

Research on the Credit Application and Shared Innovation of Cross-School Credit of Art Design History in Liaoning Province Based on the Perspective of MOOCS

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Abstract: This paper focuses on the reform of the application and sharing of inter-school credits in Liaoning from the perspective of MOOCS, and takes the History course of art design major as an example to discuss. The purpose of this study is to solve the problems in the field of cross-school credits and promote the reform of application and sharing of credits. This paper provides a new and efficient teaching model through the study of history course of art design major in Liaoning region. This research is carried out from the aspects of the change of teaching concept, the renewal of teaching means, the reform of teaching materials, the improvement of examination methods, etc., in order to change the problems caused by the current teaching status. Firstly, this study summarizes the credit system reform, and puts forward the problems existing in the credit system reform. Then, through in-depth analysis of the problems in the course teaching of design history theory, combined with the problems in the implementation of credit system reform, combined with the cross-school credits and the teaching reform of art design major history theory, a reform idea based on MOOCS was proposed. This study will use the MOOCS perspective to introduce the MOOCS teaching method into the history theory course teaching of art design major, so as to achieve a more effective and efficient course. In the specific research practice, this paper combines the teaching content of the history of design course with the actual needs of students, adopts thematic discussion, interactive teaching methods and diversified course evaluation methods, in order to improve students' learning enthusiasm and ability to solve design problems. By integrating the content of related courses, perfecting and standardizing the teaching system of design history, the purpose of improving the cultural literacy is achieved in general. This study holds that these methods and means are important means to improve the teaching quality and promote the all-round development of students, and also the only way to train the sustainable development of design talents.

1. Introduction

1.1 Overview

This chapter aims to give an overview of the application and sharing reform of cross-school credit in Liaoning province based on the perspective of MOOCs, and discuss the history theory of art design as an example. The purpose of this study is to solve the problems existing in the field of cross-school credit study, and to promote the reform of credit application and sharing. Through the study of history in Liaoning, this paper provides a new efficient teaching mode. This study is based on the change of teaching concept, update of teaching methods, reform of teaching materials and improvement of examination methods, and aims to change the problems brought by the current teaching situation. In order to achieve this goal, this paper first reviews the credit system reform and analyzes the existing problems in the current credit system reform. Then, through in-depth analysis of the problems in the teaching of design history theory, combined with the problems in the implementation of the credit system reform, this paper combines the cross-school credit with the teaching reform of history theory of art design major, and puts forward a reform idea based on the perspective of MOOCs. This study will use the perspective of MOOC to introduce the MOOC teaching method into the teaching of art and design professional history theory courses, so as to realize the curriculum more effective and efficient. In the specific research practice, this paper combines the teaching content of the design history theory course with the actual needs of students, using thematic discussion, interactive teaching methods and diversified course evaluation methods, to improve students' learning enthusiasm and the ability to solve design problems. This study believes that these methods and means are important means to improve the quality of teaching and promote the overall development of students, and are also the only way to cultivate sustainable development design talents.

In the process of research, this paper also analyzes the problems in the practice of credit system reform, and puts forward the countermeasures. At the same time, this paper also emphasizes the factors that restrict the teaching reform of design history theory, and puts forward suggestions on how to solve these constraints.

To sum up, through the application and sharing of the reform of cross-school credits in Liaoning based on the perspective of MOOC, the history of art design as an example. By introducing MOOC teaching methods, adopting diversified teaching methods, combining thematic discussion and interactive teaching methods, to improve students' learning enthusiasm and the ability to solve design problems, promote students' all-round development, and achieve the goal of cultivating sustainable development design talents [1]. At the same time, this study also proposes the countermeasures to solve the problems in the credit system reform, and analyzes the factors restricting the teaching reform of design history theory. These research results provide an important reference for the application and sharing reform of cross-school credits, and provide specific ideas for promoting the teaching reform of history theory courses of art and design majors.

1.2 Research background

With the rapid development of information technology and the popularization of the Internet, MOOCs (Massive Open Online Course) are increasingly widely used in the field of education. The traditional education model and credit system are facing a series of problems, but also seeking the path of innovation and reform. As a new way of obtaining credit, cross-school credit study has attracted the attention of students and educational institutions.

Art and design majors in Liaoning province also face some problems in their teaching, especially the teaching effect of history and theory courses and students' learning enthusiasm need to be further improved. Therefore, this paper takes the history course of art and design major in Liaoning

province as an example, and makes an in-depth study and discussion on the reform of cross-school credit application and sharing based on the perspective of MOOCs.

