

Research on the Teaching of Freshman Seminar for Art Design Majors

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Abstract—On the basis of learning from the experience of exploring freshman seminar in China and abroad, this paper discusses the teaching of freshman seminar for art design majors from the aspects of teaching content, teaching mode and teaching method, according to the characteristics of art design and combining with teaching practice. It puts forward some suggestions for the construction of freshman seminar for art design majors, and provides some references for the teaching of freshman seminar of similar universities.

Keywords: *freshman seminar, art design, teaching mode*

I. INTRODUCTION

Freshman seminar is a course for freshmen to discuss a particular topic. The teaching objective of the course is to stimulate students' motivation and interest in learning. The main content of the teaching is to introduce to students the knowledge framework, the frontier and essential problems of the major, to inspire students' desire for knowledge and passion for research under their active participation and the full communication between teachers and students, so as to prepare them for future university study and research. The practice of universities in China and abroad has proved that the opening of freshman seminar is a good way to solve the problem of academic adaptability of freshmen. The research of higher art design education in China is relatively lagging behind, and the opening of new art design seminar is relatively late. This paper, taking the freshman seminar for art design majors as an example, discusses the teaching mode and teaching method of freshman seminar of art design, and puts forward some suggestions for the improvement of freshman seminar of art design in the future.

II. COURSE OBJECTIVE OF FRESHMAN SEMINAR FOR ART DESIGN MAJORS

The education mode of knowledge impartation formed for a long time in China makes students good at taking tests but lack critical thinking and innovation ability. Students who have been in a passive and subordinate state for a long time have unclear cognition of their future major after entering the university. This phenomenon is becoming more and more obvious in art design major, which is contrary to the goal of cultivating talents in art education in colleges and universities. Based on this, the art design major of Binzhou

University combines the characteristics of its own talent training, draws lessons from the experience of offering freshman seminar in first-class universities in China and abroad, and studies and sets the professional seminar for freshmen of art design. The course content is designed to help students make clear their major choices, inspire their interest in learning and research, preliminarily cultivate their ability to find and solve problems, and guide students to get familiar with and adapt to college life as soon as possible. This course explores a research-based, teacher-student interactive teaching model that stimulates students to learn on their own. This paper is a review of these teaching modes and methods.

III. TEACHING MODE OF FRESHMAN SEMINAR FOR ART DESIGN MAJORS

According to the talent training plan, teachers were managed to conduct teaching design and classroom organization for freshmen seminar, and the teaching contents were integrated into three parts: case analysis, topic debate and practical experience. The teaching process tried to be student-centered, and the teacher was no longer merely the transmitter of knowledge standing on the platform, but the designer of classroom activities and the collaborator who develops experiential activity and discusses problems with the students. Teachers led students to observe, experience, participate in classroom activities and discussions, and made timely summarization and guidance.

A. *Guiding freshmen to clarify the purpose of learning through case analysis of the course so as to stimulate their learning enthusiasm*

Freshman seminar is not a course to teach professional knowledge, but one to guide freshmen to learn scientific thinking and research methods under the guidance of teachers. In combination with the characteristics of art design major, the teaching link of case analysis was set up at first. Through the interpretation of classic design cases in China and abroad, the teacher showed freshmen the contents of architectural design, environmental design, visual communication design and media design involved in the art design major in an all-round way, so that the students could have a preliminary understanding of the scope of

professional learning in the next four years. Case analysis course took heuristic teaching as the main means, guided students to use the school library, the network and other resources for literature review, encouraged them to explore more knowledge independently, and made students feel the honor and responsibility of becoming an art designer.

The teaching objective of case analysis teaching module was to let students naturally "perceive design" by appreciating representative and influential classical design cases in the history of art design, and at the same time to teach students to "understand design" and "learn to appreciate", so as to improve their aesthetic taste of art, and make them gradually enter the track of "self-education". Introducing classic cases and paying attention to appreciation can help students develop the habit of reading and learning consciously. For freshmen, especially those studying art and design, their reading ability and autonomous learning ability are worse than those of ordinary liberal arts and science students. It is of great significance for the study and innovation of art design to acquire rich knowledge through reading, so it is particularly important to cultivate their ability of literature review and summarization.

The teaching module of case analysis in freshman seminar is different from the course of art design theory, which requires teachers to give priority to guided and heuristic teaching. The requirement for students is to make clear the connotation and significance of the major through the understanding of classical design. Since most freshmen have no professional knowledge background, teachers should pay close attention to students' responses, attach importance to their questions, and carry out communication and discussion based on their interests. In this way, they can create an opportunity for students to study in a harmonious and joyful environment, so as to stimulate their enthusiasm for learning and inspire freshmen's interest in exploring the unknown world. Taking the teaching link "appreciation of architectural art" as an example, the teaching content of freshman seminar was introduced from four aspects: design background, designer, architectural video appreciation, architectural analysis and evaluation. The explanation of design background made students understand that environmental art design was inseparable from social life and political culture. The introduction to the designer's life experience made students know what it takes to be a good designer. And video were used to appreciate the indoor and outdoor environment of the building, so that students could feel the charm of classical design. Finally, through professional analysis and evaluation, the students could make clear the correct way of artistic thinking and research methods. Li Mingrun, a student of environment design class of 2017 pointed out in classroom communication that, through the appreciation of classic cases, he had gained cognition and understanding of the major of environmental art design. In addition to the admiration for the design masters and their design works, he also felt that art design was based on solid foundation, and he had made clear the direction of efforts in the future professional study.

