

Research on the Reform of the Undergraduate Teaching Mode of Design Based on the Individualized Development of College Students

Record of the Reform of Undergraduate Teaching Mode of Design in Beihua University*

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Abstract—In this teaching reform practice, efforts were made in changing the inertial thinking in the teaching process. The class system was replaced with the curriculum system to divide the learning space, that is, the positioning transformation of the classroom: The traditional teaching mode of student-centered and fixed classroom teaching is changed into a course-centered teaching mode. This is a small shift in thinking and perspective, but it is also a big step in teaching reform which has achieved very good reform effect in the three semesters of practice of the design major in the College of Fine Arts of Beihua University. This teaching reform of design is not only conducive to the benign development of the design major in Beihua University, but also affects the teaching mode reform of related disciplines. It provides a valuable reference for the teaching reform of other colleges of Beihua University and a new idea for the teaching reform of related majors in other universities.

Keywords—*design science; teaching reform; class system; classroom system*

I. INTRODUCTION

In the new era of socialist development, as education teaching reform is constantly deepening, how to effectively strengthen the personalized education of college students has become an important topic in the education field. In recent years, there has been a lot of discussion on the individualized development of college students and the renewal of teaching mode, and fruitful results have been achieved in many subjects, which further clarifies that colleges and universities are the main front of talent cultivation in China. Whichever discipline it is, emphasis must be put on the education considering the individual differences of college students in the personalized education of college students, in which the significance of the individualized talent training of design discipline is particularly prominent. Since art itself is a humanities subject that pursues personalized creation, and

design major is a secondary subject that is more closely related to the times and the audience, in which not only new works need to be constantly produced, but the innovative, personalized design talents that meet the needs of The Times need to be constantly delivered. The specialty of design pays attention to the cultivation and development of individuality. Therefore, the establishment of a teaching mode that respects the cultivation of students' original quality and innovative ability plays a crucial role in the cultivation of design professionals in colleges and universities as well as the progress of the times.

II. ACTIVE RESPONDS OF TEACHERS TO THE PROBLEMS FOUND IN THE PROCESS OF PROFESSIONAL TEACHING

Beihua University is the largest key comprehensive university in Jilin province, with more than 23,000 students and 1,600 full-time teachers. Among them, the College of Fine Arts has two undergraduate majors of fine arts and design, with nearly 1,000 students and more than 80 faculty members. Its teaching history and teaching scale are also among the best in Jilin province. Over the years, this century-old school has been adhering to the philosophy of inheritance, accumulation and innovation, and is committed to cultivating application-oriented talents with solid professional foundation, high comprehensive quality, innovative spirit and strong practical ability, and great development potential. It adheres to serving regional economic construction and social development, focused on Jilin and facing the whole nation. In a large comprehensive university, the academy of fine arts, as an art discipline, seeks development and features in talent training, and has never stopped its step in exploring teaching models.

There may be many research ideas of teaching mode reform, from theory to practice, from concept to method. But this teaching reform of the design major in the College of Fine Arts in Beihua University was conducted in a very specific perspective: The physical spatial relationships among teachers, curriculum and students were transformed to test whether new chemical effects can be produced, which is the main content of this subject research. At present, for

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people graduated from common domestic colleges and universities, in their experience of learning and teaching from primary school to university, there is a teaching model that seems to be taken for granted, that is, a classroom belongs to a fixed class. For example, if classroom 501 is the special classroom for class 2, vision major, grade 16 of the college of fine arts, every professional teacher and every new course will come and go in this space. There are many advantages in this teaching mode, like the convenience for teaching management and working with students. Especially for those typical teaching models of liberal arts, science and engineering, its advantages are quite obvious. However, for art majors, especially for design majors, the disadvantages of class system are obvious: For example, when a course begins, the teacher shall "decorate" the entire classroom with all the teaching materials, teaching AIDS, examples of excellent assignments from previous years and other materials conducive to the teaching effect. Then, as soon as the courses of three to four weeks or five to six weeks are completed, the classroom shall be cleared up, because the next course is about to begin. This is the biggest drawback of fixed classroom in class system. The perplexity brought by it can be especially prominent for art majors. Therefore, in this teaching reform practice, efforts were made to change the inertial thinking in the teaching process, and to use the curriculum system instead of the class system to divide the learning space, that is, the transformation of the classroom position.

With this idea, the teachers concerned begin to make preparations, such as getting comparative studies of undergraduate and graduate training programs and teaching programs within available range; relevant materials about teaching mode in undergraduate teaching of design major in foreign universities are collected through overseas students for reference. According to the domestic research data, the studio system has a long history, and it is still continuing in many professional colleges and universities. For example, the famous designer Xiao Yong works in the seventh studio of the Design College in Central Academy of Fine Arts of and so on. The practice of recruiting students in studios in the name of famous academic backbone teachers and taking practical projects as teaching content has the advantages of clear objectives and strong practicability, which can quickly make students get into the working state. The disadvantage is that the studio system is subject to the personal management of the teacher in charge, so it naturally makes students lack or reduce the opportunity to communicate with other teachers in the learning stage, which is also a pity. In addition, according to foreign materials, we take Vladivostok State University of Economics and Service in the far east region of Russia as an example: with economics and management as its core, the university is especially good at service, featuring multi-disciplinary development in economy, culture, law and arts taking the lead in Russia and is a key federal economic university with relatively large influence in the Asia-Pacific region. According to the materials brought back by the communication teachers before, among the art majors, costume design is a characteristic major. Therefore, the class form of small-class teaching and private room teaching is more obvious.

