ADDIE Model-Based Integrated Design Education Model—Center on Culture and Art Education

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ABSTRACT

This study discusses the humanities integration education project on the basis of design, and studies the practical model of culture and art education at the level of life-long education through the proposed ADDIE basic education model. In the aspect of educational model design, as the content of the educational stage of integrating design and humanities, this paper puts forward an integrated design education model which connects visual thinking and language thinking. It is worth noting that this study is an exploration of the application of the history of culture and art education in the field of education, and aims to put forward a design education model optimized for the opportunity.
Keywords: ADDIE Model; Design Education Model; Culture Education ; Art Education

1. INTRODUCTION

With the development of culture and art, a reasonable qualification system for cultivating professional talents needs to be operated and applied. All members of society should not be restricted by age and class, and have equal opportunities to receive art education. However, it shows that the national qualification system is operated and applied in accordance with the need to train professionals and to develop the professionalism of culture and the arts, as well as the qualifications and abilities of educators, emphasizing integration and consistency. Applying the design value and humanistic expansibility based on these integrated features to culture and art education is expected to measure the positive role of education in all aspects. Instructional design. In culture and art education (including the integration of these characteristics and the process of life-long education), in order to manage education and the smooth establishment of courses, some inevitable problems have occurred. For example, in order to effectively achieve cultural and artistic education that emphasizes integrated education, the ability of educators is more important than anything else. In spite of this, the background of educators and the professional knowledge of cultural and artistic experience are still insufficient in the context of domestic cultural and art education.

Admittedly, there are many differences between genders. In this case, this study is faced with a realistic limitation, that is, it is difficult to ensure the quality of education due to the lack of a multi-faceted and professional education model. Especially when there is a need for various tasks such as curriculum planning, evaluation and teaching that must be completed by cultural and art educators, it is urgent to develop more detailed educational models and guidance plans. In other words, there is a need to develop a structural and practical educational design model that can be applied to educational projects at all levels and content from infants to adults.

Based on this background, this research put forward an educational model which can deal with the environmental diversity such as the diversity of educational subjects and the deviation of educators' professional ability, focusing on the second-level cultural and art educators who are novice educators.

2. RESEARCH SCOPE AND CONTENT

In this study, based on the applicable scope and standards of culture and art stipulated by the state, the project of integrated culture and art education is designed. In addition, collaboration, mixing, integration, cross-Over), Consilience, Convergence, etc., are a conceptual definition of joint education. [1].

In this study, the integrated education of design and humanities are integrated and related to each other, avoiding the relationship between parallel disciplines. Specifically, the common elements with the humanities and the main elements of various disciplines are extracted and designed to establish and design experiential cultural and art education content. In particular, it is an educational project that combines the design of the history of culture and art education with the humanities in the second year. On the basis of ADDIE teaching design, this paper puts forward a design model which can span different ages and classes. ADDIE instructional design model is very useful for educational beginners because it has the characteristics of organization and circulation, so it is evaluated as the most widely used basic and effective content in instructional design mode. Through the proposal of the ADDIE model based on these characteristics, we intend to subdivide it into specific educational projects in the future, so as to lay a theoretical foundation for the dissemination of social, cultural and art education. In addition, take the design

integration education as the content, revitalize the culture and art education in the aspect of life-long education, and explore its possibility. Since one of the main abilities in the history of culture and art education is the composition and operation of integrated education, the integration mode described in this study refers to the integrated education model based on design processes and methods, in order to expand cultural experience and art.

