

Research of Project-based Teaching system in Course of Art Design

Jinhua Yu

Xi'an University of Technology, No.58 Yanxiang Road, Xi'an, China

207691@qq.com

Keywords: Project-based teaching system; Transformation of education; Art and design education

Abstract. "project-based teaching method" is often used in art design education. This article takes an art design course as an example to illustrate the four essential points of the project-based teaching: exoteric project design concepts and the integration of diverse curriculum contents; Well-designed and regulated implementation process; the open evaluation system and active exhibition atmosphere; equal and respectful interactive teaching and learning process. The paper advocates learning from the project-based teaching method and taking the method as a linking point of many aspects, such as curriculum, teaching method, teaching materials, teachers, as specific ways for optimizing the course .

1 Introduction

The project-based teaching system is the main way to implement the teaching of art design courses. The essence of the project-based teaching is to apply the knowledge, principles, rules and methods of the course content to a series of substantial topics, and practical project so that teachers and students can be involved in the teaching interactions, and the contents of the teaching can be obtained by the students, instead of combining the concept of what to teach and how to teach into one process. From the perspective of educational concept, the project-based teaching is based on cultivating students' professional quality, focusing on the comprehensive application of knowledge and skills. From the perspective of teaching content, the project-based teaching does not strictly distinguish the teaching explanation and the application of the post-theory practical skills. From the perspective of teaching methods, project-based teaching requires more heuristics discussion, evaluation, research and learning. In the teaching, teachers play the role of guiding students to find problems and solve problems. After learning through these well-designed projects, the students can discover new things while operating, understand while thinking, and combine hands and brains.

This article will analyze the characteristics and advantages of the project-based teaching system from the aspects of project-based design concept, content selection and applicable methods.

2 Exoteric project-based design concepts and diverse curriculum content integration

Taking a typography design course as an example. This project involves fonts, industrial, natural objects, images, layouts, rhythm and other design elements. The teaching includes how to visualize the text form to present its special meaning, the text logo design training, the three-dimensional font modeling training, the combination of the text form with movement and time elements to express specific meanings, the whole project includes 9 layers of progressive and gradually in-depth expressions. Through the project the course will transform the abstract theoretical knowledge into integrated teaching project with the practical application, allowing students to understand and grasp the application of the font as a special form element in different design themes or expressions. Through alternating theoretical teaching and practical teaching, students can have independent design and practice process to understand comprehensively and apply their professional knowledge. The wide range of knowledge elements, the combination of free and diverse subject contents as well as highlighting student's individual self-cognition expression enable each student consciously

select specific elements, design contents and get access to diverse content expressions based on their own knowledge structure. In order to meet the requirements of each project, students need to search for large amount of information and analyze them in order to find the very “points” that can touch them. This “point” is based on the different interests of each student, such as hobbies, comprehensive knowledge structure and many other relevant information factors obtained by themselves. Therefore, project-based teaching system is not a straight-line instilling process which forces students to passively accept the ideas and confirm concepts, instead, it guides students to analyze a series of topics and helps them to integrate the content they are interested in with what they have learned so as to encourage and motivate students’ self-awareness and the accompanying creativity to solve the problem. This is the basis of the project selection and construction, and the essence of the project-based teaching system and the core of creativity.

3 Well-designed and regulated implementation process

It can be seen from the implementation process of project-based teaching that project-based teaching system is really regulated. The steps for the implementation of each sub-topic are regulated in the entire teaching system. Each topic consists of four parts. The first part will explain the concepts and the meaning involved in this topic. The second states the specific requirements for the design of this topic. The third specifies the size requirement and time limits for submitting design works. For the fourth part the teacher will clearly inform the students the procedures for completing the subject, remind and guide the students about the things they should consider and pay attention to in the process of design. This is a key step to ensure the good implementation of the project-based teaching. It not only gives students the space to fully explore in the creation, but also helps them to avoid deviating from the theme and fail to grasp and complete the teaching requirements. It ensures that the project-based teaching can be completely implemented according to the pre-designed teaching process and achieve the intended teaching purpose under the guidance of the teacher. Teachers strictly implement the entire teaching plan, master and abide by the course schedule of whole semester in accordance with the course calendar which has been sent to the students in the first day of the semester, including the duration of the course, the date for arranging field research or expert lectures. Thus the course will be conducted in a very compact way without any delay.