This paper aims to solve the problems of the field of credit study and promote the reform of credit application and sharing. Firstly, the reform of credit system is summarized and the existing problems are pointed out. Then, through the analysis of the problems in the teaching of design history theory and the difficulties in the reform of credit system, a reform idea is proposed from the perspective of MOOCs.

In the specific research practice, this paper combines the teaching content of the design history theory course and the actual needs of students, and adopts thematic discussion, interactive teaching methods and diversified course evaluation methods, aiming to improve students' learning enthusiasm and the ability to solve design problems. By integrating the relevant course content, improving and standardizing the teaching system of design history theory, the students' cultural literacy can be improved on the whole. These methods and means are of great significance for improving the quality of teaching, promoting students' all-round development and cultivating sustainable development design talents.

At the same time, this paper also analyzes the problems in the practice of credit system reform, and puts forward the corresponding countermeasures. In addition, this paper also emphasizes the factors that restrict the teaching reform of design history theory, and puts forward corresponding suggestions.

To sum up, this study takes the application and sharing reform of cross-school credit in Liaoning based on the perspective of MOOCs, and takes the history course of art design as an example. By introducing MOOCs teaching methods, adopting diversified teaching methods, combining thematic discussion and interactive teaching methods, it aims to improve students' learning enthusiasm and the ability to solve design problems, promote students' all-round development, and cultivate sustainable development design talents. This study also puts forward the countermeasures to solve the problems in the reform of credit system, and analyzes the factors restricting the teaching reform of design history theory. These research results provide an important reference for the reform of credit application and sharing of cross-school study, and provide specific ideas for promoting the teaching reform of the history theory course of art and design major.

1.3 Study Purpose

This study aims to solve the problems of the field of credit study across schools and promote the application and sharing reform of credit. Through the study of the history of art design in Liaoning province, the change of teaching concept, the reform of teaching materials and the improvement of examination methods, aims to change the problems brought by the current teaching situation. Specifically, the purpose of this study is to explore based on MOOC perspective of Liaoning across school credit application and share the idea of reform, in art design professional history course as an example to implement related teaching reform, improve students' learning enthusiasm and the ability to solve the problem of design, promote students' all-round development, cultivating sustainable development design talents. In addition, the problems in the implementation of the credit system reform will be analyzed, the countermeasures will be put forward, and the factors restricting the teaching reform of the design history course will be considered, and solutions will be put forward. Through the above research and practice, this study aims to provide a reference for the application and sharing reform of cross-school credit in schools, and promote the teaching reform of the history theory course of art design major.

1.4 Study significance

The research significance of this paper lies in the research on the application and sharing reform

of cross-school credit in Liaoning based on the perspective of MOOC, taking the history theory of art and design as an example, it discusses the problems of solving the field of cross-school credit, and promotes the reform of credit application and sharing. This study provides a new and efficient teaching mode, aiming to change the problems brought by the current teaching situation through the transformation of teaching concept, update of teaching methods, reform of teaching materials and improvement of examination methods.

This study summarizes the current situation of credit system reform and raises the existing problems. Based on the problems in the teaching of design history and the problems in the implementation of credit system reform, this paper proposes a reform idea based on the perspective of MOOCs. From the perspective of MOOCs, the MOOC teaching method is introduced into the teaching of art and design professional history theory course, so as to realize the course more effective and efficient.

In the specific research practice, this paper combines the teaching content of design history theory course and the actual needs of students, adopts thematic discussion, interactive teaching methods and diversified course evaluation methods to improve students' learning enthusiasm and the ability to solve design problems. These methods and means are important means to improve teaching quality and promote students' all-round development, and also the only way to cultivate sustainable development design talents [2].

In the process of research, this paper also analyzes the problems in the practice of credit system reform, and puts forward the solution countermeasures. At the same time, this paper also emphasizes the factors that restrict the teaching reform of design history theory, and puts forward suggestions on how to solve these constraints.

