The Solving Large Classroom Teaching Problems Using Online Learning Center in Liaoning Traditional Opera Course at Shenyang Conservatory of Music in China

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Abstracts

The research aims to study Liaoning Traditional Opera and to construct the Liaoning Traditional Opera Online Learning Center and to evaluate effects using Liaoning Traditional Opera Online Learning Center at Shenyang Conservatory of Music. This research was mixed-method research. The purposive sampling is 4 classes, including 126 students，at Shenyang Conservatory of Music.

The research findings were: (1) Liaoning traditional opera include Liao Opera(辽剧), Haicheng Laba Opera(海城喇叭剧), Lingyuan Film Opera (凌源皮影剧), Errenzhuan (二人转), Fuxin Mongolian Opera(阜新蒙古剧), and Peing Opera(京剧), and Ping Opera(评剧). Liaoning traditional opera teaching has four periods. (2) Liaoning Traditional Opera Online Learning Center consists of "Knowledge" (9 Sessions), "Image and Video" (classified by types of Liaoning Traditional Opera), "Online Test" (Pre-test with 100 scores, 9 Formative tests with 50 scores/test, Final Test with 100 scores), "Exploration (Group Task)" (3 Tasks), "Online Communication" (Message board with teachers; Message board with experts). (3) The average score on the pre-course test was 71.83, and the score on the final exam was 92.14. It reflected the efficiency of using guidelines in the chorus course.

Keywords: The Solving Large Classroom;Teaching Problems; Online Learning; Liaoning Traditional Opera Course; China

Introduction

Liaoning Province is a multi-ethnic province. With the Han nationality, Manchu, the Mongol nationality, the Hui nationality, the Korean nationality and the Xibe nationality, Liaoning Province is a multi-ethic origin of opera culture. Its opera art is always following the trajectory of co-existence and development of garment culture. According to the origin, Liaoning Traditional Opera can be roughly divided into two categories: one is folk operas from other regions, such as Peking Opera (京剧), PingJu (评剧), etc; the other is the local Traditional Operain Liaoning Province, such as Liao Opera(辽剧), Haicheng Laba Opera(海城喇叭戏), Lingyuan Film Opera (凌源皮影戏), and Errenzhuan (二人转), Fuxin Mongolian Opera(阜新蒙古剧) (Chen, 2020) (Editorial Committee of Chinese Opera Annals, 1994).

There are some differences between Chinese Traditional Opera and Liaoning Traditional Opera: firstly, different from Chinese Traditional Opera, Liaoning Traditional Opera the result of different ethnic groups combination and has the vivid characteristics of certain ethic group features; secondly, because different ethnic groups have their own dialect,

Liaoning Traditional Opera has its own dialect and performers are supposed to know the correct pronunciation of dialect when singing Liaoning Traditional Opera; thirdly, Liaoning Traditional Opera is more closely to the folk and has more casual performance form (Zhang, 2020).

      Due to special geographical environment and social status of Liaoning Province, foreign operas in other regions represented by Peking Opera and Ping Ju were introduced into Liaoning Province and developed earlier. However, Liaoning local opera formed generally slightly slower, and cannot competed with foreign operas such as Peking Opera and Ping Ju. Liaoning local Traditional Opera had troubles in both creation and performance (Chen, 2020) (Liu & Liang, 2020), such as lack of performance chance and audience, loss of original regionalism, lack of professional troupes and talents and so on. Therefore, it is urgent to take measures to protect and inherit Liaoning Traditional Opera. The development of Liaoning Traditional Opera is an effective way to implement protection and inheritance of Liaoning Traditional Opera. After the researcher's preliminary investigation and literature review, the content of traditional Chinese Traditional Opera courses is outdated, and the cultural background knowledge is not penetrated enough; the practice forms are not diversified enough, and some are not enough to stimulate students' desire for expression; the teaching mode adopted by teachers is relatively more traditional, and the teaching methods are relatively simple; students' learning of the course is mainly realized through classroom learning, which is strictly limited by time and space. In this case, the individualized and diverse learning needs of students cannot be met, and the enthusiasm for learning is not high (Zhang, 2020).