3. IMPORTANCE AND CURRENT SITUATION OF CULTURAL AND ARTISTIC EDUCATION

3.1. Definition of cultural and artistic education

Generally speaking, the broad concept of culture and art includes the comprehensive scope of the combination of culture and art. Culture and art education is not an education that juxtaposes aesthetics, leisure, media and cultural education, these areas of education promote personal development and development by encouraging specific directions, that is, individual aesthetic, creative, reflective and communicative skills. It is a kind of organically linked education, which may lead to maturity, social and cultural growth and maturity. (1) in addition, Li Yusheng (2015) proposed in 2015 that cultural and arts education refers to an overall form of education that integrates and educates all fields of education under a comprehensive plan to promote fun and personality maturity, named after the production method. In other words, culture and arts education should integrate the curriculum by providing knowledge in relevant academic fields and various learning activities with integrated themes, so as to realize learning activities [2]. (2) to sum up, cultural and art education can be defined as the education of practical connection between application and integration research, emphasizing life-long education and cultivating cultural sensitivity through the integration of humanistic and philosophical knowledge, artistic aesthetics and sensibility.

3.2. ADDIE instructional design model

ADDIE instructional design model has been elaborated for a long time by many instructional designers, and five general programs of instructional design have been established through this process. In these five stages, ADDIE (analysis, design, development, development, implementation, evaluation) is the basis of most teaching system design models, and the characteristics of constructivist learning model can be best reflected. ADDIE teaching model, which is widely used in instructional design, consists of five gradual processes, all of which are organically related.

In addition, the ADDIE teaching model is a basic concept that is widely used in the basis of instructional design,

because it can be applied to various situations of educational content or topics, and can be used to check and confirm the content of each stage. Under this background, it is suitable to solve all kinds of deviations between educational ability and environment in the history of culture and art. Therefore, this study focuses on the ADDIE teaching model, which structurally checks and examines the elements of the cycle step-by-step content, and tries to construct an optimized education model based on culture and art education, in order to realize the humanistic integration education based on design. The characteristic of this teaching model is that under the premise of effectively connecting the wide scope, content and theme of culture and art education, it has played a positive effect in educational usability, design and humanities. Integrated education.

3.3. Design humanities integration education

As a previous research on design-based integrated education, Shin-Young Lee and Yang-Mi Park (2015) proposed collaborative design education based on co-creation from the perspective of collaboration. In particular, Kim Seung-in and Jeon Su-jeong (2013) studied interdisciplinary linkages as a large-scale integrated design education model. Bang Gyeong-ran (2016) proposed the integration of higher education and social needs as TCI integrated education. The content of physical education is the center[3]. In the integrated education of primary and secondary schools, the research on STEAM education is mostly Seongwon. Kim et al. (2013) proposed the theoretical model of integrated talent education[4], Youngho Seo et al. (2016) pointed out the direction of curriculum-centered education plan in the field of art[5].

Based on the above research and analysis, the research on the integration of culture and art education is mostly a detailed teaching guidance for educational projects, and the research on the educational model of instructional design is also basically completed. Therefore, this study puts forward an educational model that integrates design and humanities, and puts forward a method of educational guidance.

In the aspect of instructional design, as mentioned above, through the analysis of the research in the past four years, we can maximize the characteristics of the integration of culture and art education, find the intersection of design and humanities, and find the main concerns of design and humanities. First of all, in "design", "shape, form, space, color, materials, media, ideas, originality and problem-solving" is the main educational content of design, focusing on the elements and principles of design. In addition, "creativity, expression and emotion" is set as the goal of the integration of design and humanities. From the field of "humanities" and from "literature, history and philosophy", the elements such as "language, empathy, thinking, fact, argumentation and emotion" are extracted, and the humanistic integration education is designed with the goal of "the exchange of personality and imagination". For example, as a point of contact between design and the humanities, the goal of education is to set up six projects: "creativity, expression, emotion, personality, imagination

and communication". Specifically, as the connecting point of culture and art education, design and humanities integration education can be carried out. In the aspect of "visual thinking + language thinking", the goal of design humanities integration education can be divided into six categories[6]. Each element and goal cannot exist as one, it is composed of a flexible structure, and through interconnection, it enables the combination of content to become a kind of integrated education.

