

Case Selection and Optimization of Project Teaching in Costume Graphics Course

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Abstract

Base on necessities of introduction of project approach in costume graphics course, a case study of real enterprise project, virtual project and competition project were conducted in this article. A comparative study of project characters, application scope and application effect was made and illustrated how choice and optimization project in costume graphics course were completed.

Keywords: Costume graphics; Curriculum; Project teaching; Practice and application; Effectiveness evaluation.

1. Introduction

With the further deepening of economic system reform, realizing reform aims of building an innovational country and strengthening significantly the sci-tech innovation ability needs to speed up the reform of higher education and vocational education, and training the much-needed innovative talents, which brings up new challenges to our country's higher education training system and education and teaching reform. Despite the fact that some gains of theoretical study and practical application of project teaching at home and abroad were achieved and also starting applying project teaching in some courses of clothing specialty, project teaching of such courses often was scarce of a systematic study and professional feature. Costume graphics is a very important major elementary course of costumes and ornaments specialty, also a very practical course. Therefore, there is all space in specialty education reform and theory practice for rational choice of project case and applying project teaching combining with specialty characteristics in costume graphics course.

2. The Significance of applying project teaching in costume graphics course

Project based learning (or PBL), also called special study, is one of behavior guiding teaching methods and a course teaching method of item work but carry on that the teachers and the students pass to carry out an integrity together. The students complete independently all components of project, playing the consult, guidance and answer questions role for the teachers in the teaching process. The students analyze and solve actively these problems, explored solution and exercise their capabilities, but not passively accept the knowledge skills initiated by teachers in the process. The most typical characteristic of project teaching is role shift of teaching, systematic of capacity-building and multiple assessment of study achievement. Costume graphics is a very important major elementary course of costumes and ornaments specialty, also a very practical course combining theory with practice, market with art and design with craft, which should immediately following the goal of professional cultivation and value practical ability and market consciousness. Applying project teaching combining with specialty characteristics in costume graphics course just meet the talent demands of enterprises.

3. Practice and Case study of Project-Based Learning

Teaching practice of applying project teaching in costume graphics course was elaborated combining with 87 students of costumes and ornaments specialty in college fine arts, China West Normal University. This teaching method feature enterprise project, virtual project and competition project, and make students carrying out the project task and applying learned classroom knowledge and creativity in virtual project and competition project, which not only train the practice of practical ability of students, but understand the implementation process from work to product.

3.1 Real enterprise project (LiuHe silk limited liability company)

Project case: Clothing patterns design, which takes flowers as the topic, was carried out. Practice of this Project was conducted in costume graphics course of grade 2014 in costumes and ornaments specialty. This course was array in 5-9 weeks the second semester of freshman, covering 32 hours and 16 weekly hours, 21 students participating practical teaching. Design and implementation of project teaching was conducted after theory teaching module of costume graphics course. Students have a basic understanding of concept, characteristic, type and design principle of costume graphics course. This project implementation need 48 total class hours and accomplished in three weeks. Teachers divided the students into three groups according to project work. A group leader was selected within each team to carry out practical activity of costume graphics design.

Teacher and enterprise expert made up a guidance team before project implementation, which a detailed plan for project tasks was carried out. The first is to decompose the task, and break it down into four subprojects—analysis of marketing research and fashion trend of costume graphics, establishment of scheme for costume pattern design, computer draw of costume pattern draft and manufacturing process of products. Each team member selected corresponding subproject as the main executer according to their professional competencies and personal interest, and actively participated in other subprojects and gave other members certain help.

The project performing mainly was divided into the following several steps: First, the teacher as leading researcher of project and the students got together to discuss the topic of this project, introduce cultural background of the clothing enterprise, analyze project content and the goal that teaching needs to reach, and announce active rules and evaluation criterion. Participant enthusiasm of students was improved through shared some successful project teaching cases with others. And students were organized to complete market research, visit enterprises, and recommend by enterprise leaders the characteristic of their brands, the target consumer orientation to the students. Students were led to visit whole process of this project, make a marketing research for clothing brand in major stores, conclude and refine the styles, texture, color matching and craft technique of costume graphics, then displayed them in survey and analysis report format. Each group design sketches and proposed feasible solution according to the information and data by collected by marker research, and communicate with one another in literal data format. Teacher and other groups can question the solutions, which answered by questioned group. This is a process of collecting, analyzing and settling information, and put forward views.