Online Learning Center

      With the development of science and technology and the deepening of teaching reform, the use of the Internet for teaching plays an important role with its unique advantages. The online learning center can not only provide students with vivid information, including text, pictures, and videos, but also link to other resources on the Internet to help students communicate with experts and scholars in the field online, especially for large classroom teaching. On the other hand, the online learning center can fully mobilize the initiative and enthusiasm of students in learning by setting up different learning modules such as "Knowledge", "Related resources", "Online test", "Exploration", and "Online communication". Compared with traditional classroom teaching, teaching mode integrated online learning center has following advantages (Wang & Wu, 2020):

      First of all, online learning center is based on the traditional classroom teaching, using the teaching function of network learning, to achieve multi-angle, multi-faceted teaching, with the characteristics of multi-dimension, integration and interaction. Compared with traditional teaching media, such as black and white boards, tape recorders, slides, etc., the teaching integrated with thematic online learning center has its incomparable advantages, which can fully mobilize students' audio-visual senses and deepen their understanding of what they have learned.

      Secondly, the online learning center can provide rich and diverse resources with a wide range of themes, integrating multimedia information such as text, audio, video, animation and film, which can maximize the close proximity to the real image environment, greatly stimulate students' interest in learning, accelerate and improve students' understanding, help students

construct their own knowledge in a close to the real environment, and enhance the teaching effect.

Finally, the online learning center can provide the space for students to study independently, which can change the monotonous and boring traditional teaching. It provides more maneuverability and more methods and means of autonomous learning for students through man-machine interaction. For example, students can choose the resources they are interested in according to their individual differences for learning.

From the foregoing, existing studies have analyzed the development situation of Liaoning local opera, interaction learning and application of online learning center. However, the problem was found as follows: (1) there lacks study on inheritance and education of Liaoning folk opera; (2) there lacks study on interaction learning and online learning center application into Liaoning folk opera teaching or Chinese folk opera teaching. In order to change this situation, this study will take Liaoning local folk opera as an example to create an online learning center with interaction learning theory to complement the teaching of Chinese folk opera courses (Zhou, 2018).

Creating an online learning center of Liaoning traditional opera is necessary, and the reasons are as follows: (1) creating an online learning center of Liaoning traditional opera not only responds to Chinese policy of promoting traditional Liaoning opera culture, but also provides a teaching tool that conforms to the development trend of the times. (2) At the same time, incorporating traditional opera into contemporary music education technology, i.e. online learning center is not only an effective way to improve the traditional cultural literacy of artistic talents, but also an important measure to inherit and carry forward our traditional opera culture. (3) As a native of Liaoning, the researcher is obliged to carry forward and inherit the local operas in Liaoning. As the cradle of artistic talent training, the development of Liaoning traditional folk opera teaching in the talent training of Shenyang Conservatory of Music (Xiao, 2017).

Therefore, the researcher intends to study how to create an online learning center with interactive learning for Liaoning traditional opera based on studying Liaoning traditional opera and interactive learning, to lead students understand folk music better, carry forward traditional music culture and promote the development of folk music in music university education. Through creating online learning center which has not been studied in the field of folk music, the study aims to promote students' independent learning ability and active learning motivation.

Research Objectives

To evaluate effects using Online Leaning Center for large classroom teaching in Liaoning Traditional Opera course at Shenyang Conservatory of Music, China.

Research Methodology

The current study is characterized by mixed research method, including qualitative research, to study documents about Liaoning Traditional Opera, make in-depth interviews with experts in the field of Liaoning Traditional Opera, create Online Learning Center of Liaoning Traditional Opera for solving large classroom teaching. After application among teachers, apply Liaoning Traditional Opera Online Learning Center to the freshmen at Shenyang Conservatory of Music.

The researcher created an Online Learning Center of Liaoning Traditional Opera through field investigation. After modification and identification, the researcher applied Online Learning Center of Liaoning Traditional Opera among students. The the researcher adopted quantitative research, including the experiment research.