4 Open evaluation system and active exhibition atmosphere

In the evaluation process of the subject, students’ presentations, the exhibition of their design works and mutual evaluation between students will be involved. Students can express their own ideas, explain the creative processes, techniques and other aspects. This is an important process for students which also allows teachers and students to exchange thoughts and learn from each other. It not only effectively enhance students' ability to fully understand, analyze, and solve problems, it also develop students' ability to express problems. The evaluation is not only focused on the results, but on the innovation and concept as the indicators of assessment. More emphasis will be on the design process which includes details of the pre-design research, the depths and the creative thinking, the participation in the classroom, peer evaluation as well as students' analytical and critical abilities. There is no so-called correct evaluation standard, nor the evaluation authority that dominates students’ design. There are various forms of mutual evaluation and exhibition of the works. It encourages various forms of exhibitions and creates a relatively relaxed and free atmosphere for students' learning and innovation. The students could hold individual exhibitions in the lounge hall of the dormitory building, and the posters of their own solo exhibitions will be in various bulletin boards on the campus. At the end of each semester, their design works will be viewed and displayed. Teachers will organize students to display the design works they have done in the semester. The university will provide special hall for the exhibitions and welcome teachers and students to visit and comment. Outstanding works will get awards, which is an excellent way of

proving teaching and learning results of the entire semester. In the teaching building, you will see the progress of each project. Students and teachers can evaluate each other's design works, thus creating a good academic atmosphere. The community will also provide an art center that regularly organizes teachers or student artists to hold art exhibitions on specific topics.

5 Equal and respectful interactive teaching and learning process

In order to enable students to form a unique design personality and style through the completion of the project, teachers will provide guidance, enlightenment, divergent thinking and case teaching to discuss and interact with students. At the beginning of the project there will be well-organized group discussions. After the students have completed the collection and the analysis of the information, and come up with different options of design plans, the teacher will give specific guidance to the students according to their individual demands. The direction of the design will be based on the student's own thoughts and analysis instead of the teachers telling the students how to work in the right way directly. Teachers are like experienced analysts. They fully understand the students' ideas, recommend different information or methods that can be used in the design process, and guide the students to find more exciting possibilities. Discussing with the students enable students to get new inspiration and the possibilities in different directions. The teaching guidance process fully respects the students' ideas, allowing students to give full play to their individuality, insights and styling skills. It also creates a proactive atmosphere for learning and artistic creation, so that the students fully experience the process of becoming a real designer.

6 Conclusion

Project-based design education inspired teachers to deeply explore the possibilities in the teaching of art and design, and be brave in breaking the existing teaching model, and try to have teaching reform based on the student-centered teaching methodology. The reasonable design of the project-based system reflects the teaching contents and the knowledge of the course in the form of a series of topics. It can encourage the reform of the current art and design teaching process in which there lacks interaction between teaching and learning, consistency between theory and practice, and the teaching process tends to become more dogmatic and lacks originality. With the project-based design education, we can mobilize students' interest in learning, and conduct the teaching in the process of actual “doing”. We can also cultivate students' ability to comprehensively analyze problems and solve problems creatively, and improve students' self-cognition and design creativity.

References

- [1] Research on the Development of Modern Design Education in China[M]. Southeast University Press, Yuan Xiwei, 2014
- [2] Research on the development of Chinese graphic design education curriculum and teaching in the new-period [D]. Liu Huadi. Nanjing Art College 2016