Through the collection and arrangement of the above data, a material foundation for the second content of the teaching reform research was laid, and the feasibility report was worked out. At present, the vision major of design department of Beihua University enrolls more than 50 students in 2 classes every year, including 6 fixed classrooms and 2 computer rooms, and 8 professional teachers. Therefore even 8 teachers start classes at the same time, the needs of classroom arrangement can also be met, so it meets the requirements of the pilot project.

The specific implementation started from the spring semester of 2017-2018, taking the main courses of a teacher of this semester as a pilot sample: Composition (the 1st-6th week in the second semester of freshman, Tuesday-Friday morning), font design (the 7th-10th week in the second semester of sophomore), format design (13th-15th week in the second semester of sophomore), design practice (the 17th-18th week in the second semester of junior). First of all, from the perspective of teachers, teachers had their fixed classrooms, in which teaching materials, supplementary materials, as well as previous excellent works could be arranged, and the coherence of the course got clear to students. In this way, not only a better learning atmosphere could be created, but the classroom environment could be more suitable for the teaching of this course and excellent works can be better preserved and serve the teaching. For example, after the course of composition and font design, sophomore students would continue to carry out the course of format design, so their composition works were still there, reminding them how important the courses they had taken are to the current format courses. It also made the students have a new high point in the spiraling understanding of such basic courses, and they all marvel that the original composition course content was really extensive and profound, and very helpful for their current courses.

As for students, the classroom system made it possible for them to just bring the learning tools for the current stage to the classroom. During the period, students could not only learn the content of the course, but could also have a comprehensive understanding of the future course content, and be clearer about the position of what they had learned in the knowledge framework. At the end of the class, the teacher sorted out the homework and kept the excellent works in the classroom for a long time. During this process, the teacher got a stronger sense of belonging and students had better receiving effect. In this experimental semester, the 10th national college students advertising art competition, Taiwan times golden calf award collection and selection, and city civilization publicity materials design of Jilin and other social practice activities have been launched. So the teaching mode was transformed in time in combination with these activities free from the limits of the teaching process. And of course it didn't affect the normal teaching activity either. With a fixed classroom for teaching, this teacher had more space and the right atmosphere to coach students who were going to participate in competitions and thus made satisfying results. The advantages of innovative teaching mode were also more obvious.

Second, initial results of the teaching reform of taking fixed classroom as the place of practice

In the fall semester of 2018-2019, Practice samples for the second phase are designed as the main courses in the semester of a teacher: logo design (the 1st-3rd week in the first semester of junior year, Tuesday-Friday morning), shape creativity (4th-9th week in the first semester of sophomore year, Tuesday-Friday morning), composition (10th-13rd weeks in the first semester of freshman year, Tuesday-Friday morning). These courses range from courses in the first year of university to the junior year and they are not in conflict. The practice place is selected as the 501 room (specialized classrooms for the vision major) of the Yifu Building, which is used as the fixed classroom for the three courses of logo design, shape creativity and composition.

As a syllabus adjustment is on in this semester, the composition course has been reintroduced to the curriculum. Since students just finished the course of composition last semester, the composition homework displayed in the classroom just provides convenience for the teaching work this semester, which is also the best and fastest embodiment of the teaching reform practice. As students are immersed in a large number of fresh excellent works, the teaching brings a multiplier effect. Of course, other courses in the teaching process also achieved good teaching results and student feedback because of this reform experiment. Students also think that there is a better learning atmosphere in the classroom, and they are more willing to come to the classroom to do homework in spare time.

III. APPROPRIATE ADJUSTMENT MADE BY TEACHING AND RESEARCH SECTION THROUGH JOINT DISCUSSION AS THE SCOPE OF REFORM HAS BEEN GRADUALLY BROADENED AND DEEPENED

In the spring semester of 2018-2019, after two semesters of tentative teaching mode reform, the new teaching mode was summarized and analyzed and debugging for new modes was implemented after the experimental reform of the teaching mode for two semesters. Attempts was made in the second round of courses to expand the scope of practice from one classroom to six, involving eight teachers, eight classes from each grade and more than 200 people.

Problems also arouse in this period such as insufficient classrooms which makes it impossible for every teacher to use an exclusive classroom. Since this is what has been expected, solution has been put up in advance in the pre-arranged planning: Teachers who take the same course or have the same research direction will be assigned to a classroom, but at the same time, their teaching time should not be in conflict. In this way not only can the teaching effect more obvious, but the scientific research environment can also be provided to teachers to stimulate their scientific research vitality. At present, in Beihua University, not every teacher has a separate office for teaching preparation and research work, and this reform practice solves this problem by the way. In this semester, the teachers of the vision teaching and research office have managed to apply for 3

provincial scientific research projects and 2 university-level educational reform projects, which is a the double benefit.

IV. CONCLUSION

The core of this teaching reform practice is to change the traditional student-centered and fixed classroom teaching mode into a course-centered teaching mode. This is a small change in thinking mode and perspective, but it is also a big step in the reform of teaching mode, which can be said as "small step, big gain". In the practice for three semesters of the design major in the College of Fine Arts of Beihua University, very good reform effect has been brought out.

Importance must be attached to the cultivation of undergraduate design professionals to the development of students' personality, so that students can fully display their hobbies, characteristics and expertise and have enough room for growth. This is an important part of improving the quality of higher education. Therefore, the purpose of this study is to realize the "respect for individuality and development of individuality" in college art education, so that every student can truly experience and the joy and understand the significance of learning art, so as to give full play to their own potential and better adapt to social development. Through the research of advanced teaching concept and teaching mode at home and abroad, this design teaching reform has made experimental teaching attempts on the contents in the undergraduate teaching mode of Beihua University that is not conducive to the individualized development of students. It is not only conducive to the benign development of the design major in Beihua University, but also affects the teaching mode reform of related disciplines. It provides a valuable reference for the teaching reform of other colleges of this university and a new idea for the teaching reform of related majors in other colleges.

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