B. Exercising the expression ability of freshmen through subject debate course so as to enhance their academic confidence

The subject debate link of freshman seminar was divided into two parts. The first part is the teacher's report on the cutting-edge knowledge of design and design sensitive issues, in order to guide students to think about the problems related to their major. In this process, the teacher must grasp the depth of the report. Because in the face of freshmen, if the report is difficult to understand, it will become a monologue performed by the teacher, which will seriously affect students' interest in learning, make them afraid of their major, and weaken their confidence in professional learning. Therefore, in teaching, the most efforts were made to form and organize teaching content around the design that students could personally experience and understand. In the second part, the teacher put forward debate topics according to students' actual abilities, and gave reading lists and reference materials. Students divided themselves into groups according to interests.

The teaching goal of the subject debate course is not to teach professional theories and skills, but to guide students to pay attention to the hot issues in the industry. In the face of a event and a phenomenon, students can think about problems from the perspective of the industry and form their own unique views. This not only effectively guides students' cognition of professional learning, but also exercises their independent learning ability, cultivates their ability of independent thinking and brave expression, and lays a foundation for their high-quality professional learning in the future.

The requirement of the subject debate course for teachers is to carefully consider and find the right entry point and use the analytical way of telling, so that students can learn and discuss in a state full of interest while thinking. In addition, the debate topics proposed by the teacher for professional learning should be of moderate difficulty and sketchy. In the process of organizing debate materials, students should be encouraged to collect as much materials as possible to support their arguments, so as to realize what research is and why. The teacher should guide students to think about the proposition that the fundamental purpose of art design is to serve life through living examples. For example, in the debate of "Function and Form", students debated in groups according to their interests. By enumerating the examples around them, students got a deeper understanding that artistic design should be "good-looking", but not fancy on paper; artistic design should not only be "using-friendly", but also lead the social aesthetic. In her class ending conclusion, Zhang Linlin, a student of the media class of 2017 expressed that, through the classroom debate, she had a new understanding of media art design major. She felt that her major was closely related to her life, and only by paying attention to social hot spots could she find the breakthrough point of professional research. It can be seen that moderate guidance and high-quality topic debate greatly enhance the academic confidence of freshmen.

C. Developing the habit of cooperative learning among freshmen through the course of design practice so as to improve their design innovation capability

The practical part of freshman seminar is different from the practical course in the process of professional learning and more inclined to practical exploration. Professional practice course is to encourage students to use professional knowledge to practice real problems, while the teaching content of freshman seminar practice course is to guide students to try to find new topics in daily life and encourage students to experience the richness of things from different perspectives. In teaching, it is necessary to encourage students to find problems and hold that "asking questions" is more important than "finding answers". Despite students' lack of professional background, good questions will bring good answers. What's more important about the practical course is to let freshmen experience the process of artistic design innovation. The teaching goal of practical course is to cultivate students' ability to find problems, curiosity to explore, independent thinking and courage to solve problems.

The requirements of practical courses for teachers are to guide and induce students to start from sensibility, so that students can analyze, compare and summarize design problems rationally. Because the freshmen have not mastered the vocabulary of design and cannot express their ideas through design language, but mainly through their own language, teachers should listen to the practice report of each group of students carefully, find the bright spots in their cognition, and encourage them in time. The teaching evaluation criteria of practical courses should be based on the depth of students' thinking on the topic and task, the logic of thought expression and language expression ability. In the practical course "How to Store Things", the comprehensive teaching method of "storage space interpretation + MUJI design interpretation + teacher-student discussion + research on storage space in student dormitory" was adopted, arousing freshmen's interest in learning, which not only broadened their learning horizon, but also cultivated their team consciousness and innovation ability in practice. In the process of completing tasks, students had a high degree of participation and enthusiasm, which was of great significance to the cultivation of academic interests and the cultivation of artistic design thinking methods. Through discussion and practice, students have greatly enhanced their interest in the study of art design, because instead of being lofty, design is life, and as long as good at observing and finding problems, they can make design innovation.

IV. TEACHING SUMMARY OF FRESHMAN SEMINAR FOR ART DESIGN MAJORS

After the introduction of the seminar course for new students majoring in art design, students' enthusiasm in major learning has been significantly increased. To sum up the experience, the author believes that the nature of freshman seminar of art design should be positioned as a kind of mixed course that combines professional introductory education with general education and entrance education with academic education. The teaching objective

should be based on the orientation of school and curriculum and determined according to the characteristics of new students. The difficulty degree of teaching content should be appropriate, and students should be provided with as much professional introductory knowledge and hands-on opportunities as possible to be guided to gradually enrich the knowledge of the subject, so that they not only master the correct learning methods, but also have a strong interest in the study of the subject. The teaching organization should be more flexible and diversified to enhance the interaction between teachers and students. In the teaching of freshman seminar, teachers should stimulate students' professional potential with sincere attitude and active communication, and guide them to fully display their personal characteristics.

V. CONCLUSION

Although the importance of freshman seminar has been widely acknowledged, there are still many problems in the actual teaching practice that need to be discussed and improved. As a teacher, it is necessary to truly take students as the center, grasp the course objective of serving freshmen, and dare to think, improve teaching methods with the times, integrate school resources and flexibly use a variety of teaching methods. Only in this way can freshman seminar truly become the baton of freshmen's learning and life and can its positive influence maintain and continue a long time to students in their future study and life.

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