In conclusion, this study discusses the theory of credit application and sharing by taking the history of art design as an example. By introducing MOOCs teaching methods, adopting diversified teaching methods, combining thematic discussion and interactive teaching methods, we can improve students' learning enthusiasm and their ability to solve design problems, promote students' all-round development, and achieve the goal of cultivating sustainable development design talents. At the same time, this study also proposes the countermeasures to solve the problems in the credit system reform, and analyzes the factors restricting the teaching reform of design history theory. These research results provide an important reference for the application and sharing reform of cross-school credits, and provide specific ideas for promoting the teaching reform of history theory courses of art and design majors.

2. Summary of the credit system reform

2.1 Definition of credit system reform

The reform of credit system is a reform of education system, which aims to improve the effect of education and teaching and promote the development of students' comprehensive quality through the evaluation of learning results and the accumulation and conversion of credits. The credit system reform mainly includes the following aspects:

1) Determination and accumulation of credits: Credit is a quantitative index that is evaluated and calculated according to the time, learning results and learning ability level required by students to complete learning tasks. The accumulation of credits can reflect the students' learning results and ability level.

2) Conversion and recognition of credits: credits can be converted and recognized between different schools and different disciplines. This can make it possible to take credit across schools, and students can take courses in different schools and convert credit credits, thus enriching learning resources and improving learning effects [3].

3) Management and evaluation of the credit system: The credit system needs to establish a

scientific management mechanism and evaluation system, to scientifically evaluate and monitor students' learning process and learning results, so as to ensure the effective implementation of the credit system.

4) Innovation of the credit system and teaching mode: The implementation of the credit system needs to innovate the teaching mode, improve the teaching quality and students' initiative and creativity, and cultivate students' comprehensive quality and ability.

The implementation of the credit system reform is helpful to solve the problems existing in the traditional education system, promote students' active learning and independent development, and improve the learning effect and students' comprehensive quality. At the same time, the reform of credit system also faces some challenges, such as the problem of conversion between credits, credit management and the establishment of evaluation system. Therefore, it is necessary to constantly improve the credit system through in-depth research and reform and practice, so that it can better adapt to the social development and students' needs.

2.2 Background of the emergence of the credit system reform

As an important reform in the field of education, the reform of credit system aims to break through the traditional way of credit recognition and curriculum setting, improve the flexibility and individuality of students' learning, and promote the development of students' comprehensive quality. The emergence background of the credit system reform mainly includes the following points:

First, the social demand for higher education and the traditional education model contradiction. The traditional credit recognition and curriculum setting are too rigid to meet the social demand for high-quality talents. The emergence of the credit system reform is precisely to promote the integration of higher education and social needs, and to cultivate talents to meet the needs of social development.

Secondly, the rapid development of information technology and the popularization of the Internet. The rapid development of information technology makes higher education has more innovative means and means of education. The popularity of the Internet provides a convenient platform for cross-school credit study and credit sharing. The emergence of the credit system reform provides an opportunity for the use of information technology to realize the application and sharing of credits through distance education methods such as MOOCs.

Thirdly, the optimization and upgrading needs of the talent training system. The emergence of the credit system reform aims to optimize and upgrade the existing talent training system and improve the efficiency and quality of talent training. Through the reform of the credit system, students can independently choose the learning content and learning path according to the characteristics of their personal interests and abilities, so as to achieve the personalized talent training goals.

Finally, the development trend of international education. The background of the credit system reform is also closely related to the development trend of international education. In the context of globalization and internationalization, higher education in different countries and regions draws on a lot from and absorbs each other's educational experience and resources. As a way of education reform, the reform of credit system is in line with the development trend of international education and promotes the international educational exchange and cooperation.

To sum up, the background of the credit system reform mainly includes the contradiction between the social demand for higher education and the traditional education model, the rapid development of information technology and the popularization of the Internet, the demand for the optimization and upgrading of the talent training system, and the development trend of international education. These background factors jointly promote the emergence of the credit system reform and

its application and promotion in different fields.

2.3 Problems existing in the reform of the credit system

As a flexible credit management model, the credit system reform aims to improve the flexibility and adaptability of education. However, in the implementation process of the credit system reform, there are also facing some problems and challenges.

First of all, the credit system reform is prone to the inconsistency of credit recognition. Since different schools have different curriculum settings and credit requirements, they often encounter credit recognition problems when studying for credit across schools. As a result, students are often limited by schools and colleges when they study for credits across schools, and they cannot make full use of the high-quality educational resources of other universities.

Secondly, the reform of credit system also has the difficulty of credit conversion. Due to the different credit systems and conversion rules of different schools, students need to carry out tedious credit conversion work when taking credit courses across schools, which increases the burden and learning cost of students.

