

Creative Research of Teachers Collaborating to Coach Second Year Senior High School Students in the Design and Life Class

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Abstract—In this paper, by means of inter-school collaboration, college teachers were able to guide the Design and Life class of second-year senior high school students of the Advertising Design Department of National Beidou Senior Home Economic & Commercial Vocational High School to promote creative thinking and design inspiration. Using the case teaching method, efforts were made to inspire students to design a more convenient and safer product from daily life observations. The discussion teaching method was used to fine-tune the creative ideas of students. Experimental results show that vocational school teachers agree that the inter-school, cross-domain collaborative teaching was able to stimulate students to have a different orientation in their creative thinking and produce different results.

Keywords—*design and life class, creative design concept, inter-school collaboration, creative works.*

I. INTRODUCTION

In Taiwan, because of low birth-rate, teachers need put down roots by helping high school (vocational) students acquire an early understanding of the learning model in science and technology universities. Bringing teaching resources to strategic alliance schools establishes a friendly and mutually beneficial relationship that facilitates a steady source of student enrollment.

Students of the Advertising Design Department of National Beidou Senior Home Economic & Commercial Vocational High School are fond of making visual creations. They were more than willing to accept guidance for the generation of innovative ideas for product design. In this article, digital media and product design teachers utilized the inter-school, cross-field approach and cooperated with the original professional art teacher to jointly guide the creative design of second-year senior high school students.

II. LITERATURE REVIEW

The teaching case method helps develop how to articulate a point of view and defend your arguments [1]. Many studies have shown that case teaching method can validate the students' practical ability, help them learn quickly, achieve better learning outcomes, and are well received by students [3] [2] [4] [5].

According to the researcher's many years of teaching experience, the case teaching method was found to be capable of helping students experience the creative technique, making it easier to achieve the teaching goal. However, the teacher should give the correct instructional direction and discuss and propose changes to the creative content by face-to-face interaction or through a webcam. This helps students learn in a lively and interesting environment and achieve inspiration for creative thinking and application of creative methods.

III. CREATIVE DESIGN

During the development of creative ideas, students often looked for inspiration and information from their own lives and tried to apply them. Then, they put their creative ideas into simple drawings or even depicted them as simulation models to achieve a more concrete expression of creativity.

Secondly, each student was able to accept guidance from three teachers with different professional backgrounds, making the display of the creative concept more specific, complete, and beautiful. The collaborative teaching model helped the students acquire a sense of achievement and experience learning effectiveness.

IV. DESIGN RESULTS

In this article, each award-winning example was discussed and the characteristics of the creative concept and areas that had to be noted were explained in class on March 31, 2017. Secondly, on June 2, 2017, the teacher again went to the class and listened to students discuss their creation. Six works were selected as superior (figure 1) and 5 were selected as excellent (figure 2) according to creative performance (40%), color formation (30%), oral report (20%), and text narrative (10%).



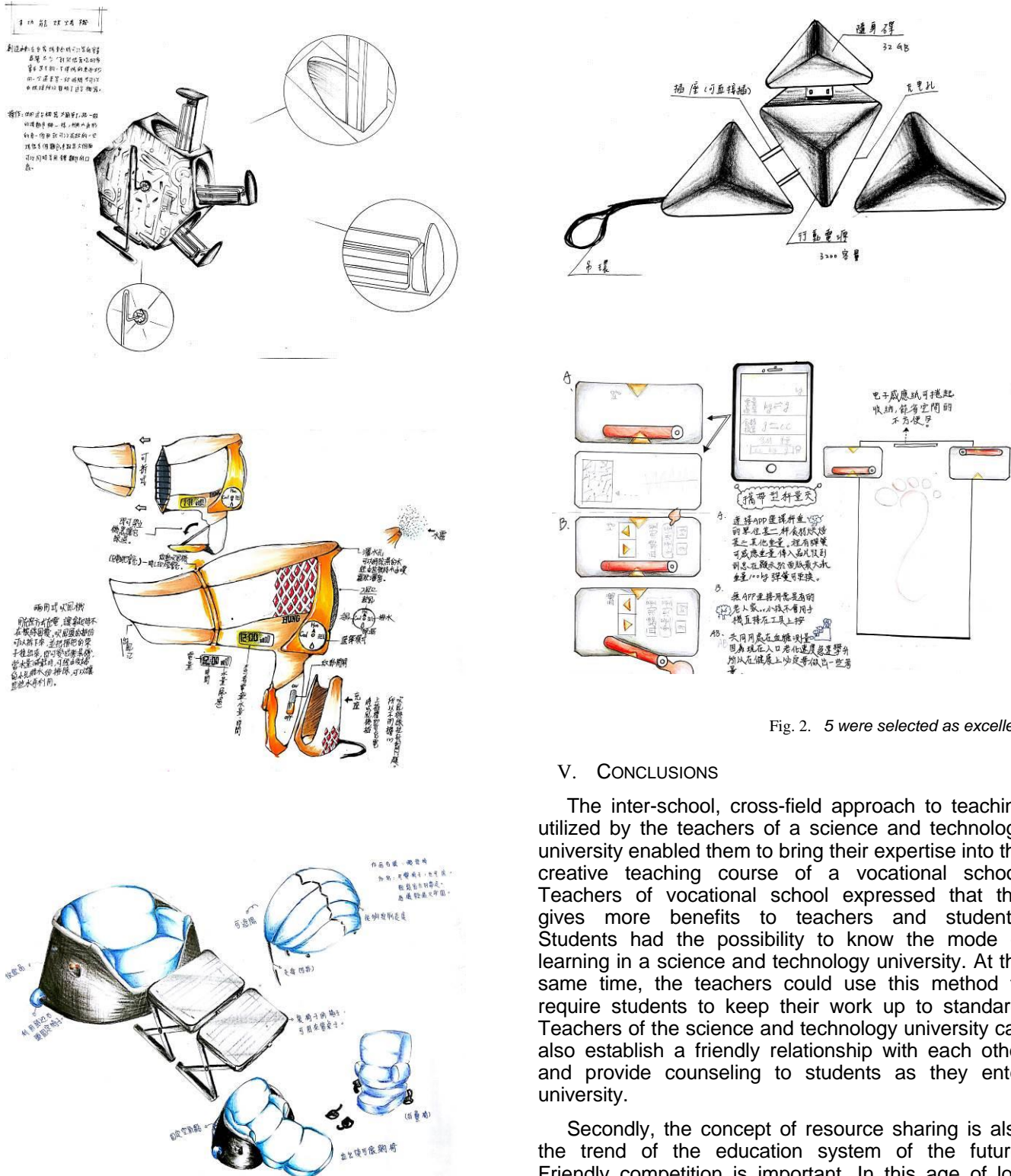


Fig. 2. 5 were selected as excellent

V. CONCLUSIONS

The inter-school, cross-field approach to teaching utilized by the teachers of a science and technology university enabled them to bring their expertise into the creative teaching course of a vocational school. Teachers of vocational school expressed that this gives more benefits to teachers and students. Students had the possibility to know the mode of learning in a science and technology university. At the same time, the teachers could use this method to require students to keep their work up to standard. Teachers of the science and technology university can also establish a friendly relationship with each other and provide counseling to students as they enter university.

Secondly, the concept of resource sharing is also the trend of the education system of the future. Friendly competition is important. In this age of low birth-rate, how to develop a unique teaching method and ensure the quality of teaching are issues that cannot be ignored. Needless to say, the refinement of student quality and the training of their professional ability are issues that need to be valued by teachers.

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