1. Period 1: Learn and prepare

(1) The researcher has studied relevant literature, including the current situation of Liaoning folk opera, Liaoning folk opera education, interactive learning theory, etc.

(2) To collected field data on Liaoning folk opera, the researcher make in-depth interviews with experts and do field survey in Folk Art Troupes in Liaoning Province and Shenyang Conservatory of Music.

2. Period 2: Create the online learning center

(1) According to interactive learning theory, the researcher created an online learning center.

(2) According teachers' suggestion and experts' IOC evaluation, I adjusted the online learning center until it passed the IOC evaluation.

3. Period 3: Apply the online learning center into practical teaching

(1) 126 students from 4 classes (31 students, 32 students, 30 students, 33 students) were recruited for application the online learning center of Liaoning traditional opera. In the second semester of 2023, students participated in the research project, while students and experts were clarified about the principles and guidelines of the project.

(2) The researcher evaluated the effects of using online learning center for teaching according to experts' suggestion.
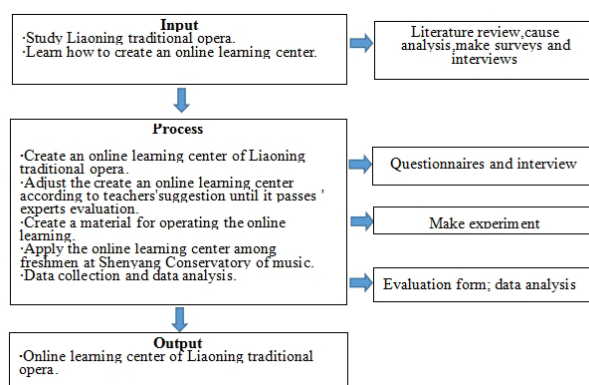
Conceptual Framework

Figure 1 Conceptual Framework

Research Findings

1. Online Learning Center of Liaoning Traditional Opera

The Liaoning Traditional Opera Online Learning Center contains "Knowledge", "Image and Video", "Online Test", "Exploration (Group Task)", and "Online communication" five modules.

(1) Knowledge

Session 1. History and development of Liaoning Traditional Opera

Session 2. Liao Opera(辽剧): Repertoire; Music; Performance; Stage Art; Customs

Session 3. Haicheng Laba Opera(海城喇叭剧): Repertoire; Music; Performance; Stage Art; Customs

Session 4. Lingyuan Film Opera (凌源皮影剧): Repertoire; Music; Performance; Stage Art; Customs

Session 5. Errenzhuan (二人转): Repertoire; Music; Performance; Stage Art; Customs

Session 6. Fuxin Mongolian Opera(阜新蒙古剧): Repertoire; Music; Performance; Stage Art; Customs

Session 7. Peking opera: Repertoire; Music; Performance; Stage Art; Customs

Session 8. Ping opera: Repertoire; Music; Performance; Stage Art; Customs

Session 9. Status quo of Liaoning Traditional Opera

(2) Image and Video

Image: classified by types of Liaoning Traditional Opera (Liao Opera(辽剧), Haicheng Laba Opera(海城喇叭剧), Lingyuan Film Opera (凌源皮影剧), Errenzhuan (二人转), Fuxin Mongolian Opera(阜新蒙古剧), Peking Opera(京剧), Ping Opera(评剧)

Video: classified by types of Liaoning Traditional Opera and time

(3) Online Test

Table 1 Design of Online Test

Test	Total Score
Pre-course test	100
Formative test	
Test 1	50
Test 2	50
Test 3	50
Test 4	50
Test 5	50
Test 6	50
Test 7	50

Test 8	50
Test 9	50
Final exam	100

(4) Exploration (Group Task)

Task 1: Summarize common points and differences among different types of Liaoning Traditional Opera.

Task 2: Learn the current situation of Liaoning Traditional Opera.

Task 3: Discuss how to protect and inherit Liaoning Traditional Opera.