Next step is to discussion and analyze by students the questions proposed by teachers and students, and revise and adjust own solutions to determine final solutions. Students communicated the whole solution including effect drawing, design and craft technique instruction with teachers giving some advices. This process improved students' communication ability, analyzing and solving problem ability through discussion in group, other group member's question and communication between teachers and students. Each solution's advantages and disadvantages were acclaimed and improved in the communication between students and students, teachers and students, which created an atmosphere of interactive learning between the students, teachers and students, enhancing the ability of independent thinking and unity cooperation and perking up learning atmosphere.

After project scheme's determination, each group member transfer teaching venues to Liu He silk limited liability company. Enterprise leaders judge if designed costume graphics met requirements of production technology for enterprises, if no, timely revised and adjusted. Next step is to understand pattern-draw draft-plate making toning-print-post-processing processes of costume pattern, various dyeing method, dyestuffs property, printing method and the relationship between pattern design and plate making, toning and printing. The pattern printing, embroidering processes were fulfilled under the guidance of the enterprise technical staff; learn from each other between each group, relative enterprise staffs assist them in completing series of clothing works due to the limited clothing professional capacity for students.

Project evaluation was completed under the combination of formative evaluation, summative evaluation, and enterprise expert evaluation and professional teacher evaluation. First, a representative appointed by each group expounds his work in PPT format and summarized its advantages and shortcomings; and mutual evaluation among groups; finally, expert group member and teachers review each group work, and brings forward ameliorative measures and form written evaluation reports.

3.2 Virtual project

Project case: art bags were designed for a tourism and leisure holiday villa, which takes national ethnic style as the topic, pattern as main decorative element. This project was a staggered teaching item that was carried out in costume graphics course of grade 2015 in costumes and ornaments specialty and virtually designed for

comparison analysis of costume graphics between Chinese and Western content without real enterprise project. This project teaching was planned and executed after theory teaching of costume graphics course ended, which students understood the costume graphics' concept, feature, type and design principle, and accomplished relative training. Project implementation has total 32 class hours, 36 participated students, in two weeks. Guiding team consisted of course teachers and Professional Teacher. This project was divided into three subprojects—analysis of marketing research and fashion trend of costume graphics, establishment of scheme for costume pattern design and manufacturing process of products. Each team member selected corresponding subprojects as the main executor based on their professional competencies and personal interest.

Project implementation follows as: First, teachers explained the characteristic and art form of Chinese and Western classic costume graphics, made students mastered Traditional dress pattern of Chinese and various, elegant and metaphoric decoration features of minority nationality, understood the subjects, artistic feature and expressive form of main historic patterns and traditional folk patterns in the West. Then the teacher as leading researcher of project and the students got together to discuss the topic of this project, introduce project content, the teaching goal that needs to reach, and announce active rules and evaluation criterion.

Next step is to make market research and investigate fashion theme, color, and material and craft method of this season's costume graphics in shopping mall and clothing stores, understand graphics fashion trend of apparel sites according to students group. Then own work design was completed on the basis of the topic of National Ethnic Style. Each group member chose randomly three graphics form as prototype from Chinese and Western classic costume graphics. Each graphics form conducted three different style designs attached design specification, color matching and craft method, and combine with bags design style. Various group members communicated and discuss their design scheme with teachers. Each group leader stated the inspiration source, creative form, color matching and craft method of work design, and then teachers and students review them and gave affirmation for fine design and advice for deficiency. Finally, a design was chosen to make work.

Because teachers explained the various craft methods of costume graphics before project teaching, especially trained and demonstrated carefully the embroidery and digital printing technology, students choose different craft methods based on own design works in the process of completing work, work with each other.

3.3 competition project

Project case: China West Normal University's first T-Shirt cultural shirt graphics design competition. This competition takes devise not "rules" as the topic, tideway, youth and play as keywords, to conduct the graphics design for T-Shirt cultural shirt—using contemporary college students' imagination and unique creativity. Practice of this Project was conducted in costume graphics course of grade 2013 in costumes and ornaments specialty, which design contests of originality cultural shirt graphics faced to the whole university. So this competition was introduced into classroom teaching, 21 students participating practical teaching. Competition project is throughout the whole process of teaching. This teaching practice was carried out according to the competition scheme. Students took part in the competition in independent personal or two students as a group, according to the requirement of the competition committee. Students carried out the graphics design competition freely in groups. The project was accomplished on the basis of competition request and

the teaching program of subjects. The teaching achievement was to accomplish a set of costume graphics design and finally show in T-Shirt cultural shirt.