4. PROPOSAL FOR INTEGRATED DESIGN EDUCATION MODEL

4.1. ADDIE teaching model-based Step-by-step configuration

The ADDIE model proposed in this study is the humanistic integration content of the design basis of culture and art education, which can be used immediately in life-long education. Specifically, this study finds the combination of design and humanities in each stage of the process of curriculum design-motivation-problem-solving-evaluation and feedback, and carries on the practical teaching design of integrated education. That is, the structural education model is composed of the four stages of analysis-design / development-implementation-evaluation.
In the analysis part, the overall learning content is conceptualized, the characteristics and environment of learners are analyzed, and the overall curriculum is designed. In the design and development of the curriculum, the content and curriculum of education will be developed and produced to stimulate the creative conception and thinking content of motivation. In the implementation stage, by implementing and evaluating the developed educational project module, we can improve the problem points and modify the process, so as to lay the foundation for the development of the best educational project. The evaluation stage is the stage to measure the positive effect of education, through the implementation of the evaluation process of educators and learners, repeatedly modify and improve, and finally complete the educational project.

4.2. Design and Humanities Integration Education Model

First, Analysis. In the course design of the analysis stage, in order to improve the comprehensive thinking through daily culture and art education, attention should be paid to the difficulty and content composition of learners. In particular, set the appropriate content among the six learning goals and design courses suitable for a variety of learning environments. For the sake of public education, extracurricular education, social education and other educational environment or the practice of integrated education, it is necessary to make a detailed analysis. Second, Design/Development. In the design / development

stage, in the process of motivation induction / conception and thinking, it forms the theme-centered module of learner-oriented and integrated education. This is the understanding that design and humanities share the usefulness and value of life through the combination of learning. It guides students to teach naturally by using the conceptual process of design creativity and humanistic imagination. In particular, the process of designing and developing interesting and interesting elements that can guide the perceptual expansion of multi-media experience and culture and art is particularly important. Third, Implementation. In the problem-solving and concretization of the implementation stage, the contents of the specific methods for the active use of teaching materials and aids should be included, and the educational guidelines and evaluation contents should be prompted. Fourth, Evaluation. In the evaluation and feedback stage, the evaluation and feedback process of the whole education project should be carried out through the production of evaluation report after teaching, which is suitable for the return system and comprehensive evaluation of the whole project.

5. CONCLUSION

In order to cultivate the educational power of cultural and artistic educators, the knowledge of experts needs to be improved to continue research and development. In other words, we should start from the overall education and carry out the overall work of analysis, evaluation and teaching. This enables the people's attention to culture and art to be raised together with the climax when accumulating social trust. In order to make the values and concepts pointed to in cultural and art education be fully applied in the educational curriculum, it is necessary to develop a practical education model for educators. This study proposes an educational model for primary educators to make use of the ADDIE-based faculty design which is effective in the composition of phased educational design, so as to reflect the characteristics of integrated education. In particular, we recognize the importance of the integration of design and humanities education, put forward the educational model of each stage, minimize the difference in educational ability, and put forward the evaluation stage from the selection of educational content to planning, implementation and detail. This paper puts forward a model of integrated design education based on ADDIE-based instructional design. According to the reality of education, this model can be constructed more effectively as the study of educational applicable cases becomes more active in order to maximize the utilization rate. Therefore, in the process of research, we should realize the imperfections of the deeper expert analysis and evaluation, and further improve it in the future research. The significance of this study is as follows: first, compared with the importance of culture and art education, it provides a basic guide for professor design when the standard policy for primary educators is not perfect. The second is the significance and value of culture and art education, which provides opportunities to expand the power of education. Third, in the cultural and art education

that exists at the level of integration and life-long education, the integrated education model with phased and circular structure can be applied flexibly. In short, from the above three aspects, we can look forward to the activation of culture and art education.

In addition, the discussion on the improvement of the quantitative growth quality of domestic cultural and artistic education has enabled the society to form a consensus on the necessity of improving administrative policies. At the same time, we look forward to strengthening research and development from various sources.

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