(5) Online Communication

Message board with teachers
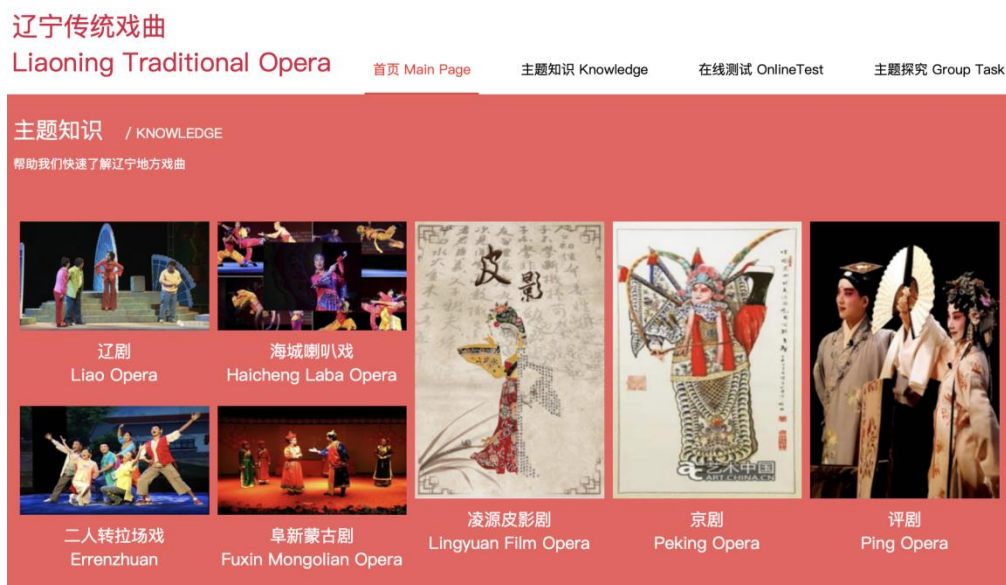
Message board with experts

Figure 2 Online Learning Center of Liaoning Traditional Opera:
http://www.liaoningtraditionalopera.com.

2. Effects after using Online Leaning Center for large classroom teaching in Liaoning Traditional Opera course at Shenyang Conservatory of Music, China

The average pre-course test score of 4 classes is 71.94.

The highest average pre-course test score is in Class 3 (79.33), indicating relatively strong performance compared to the other classes. Class 2 has the lowest average pre-course test score (67.81), suggesting lower performance compared to the other classes. Class 1 and Class 4 have similar average pre-course test scores (70.00 and 70.61, respectively), indicating average performance.

It's important to consider that these averages may not provide the complete picture of individual student performance or the distribution of scores within each class. Further analysis could include examining the range, standard deviation, and other statistical measures.

To gain a deeper understanding of student performance within each class and identify areas for improvement, educators can investigate factors such as instructional strategies, resources, and student engagement. Addressing individual learning needs and providing targeted support can help enhance student performance and facilitate growth throughout the course.

In Class 1, the majority of students achieved scores in the range of 70 to 80, indicating an average to above-average performance on the pre-course test. While a notable number of students achieved scores in the ranges of 60 and 90, there were fewer students who scored in the 40 and 50 ranges.

The highest number of students achieved a score of 80, followed by scores of 70 and 60. This suggests that a significant portion of the students performed consistently well or at an average level. The number of students who scored in the 40 and 50 ranges suggests lower levels of performance.

Based on this analysis, educators can identify areas for improvement and tailor their teaching strategies to address the specific needs of the students. Providing additional support and guidance to students who scored lower can help them boost their understanding and performance.

Similarly, recognizing and offering challenges to students who scored higher in the 80 to 90 ranges can further enhance their growth and engagement.

Overall, this analysis provides valuable insights into the distribution of scores and helps guide educators in their efforts to meet the diverse learning needs of the students.

In Class 2, the majority of students achieved scores in the range of 50 to 80, indicating an average to above-average performance on the pre-course test.

The score ranges of 60 and 80 have the highest frequencies, suggesting consistent performance among a significant portion of the students. The number of students who scored in the 70 range indicates lower levels of performance, with only 2 students achieving this score. The score range of 90 indicates above-average performance, but with a moderate number of students achieving this score.