Preparatory work of the project is to invite sponsor to explain the contest's theme, match process, scoring detailed regulations and awards setting for students, and make students understand minutely the whole event, and still spurs students' participating enthusiasm. Then teachers analyzed competition topic, source of design inspiration and grasp of the fashion trends and guided students to conduct creative thinking combine with learned knowledge, and choose some authority winning product of graphics design competition to analyze and make students design based on the right direction of contest.

Students carried out project work based on competition process, the first step is to analyzed carefully contest topic, research market and look for material and inspiration source. The second step is to draw sketch map including design specification, color matching, and material application and craft representation, and communicate this scheme with teachers. Students further improved some reviewed advices raised by teachers, and finalized to submit it teachers. Then design work was submitted to the contest organizers. After qualifiers were published, work crafting was carried out. Same craft process was conducted for the others not in the award. Students accomplished work crafting of cultural shirt according to the technological requirements of own work, technically guided by teachers. Students 'work was in a large variety of craft method, had hand drawing, embroidery and digital printing. Students Learn from each other when working on their own projects, grasped to some extent main process engineering of costume graphics.

4 Case selection and optimization of project teaching

4.1 Comparison of project cases 'characteristic

Real enterprise project is strong timeliness and combined with the market; virtual project is short time and high flexibility, may combine with staged teaching content; competition project has definite topic and gave students free imagination.

4.2 Scope of application

Real enterprise project was suited to carry out in the second half of the course; at this time students had understood basic approach and process of graphics design, which was advantageous to the successful operation of project. Virtual project was common set up without real enterprise project, sometimes conducting project design for certain teaching section. However, virtual project was more appropriate to be introduced into the process of theory course teaching, may set up topic and implementation procedures according to teaching content. Competition project has many types, such as some contest only require drawing design, some require final products. Applicable fields of competition project were very wide and chose on the basic of teaching content.

4.3 Implementation effect

Students are very interested in carrying out real enterprise project, which obviously strengthened practicable ability, teamwork capacity and the capability of knowledge integration, especially improved the kin sense of market and got more clear understanding about the process of implementing from work to products. However, real enterprise project cost a very long time and needed adequate communication and

collaboration between teachers and enterprises, or just got twice the result with half the effort. Virtual enterprise project designed for specific teaching content and productive to the grasp of the subject, while also to some extent improving students' practicable ability and teamwork capacity. However, virtual project has some limitations in the craft method based on the school facilities and fields. Students have dense learning interest in carrying out competition project, maximize personal comprehensive ability.

4.4 Selection and optimization

Costume graphics is a closely integrated theory and practice course, cannot blindly adopted traditional "Cramming education", and singularly employed project teaching for the pursuit of practical effect. Project teaching and classroom teaching have their own advantages, so it was more favorable to implementing curriculum just when the best parts of both were put together. Various projects have their own advantages and disadvantages. Therefore, project teaching should been conducted with its steps and layer in the teaching process, but also more important is to regulate and optimize properly the project to adapt the need of the curriculum and attain the target of talent person educates. We should look for suitable enterprises to collaborate, never introduce irrelevant enterprise project into classroom for the sake of catering to enterprises, which violated the original purpose of teaching. Whether it was real enterprise project and competition project or virtual enterprise project based on actual teaching content, its plan, design, and implementation process and examination assessment should been identical to those of real enterprise project. Project teaching is a teaching process of time-consuming and slow effect, should been conducted with its steps and layer in the teaching process. A complete project can be divided into several subjects carried out in different learning part. Previous real enterprise project, for instance, which takes flowers as the topic, can be divided into marketing research, fashion trend of costume graphics, establishment of scheme for costume pattern design, computer draw of costume pattern draft and manufacturing process of products. If this project was putted the latter part of course teaching, it isn't enough time to do it, which leded to the fact that later finished product and process presentation cannot reach ideal effect. Therefore, it's very important to introduce reasonably indifferent project into teaching based on the teaching contents and schedule.

5. Conclusions

In a word, through implementation of project teaching, students are more explicit in costumes specialty field, in the meanwhile, the notion of combination of theory and practice ran through the study of the whole costumes specialty, which cultivated their team spirit and made them understand the basic condition of clothing enterprises. However, this research also has some insufficiencies, especially smaller part of the project teaching in costume graphics course and lack of enough research for concrete operations of project teaching in theory and practice, which still needed more practices in later teaching and increasing summary and improvement in practice.

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7. References

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