In addition, the reform of the credit system also poses new challenges to the requirements of teaching means and teaching resources. The reform of the credit system encourages schools to open diversified teaching modes and learning methods, which needs to provide more flexible and diversified learning resources with the help of information technology. However, at present, in some majors, the update and innovation of teaching means and teaching resources are still lagging behind, which cannot meet the requirements of the credit system reform. At the same time, the reform of credit system also exposes the subjectivity and unfairness of credit evaluation [4]. Due to the inconsistency of credit evaluation standards and the influence of subjective judgment, students often face the uncertainty of credit evaluation when studying credit across schools, which easily leads to the loss of rights and interests and the decline of learning motivation.

Finally, the reform of the credit system is also facing the difficult problems of school management and resource allocation. The reform of the credit system requires the school to accurately manage and allocate students' credits. However, due to the problems existing in the school administrative management and the irrationality of disciplines and majors, the management and allocation of students' credits are inaccurate.

To sum up, the reform of credit system is faced with such problems as the inconsistency of credit recognition, the difficulty of credit conversion, the updating requirements of teaching means and teaching resources, the subjectivity and unfairness of credit evaluation, and the problems of school management and resource allocation. Solving these problems is helpful to promote the smooth progress of the credit system reform, and provide reference for promoting the credit application and sharing reform.

3. The teaching status of history theory in art design

3.1 Teaching content of the history theory course of art and design major

The history course of art and design is designed to cultivate students' understanding and mastery of the historical and theoretical knowledge in the field of art and design. The teaching content mainly includes the following aspects:

1) Historical development in the field of art design: The course will introduce the development process of the field of art design, from ancient times to modern times, combing the development of art design, so that students can understand the art design styles, schools and important works in different periods.

2) Theoretical knowledge of art and design: The course will explain the basic theoretical

knowledge in the field of art and design, such as color science, modeling, composition, etc. Through learning theoretical knowledge, students' aesthetic literacy and design ability will be improved.

3) Appreciation of works of famous artists: The course will guide students to deeply study and appreciate excellent works in the field of art design, including painting, sculpture, photography, fashion design, etc. Through the study of famous works, students' creativity and aesthetic ability will be stimulated.

4) Case analysis and practical activities: In addition to theoretical learning, the course will also strengthen students' practical application ability through case analysis and practical activities, so that they can apply the knowledge they have learned to the practical design.

5) Academic Research and Literature Reading: The History Theory course of Art and Design major will also cultivate students' academic research ability, guide them to conduct literature reading and research, and develop critical thinking and academic writing ability.

Through the above teaching content, the history theory course of art and design major aims to cultivate students' deep understanding and mastery of the field of art and design, improve their academic ability and creative ability, and lay a solid foundation for their future art and design career.

3.2 Problems existing in the teaching of history theory of art and design major

The problems in teaching the history of art design major include:

1) Single teaching content: The current course of history theory mainly focuses on traditional teaching methods, with single content and lack of innovation and diversity.

2) Tradition of teaching methods: Teachers still adopt the traditional teaching mode, lack of interaction and participation, and students' learning enthusiasm and initiative are low.

3) Old textbooks: The contents of the existing textbooks are outdated and cannot keep up with the latest development in the field of art and design, and cannot meet the needs of students.

4) Single examination evaluation method: the evaluation method pays too much attention to the examination results, and lacks a comprehensive evaluation of students' comprehensive ability, which is difficult to truly reflect the actual level of students.

5) Unreasonable credit allocation: The credit allocation is too fixed to meet students' personalized learning needs, and it also limits students' development space.

4. Teaching reform ideas based on the perspective of MOOCs

4.1 Introduction of the MOOC perspective

This section mainly introduces the application of MOOC perspective in teaching reform. This study will introduce the teaching method to the teaching of art and design courses *Figure 1*.

MOOC is a new teaching mode based on the Internet and modern information technology, which is characterized by flexibility, openness and high efficiency. The perspective of MOOCs emphasizes student-centered, pays attention to students' subjectivity and initiative, and advocates students' independent learning and independent evaluation. The MOOC perspective also emphasizes the use of information technology to create an open, diverse and interactive learning environment, and strengthen the interaction and cooperation between students and teachers, and between students and students.