Based on this analysis, educators can identify areas for improvement and tailor their teaching strategies to address the specific needs of the students. Providing additional support and guidance to students who scored lower can help them improve their understanding and performance. Similarly, recognizing the students who achieved scores of 80 and 90 can provide opportunities for further growth and engagement.

Overall, this analysis provides valuable insights into the distribution of scores and helps guide educators in their efforts to meet the diverse learning needs of the students.

In Class 3, the majority of students achieved scores in the range of 70 to 80, indicating an average performance on the test. While there were fewer students who achieved scores in the range of 50 or in the higher ranges of 90 to 100, it is important to note that these score ranges represent both lower and higher levels of performance.

The overall distribution of scores suggests that the class had a relatively balanced performance in terms of the pre-course test scores.

Based on this analysis, educators can identify areas for improvement and tailor their teaching strategies to address the specific needs of the students. Providing additional support and guidance to students who scored lower in the 50 range can help them improve their understanding and performance. Similarly, recognizing and offering challenges to students who scored higher in the 90 to 100 range can foster their continued growth and engagement in the course.

Overall, this analysis provides valuable insight into the performance of Class 3 on the pre-course test and serves as a guide for educators to meet the diverse learning needs of the students.

In Class 4, the majority of students achieved scores in the range of 60 to 80, indicating an average to above-average performance on the test.

While there were fewer students who achieved scores in the range of 40 to 50 or 90 to 100, it is important to note that these score ranges represent both lower and higher levels of performance. The highest number of students achieved a score of 80, followed by scores of 70 and 60. This suggests that a significant portion of the students performed consistently well or at an average level. Meanwhile, there were only a few students who scored below average or above average. This analysis provides insight into the distribution of scores among the students and helps identify areas for improvement. Educators can develop targeted strategies to provide additional support and enhance learning outcomes for students in the lower-scoring ranges.

Additionally, students who achieved scores of 80 and above can be recognized for their strong performance. The data can be used to inform instructional strategies and promote further growth and development among all students.

The highest average score among the four classes is in Class 1 (43.38), which suggests relatively strong performance compared to the other classes. Class 2, Class 3, and Class 4 have relatively similar average scores, indicating comparable performance levels.

It's important to consider that these averages may not provide the complete picture of individual student performance or the distribution of scores within each class. Further analysis could include examining the range, standard deviation, and other statistical measures.

The average scores for each formative test across the classes range from 39.00 to 45.33, indicating variable levels of performance across the tests. To gain a deeper understanding of student performance within each class and identify areas for improvement, educators can investigate factors such as instructional strategies, resources, and student engagement. Addressing individual learning needs and providing targeted support can help enhance student performance and facilitate growth throughout the course.

Overall, this analysis provides valuable insights into the distribution of scores and can guide educators in recognizing and meeting the diverse learning needs of the students in Class 1. Based on the provided data for Class 2, here is a detailed analysis of the score distribution for the students' formative test scores:

Score Distribution:

Score range 60: There are 3 students who scored 60 on the formative tests.

Score range 70: There is 1 student who scored 70 on the formative tests.

Score range 80: There are 5 students who scored 80 on the formative tests.

Score range 90: There are 7 students who scored 90 on the formative tests.

Score range 100: There are 16 students who scored 100 on the formative tests.

Frequency and Percentage Distribution:

The score range with the highest number of students is 100, with 16 students (53.3% of the total) achieving this score.

The score range of 90 has the second-highest frequency, with 7 students (23.3% of the total) achieving this score.

The score range of 80 has 5 students (16.7% of the total) achieving this score.

The score range of 60 has 3 students (10% of the total) achieving this score.

The score range of 70 has the lowest frequency, with 1 student (3.3% of the total) achieving this score.

Conclusion:

The data analysis of the formative test scores in Class 2 reveals the following:

The majority of students in Class 2 achieved scores in the range of 90 to 100, indicating strong performance on the formative tests.

The score ranges of 80 and 60 have moderate frequencies, suggesting a relatively consistent level of performance among these students.

