8: Regression Model Results of Influencing Factors On Students' Learning Effect

	B	*SE*	*β*	*t*	*P*	*VIF*
(Constant)	0.407	0.145		2.812	0.005	
Teaching objectives	0.315	0.038	0.388	8.298	0.000	2.004
Teaching content	0.143	0.033	0.173	4.292	0.000	1.492
Teaching activities	0.076	0.034	0.095	2.271	0.024	1.591
Teaching ability	0.107	0.032	0.126	3.347	0.001	1.302
Teaching organization and management	0.154	0.032	0.195	4.877	0.000	1.469
Teaching evaluation	0.101	0.029	0.134	3.518	0.001	1.331
R^2	0.671					
F	102.659					
P	0.000					

The regression model can be expressed as:

Student learning effects =0.407+0.315*Teaching objectives +0.143*Teaching content +0.076* Teaching activities+0.107*Teaching ability+0.154*Teaching organization and management +0.101* Teaching evaluation.

Therefore, the six dimensions of teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, and teaching evaluation have a significant positive impact on students' learning effect.

5. Conclusions and Recommendations

1. Conclusions

The purpose of this study is to explore the effectiveness of classroom teaching of art design specialty and its influencing factors, investigate and analyze the classroom teaching effect of art design specialty of Art College of Guangxi University, put forward strategies to improve the effectiveness of classroom teaching of art design specialty of Art College of Guangxi University, and construct an effective mode of classroom teaching of art design specialty.

Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used to evaluate and test the validity and reliability of the conceptual model, and correlation and regression analysis were used to analyze the data, so as to comprehensively explore the current situation of effective teaching in the art major classroom. In general, the effective classroom teaching of art design major in Guangxi University is at a general to good level. The six dimensions of classroom teaching teaching teaching objectives, teaching content, teaching activities, teaching ability, teaching organization and management, and teaching evaluation have a significant positive impact on students' learning effect. Teachers generally reach the standard of effective teaching in six aspects: teaching objectives, teaching contents, teaching activities, teaching ability, teaching organization and management, and teaching evaluation; Teachers' classroom teaching is the best in teaching objectives, teaching ability, teaching organization and management, followed by teaching content and teaching interaction, and the worst in teaching evaluation; There is a correlation between teachers' classroom teaching and students' learning effect; The correlation between students' classroom participation and teaching objectives is the highest, followed by teaching organization, teaching content, teaching evaluation, teaching ability and teaching activities; According to the investigation and data analysis, the researcher puts forward some strategies to improve the effectiveness of classroom teaching of art design specialty. Finally, by the way of focus group discussion, this paper discusses and constructs the effective teaching mode of art design specialty in Guangxi University.

2. Recommendations

After completing the questionnaire survey and data analysis, the researcher analyzed the reasons for this situation from multiple perspectives, combined with the researcher's own teaching experience, and put forward specific strategies for the effectiveness of classroom teaching of art design specialty according to the six dimensions of the second stage questionnaire survey. In order to verify whether the strategies proposed by the researchers are reliable and effective, the research results were sent to 10 experts in the form of questionnaires and

discussed in the form of focus groups. These experts are teachers majoring in art design in universities, and have Professor titles and rich teaching experience. The experts scored the research results and the strategies proposed by the researchers, gave evaluation opinions, and finally built an effective classroom teaching model for the art design major of Guangxi University.

Table 9: Effective Classroom Teaching Mode of Art Design Major in Guangxi University.

"Opcps" Teaching Mode	
Stage	AIM
Objective	Clarify the teaching purpose and let students understand the use of knowledge, and promote the transformation of knowledge into ability
Participatory learning	Core link, improve students' participation, and turn passive learning into active thinking
Teaching Context	Make students interested in the course content and attract students' attention
Post-assessment	Test the effect of students' learning and teachers' teaching, and provide reference for the setting of follow-up teaching objectives and teaching contents
Summary	Review the key teaching contents, summarize and summarize the knowledge points, echo and strengthen the teaching objectives, and carry out the follow-up teaching content forecast at the same time

3. Limitations and Further Research

Based on the literature and theoretical basis, the researcher developed a questionnaire and interview outline, conducted interviews with teachers and students, conducted a questionnaire survey with students as the object, and covered two aspects of teachers and students in the questionnaire design. Through the questionnaire interview with students, we can understand students' evaluation of teachers' Classroom teaching behavior and students' own learning effect, Through data analysis, we can know the relationship between teachers' classroom teaching and students' learning effect, and then have a more comprehensive and comprehensive understanding of the classroom teaching of art design specialty.

Although some progress has been made, there are still shortcomings to be improved in the follow-up research. First of all, the research on the theory of teaching effectiveness has

been very mature. Researchers have linked the effectiveness of classroom teaching with college art design courses, and the points and areas that can be studied are not innovative and in-depth. Secondly, when formulating the effectiveness standards of classroom teaching, it is mainly based on the superficial views put forward on the basis of previous research on existing standards, which need to be refined and polished. Therefore, the questionnaire prepared according to the standard also needs to be further improved. Finally, in the process of empirical research, due to the limitations of research conditions, time and experience, this study takes Guangxi University in Nanning, Guangxi Province as a case, interviewed 10 professional teachers and 10 students, and used a questionnaire survey on 310 students. In the follow-up study, the author hopes to expand the scope of investigation and the number of samples for more in-depth research and analysis.

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