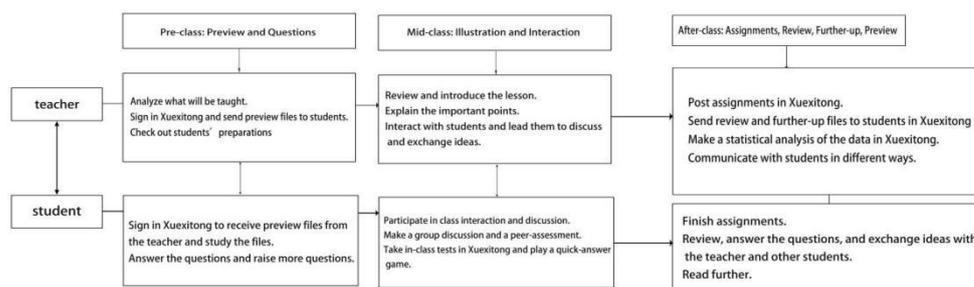


Figure 1: Flow chart of mixed-mode teaching innovation

In the teaching of history theory in art and design majors, the introduction of MOOC teaching methods can improve students' learning enthusiasm and their ability to solve design problems. MOOCs teaching methods can provide students with rich learning resources and learning opportunities, and help students to learn and think independently in the course. Through the MOOC teaching method, students can choose their learning content independently, and arrange their learning time and methods independently according to their own learning progress and needs [5]. At the same time, the MOOCs teaching method can also promote the interaction and communication between students through online discussion and cooperative learning, and cultivate students' cooperative ability and innovation ability.

In addition, this study also used a variety of teaching methods, such as thematic discussion and interactive teaching methods, to further improve students' learning motivation and their ability to solve design problems. The seminar can provide students with diversified opportunities for learning and discussion, and help students to deeply understand and master the relevant knowledge and skills of the design history theory course. Interactive teaching methods can stimulate students' interest in learning and initiative, and cultivate students' critical thinking and problem-solving ability.

In short, the teaching reform based on the perspective of MOOCs is of great significance in the application and sharing reform of cross-school credit in Liaoning. By introducing MOOCs teaching methods, adopting diversified teaching methods, combining thematic discussion and interactive teaching methods, it can improve students' learning enthusiasm and their ability to solve design problems, promote students' all-round development, and provide specific ideas for cultivating sustainable development design talents.

4.2 Introduce MOOC teaching methods into the teaching of history theory of art and design majors

This study aims to solve the problems of the field of credit study across schools and promote the application and sharing reform of credit. In order to achieve this goal, a MOOC teaching method can be adopted to improve the teaching of history theory in art design. Specifically, the MOOC teaching method can be introduced into the teaching of history theory of art and design major, so as to realize the curriculum more effective and efficient course.

MOOCs teaching method refers to provide online teaching resources and interactive learning environment through the network platform, so that students can learn according to their own learning pace and time schedule. The introduction of MOOCs into the teaching of art design history can bring the following advantages:

First, MOOCs can provide a more flexible and autonomous learning style. Students can study according to their own learning schedule and schedule, no longer limited to the traditional face-to-face teaching time and place. This can improve students' enthusiasm and initiative in learning, and stimulate students' interest in learning.

Secondly, MOOCs can provide more learning resources and an interactive learning environment.

Through the network platform, students can obtain rich learning resources, including teaching materials, video lectures, case analysis, etc. At the same time, students can also interact and communicate with teachers and other students through the online discussion and interactive platform to discuss and solve problems together. This can improve the students' learning effect and learning results.

In addition, MOOCs can provide more comprehensive and detailed learning feedback and assessment. Through the online platform, teachers can timely understand students' learning situation, and provide targeted guidance and help according to students' learning progress and performance. At the same time, teachers can also evaluate and give feedback to students through online homework and exams, so as to help students find out and correct their own problems in time, and improve their learning effect and academic performance.

4.3 In the specific teaching practice, the following strategies and measures can be adopted to introduce the MOOC teaching method into the teaching of history theory of art and design majors

First, choose the right MOOCs platform and learning resources. According to the specific content of the course and the needs of students, and high quality and rich learning resources can be selected. At the same time, some interactive learning tools and online teaching platforms can also be introduced to improve students' learning experience and effect.

Secondly, design reasonable teaching activities and tasks. Some teaching activities and tasks suitable for MOOCs can be designed according to the content of the course and the actual situation of the students. For example, online discussion and interactive sessions can be designed to encourage students to analyze and solve practical design problems, and exams can be set up to help students consolidate and test their knowledge.