The score range of 70 has the lowest frequency, indicating a lower level of performance among the students in this range.

Based on this analysis, educators can acknowledge the students who achieved scores of 90 and above for their strong performance. They can also provide support and additional resources to students who scored below 90 to help them improve their understanding and performance.

Overall, this analysis provides valuable insights into the distribution of scores and can guide educators in recognizing and meeting the diverse learning needs of the students in Class

The t-test analysis confirms the significant improvement between the post-test and pre-test scores. Educators can use this information to conclude that the intervention or learning experience had a positive impact on student performance. The statistical significance allows for confident conclusions about the effectiveness of the intervention.

Discussion

The research aligns with prior studies that emphasize the importance of innovative pedagogical strategies in online learning. The incorporation of interactive elements and personalized learning paths in the online platform mirrors the strategies found effective in enhancing student engagement and performance. Our findings corroborate the conclusions drawn by Wang (2020) regarding the significance of student engagement and motivation in online courses. The use of multimedia resources, peer collaboration, and cultural preservation efforts in our study contributed to sustaining students' passion for traditional opera. The research highlights the necessity of comprehensive faculty development programs, which aligns with the recommendations put forth Lv (2015). These programs are crucial for ensuring that instructors are well-prepared to teach effectively in online environments, as noted in our study. The consideration of accessibility and inclusivity in our research is consistent with the work of Ge (2022) and Yang (2008), who stress the importance of accommodating diverse student needs in online education. Adapting online materials to ensure they are accessible to all learners is a critical aspect of our study.

The exploration of hybrid models for arts education resonates with the research conducted by Wang and Wu (2020) These studies found that combining online learning with

in-person components can be an effective strategy for optimizing learning outcomes in arts and performance-based courses, which aligns with our findings. The study draws inspiration from global best practices in online learning, such as those identified by Liu & Liang (2020). These practices provide valuable guidance for adapting and implementing online learning solutions in the unique context of the Liaoning Traditional Opera Course.

Recommendation
1. Practical Recommendations

Begin by conducting a thorough assessment of the technological infrastructure available at the institution. Ensure that the online learning center can handle a large number of users simultaneously without technical glitches. Provide training and professional development opportunities for faculty members to enhance their digital literacy and online teaching skills.

Encourage instructors to explore and experiment with various online teaching tools and platforms to better integrate them into the curriculum. Implement a hybrid teaching model that combines traditional classroom instruction with online resources. This will help address the challenges of large class sizes while maintaining valuable face-to-face interaction. Digitize course materials, including lecture notes, readings, and multimedia resources, making them easily accessible through the online learning center. Ensure that content is organized and user-friendly. Integrate interactive learning tools such as discussion forums, quizzes, and virtual classrooms to engage students actively in the learning process.

2. Recommendation for future research

Conduct a longitudinal study to assess the long-term impact of implementing online learning solutions in traditional opera courses. Investigate how these changes affect student learning outcomes over several academic years. Conduct comparative studies between traditional classroom instruction and online learning in the context of the Liaoning Traditional Opera Course. Examine the advantages and disadvantages of each approach to identify which is more effective for specific learning objectives. Explore and document innovative pedagogical strategies that are effective in online and hybrid learning environments. Investigate how these strategies can be adapted to the unique needs of traditional opera education. Examine the cultural adaptation of online learning materials and methods for traditional Chinese opera courses. Investigate how to ensure that the online environment respects and preserves cultural traditions.Investigate ways to enhance student engagement and motivation in large online classes, particularly in arts and performance-based courses. Explore strategies that can maintain the passion and commitment of students. Conduct research on effective faculty development programs for preparing instructors to teach effectively in online and hybrid settings. Assess the impact of ongoing support and training on teaching quality. Research methods to improve accessibility and inclusivity in online learning for students with disabilities and those from diverse backgrounds, including investigating the use of assistive technologies. Explore opportunities for international collaboration in traditional opera education through online platforms. Investigate how online learning can facilitate cultural exchange and collaboration between institutions worldwide.

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