Finally, to provide timely learning feedback and evaluation. Through the online platform, students' learning status and performance can be obtained in time, and targeted evaluation and feedback can be made. At the same time, some online testing and assessment tools can also be used to assess students' academic performance and level.

In short, by introducing MOOC teaching methods, the teaching of history theory in art and design majors can be improved, students' learning enthusiasm and their ability to solve design problems can be improved, and it can promote students' all-round development. At the same time, it can also solve the problems in the reform of credit system and promote the teaching reform of the history theory course of art and design major. These measures and methods will provide an important reference for cross-school credit application and sharing reform, and provide specific ideas for cultivating sustainable development design talents.

5. Problem analysis and countermeasures

5.1 Problems arising from the implementation of the credit system reform

1) Recognition of cross-school credit: Due to the differences in curriculum setting and teaching quality between different schools, it may be difficult to recognize cross-school credit. Some schools may not be willing to recognize credits from other schools, creating barriers for students to study credits across schools.

2) Credit transformation problem: There may be differences in course credit transformation between different schools. Certain schools may convert cross-school study credits into lower credits, thus affecting student credit accumulation and graduation requirements.

3) Teaching material adaptation: Different schools may adopt different teaching materials and teaching resources. When students study credits across schools, they may need to adapt to new

teaching materials and learning methods, and there may be difficulties in understanding and application of teaching materials.

4) Unity of assessment standards: When taking credits across schools, there may be different assessment standards between different schools. Some schools may have more stringent assessment requirements, and students need to make extra efforts to meet the new assessment criteria.

5.2 Factors restricting the teaching reform of design History theory

First of all, the lack of quality and ability of professional teachers in the process of teaching reform of design history theory is a restrictive factor. Many teachers are deficient in teaching methods, educational technology and the use of teaching resources, which leads to poor teaching results. In order to solve this problem, schools can organize teacher training and communication activities to improve teachers' professional quality and education and teaching ability. At the same time, the school can actively introduce teachers with rich experience and professional knowledge to provide better teaching resources and learning environment [6].

Secondly, the lack of teaching resources is also a constraint factor. The design course of history theory needs rich teaching resources, including teaching materials, teaching AIDS and practical environment. However, there are some problems, such as lack of resources, delayed update and imperfect teaching equipment. To solve this problem, schools can increase the investment in teaching resources, expand the scale of libraries and laboratories, and provide more learning materials and equipment. At the same time, the school can also cooperate with relevant enterprises and institutions to share resources and provide more practical opportunities and practice environment.

In addition, the unreasonable evaluation system is also one of the factors restricting the teaching reform of design history theory. At present, the assessment and evaluation mainly focus on written tests, pays attention to the memory and understanding of knowledge, and ignores the cultivation of students' comprehensive ability and innovative consciousness. To solve this problem, schools can explore a variety of evaluation methods, such as student project reports, design works presentation and practical ability evaluation. At the same time, a comprehensive quality evaluation system of students can also be established, comprehensively considering students' learning situation, academic performance and comprehensive ability, to cultivate students' innovative thinking and problem-solving ability.

Finally, the rigidity of school management system and teaching mode also restricts the teaching reform of design history theory. There are many problems in the school management system, such as various levels, slow decision-making and insufficient innovation consciousness, such as the traditional one-to-many teaching mode and the hierarchical relationship between teachers and students. In order to solve this problem, schools can optimize the management system, simplify the hierarchy, accelerate decision-making, and improve the efficiency of school management and teaching quality. At the same time, schools can also encourage teachers and students to participate in teaching design and teaching management, establish a student-centered teaching model, and promote students' active learning and the integration of disciplines.

To sum up, in order to realize the goal of teaching reform of design history course, we need to solve the restrictive factors. By improving the quality and ability of teachers, increasing the investment of teaching resources, reforming the evaluation system and optimizing the school management system and teaching mode, these constraints can be overcome and the smooth progress of the teaching reform of design history course can be promoted.

5.3 Countermeasures to solve the problem

First of all, in view of the problems existing in the credit system reform, we can take the

following countermeasures. On the one hand, the policy publicity should be strengthened to improve students' cognition and understanding of the credit system reform, and make them more actively participate in the practice of credit sharing and cross-school credit study. On the other hand, a perfect credit conversion and course certification mechanism should be established to ensure the smooth mutual recognition and sharing of credits.

Secondly, in view of the problems existing in the teaching reform of the history theory course of art and design major, we can take the following countermeasures. First of all, update the teaching concept, adopt the MOOC perspective, introduce the MOOC teaching method, to improve students' learning enthusiasm and ability to solve design problems. Secondly, update the teaching methods and adopt diversified teaching methods, such as thematic discussion and interactive teaching, to improve students' learning effect. In addition, the teaching system of design history theory is improved and standardized, and relevant teaching courses are integrated to improve students' cultural literacy and comprehensive ability.

Finally, in view of the factors restricting the history of design curriculum teaching reform, we can take the following countermeasures. On the one hand, strengthen the training of teachers and the improvement of professional quality, improve the teaching level and ability of teachers. On the other hand, strengthen cooperation and communication between schools, establish cross-school curriculum resource sharing platform, and promote cross-school learning and credit sharing.

To sum up, through the above countermeasures, we can solve the problems existing in the reform of credit system and the teaching reform of history of art design major, promote the application and sharing reform of credits, and promote the teaching reform of history of art design major. These countermeasures will provide an important reference for the application of credit and sharing reform, and provide specific ideas for cultivating sustainable development design talents.

6. Conclusion

6.1 Main research results

This study takes the research on the application and sharing reform of cross-school credit in Liaoning based on the perspective of MOOCs, and discusses the history of art and design as an example. Through the study of the history of art design in Liaoning province, this paper provides a new and efficient teaching mode, introducing MOOC teaching methods from the perspective of MOOC, using thematic discussion, interactive teaching methods and diversified course evaluation methods. By integrating the relevant teaching course content, improving and standardizing the teaching system of design history theory, the purpose of improving students' learning enthusiasm and solving design problems is achieved. This study believes that these methods and means are important means to improve the quality of teaching and promote the overall development of students, and are also the only way to cultivate sustainable development design talents.

This paper also puts forward the countermeasures for the problems in the practice of credit system reform, and analyzes the factors restricting the teaching reform of design history theory. Through the practice and analysis of this study, it provides an important reference for the cross-school credit application and sharing reform, and provides specific ideas for promoting the teaching reform of the history theory course of art and design major. In conclusion, in the study of credit application and sharing in Liaoning based on the perspective of MOOCs, the history theory of art design is taken as an example:

- 1) Put forward a teaching model based on the perspective of MOOCs, introduced MOOC teaching methods and diversified teaching methods, to improve students' learning enthusiasm and their ability to solve design problems.

- 2) By integrating the content of relevant teaching courses, improve and standardize the teaching system of design history theory, and improve students' cultural literacy on the whole.

3) Analyzed the problems in the practice of credit system reform, and put forward the solution countermeasures.

4) Analyzed the factors restricting the teaching reform of design history theory, and put forward some suggestions to solve these factors.

Through the above research results, this study provides an important reference for the credit application and sharing reform of cross-school study, and also provides a specific idea for promoting the teaching reform of the history theory course of art and design major.

6.2 Outlook for future research

First, the scope of research can be further expanded to explore the feasibility of other professional courses in the application and sharing reform of cross-school credits. In this study, we took the history of art design as an example, but whether the other courses are also applicable to cross-school credit and teaching reform needs further verification.

Secondly, it can further deepen the application of MOOC teaching method in the history of art design. This study proposes a reform idea based on the MOOC perspective and introduces the MOOC teaching method into the curriculum. However, whether there are problems in the implementation process, and how to further optimize the application of MOOC teaching methods, all need further research and exploration.

In addition, the effect of the implementation of the credit system reform can be tracked and evaluated, and the impact on students' academic performance and academic development can be studied. This study mainly focuses on the ways and methods of cross-school credit application and sharing reform, whether it can improve students' learning enthusiasm and ability to solve design problems in the implementation process, and promote the overall development of students. The effects of these aspects can be evaluated through quantitative and qualitative methods.

In short, future research can continue to deepen and expand the content of this study, practice and verify in a larger context and more specialties, evaluate the effect of cross-school credit application and sharing reform, and find practical countermeasures to solve the teaching reform of design history theory course. These studies will provide more comprehensive and in-depth theoretical and practical guidance for the reform of credit system and teaching reform, and effectively promote the teaching reform process of the professional history theory course of art and design.

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