

Applied Research on Guiding the Learning Process of the Graduation Design Curriculum for Special Students

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Abstract—This study aims to explore the problems and dilemmas faced by teachers and students in the teaching and learning process of the Graduation Design Curriculum by taking a Department of Commercial Design student with special psychological need as an example. Finally, corresponding solutions and strategies are proposed for the student's actual situation and learning needs. The results can be documented as a teaching record and act as a reference for the future design of educational materials for teaching cases in related fields.

Keywords—*graduation design curriculum, professional design, design education, special student.*

I. INTRODUCTION

I have encountered students with behavior problems in the classroom, such as walking around the classroom, sleeping soundly on the table, cursing the teacher, or quarreling with peers, etc. since I started teaching, and there seems to be an increase of such conduct in recent years. If the teacher is not psychologically prepared, he will be frightened easily, and this will affect his teaching mood and student learning.

Secondly, when teachers and students cannot communicate effectively due to misunderstanding, many problems will inevitably arise that are not easy to deal with. This article discusses how teachers should deal with students with special educational needs in the teaching and learning process by investigating an actual teaching site. A record of teaching files was created to act as a reference for future teaching cases related to design education.

II. LITERATURE REVIEW

The research method of this article adopts (1) Literature analysis: the collection of literature related to the research topic, as well as its sorting, summary, and analysis as the theoretical basis of the research. (2) Case study: carrying out the teaching and learning process of the Graduation Design Course Case Study, Taking a Special Student as an Example, discussing the student's learning status and problems, and putting forward suggestions for future reference of related fields in design education. (3) Qualitative research: qualitative discussion, observation, and recording of a student with special educational needs in his study of

the Graduation Design Course as a reference for subsequent teaching improvement [4].

In related studies, scholars have observed teaching and learning for students with special educational needs in secondary education and found that a constructive classroom atmosphere can reduce behavioral problems among students and the sense of rejection of society. These characteristics are recommended to be extended to general secondary education [7, 3]. In the discussion of special education teachers, they found that the qualifications of teachers who teach students with special educational needs are lower than those for ordinary students. This needs to be improved [6, 1].

The diversification of the professional ability of teachers should not be delayed considering the current situation of the diversified learning needs of students with special educational needs [8]. Some studies explore whether the academic performance of students with special educational needs will affect the academic performance of ordinary students in the same class. The learning factors were tested, and the result was found to be insufficient to prove that the academic performance of students with special educational needs will affect ordinary students. Instead, they can be applied in the learning characteristics of different subjects to achieve mutual benefit [9, 2, 5, 10].

III. CREATIVE CONCEPT

Both the student in this article and disabled students need to obtain medical treatment. The standard for the identification of disability in educational institutions is different. Therefore, the student did not receive disability status. The teacher had held several meetings to discuss the student's learning performance in various subjects. The learning dilemma: he cannot express his creative concept verbally in front of other people, no matter how the teacher encouraged him. Sometimes, the student even disappeared suddenly then appeared again after a long time. This behavior pattern is consistent, which is disturbing and also causes delays to the progress of the course. The teacher believes that a solution to this problem needs to be proposed.

On the psychological level, the teacher had consulted the school's psychologists and social workers for available assistance and referral to counseling. However, these did not take place because of the student's refusal. At the level of

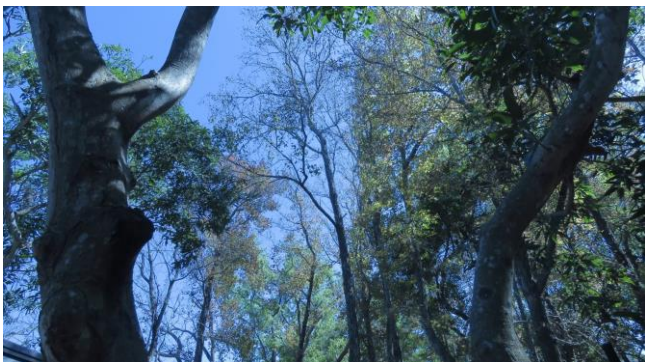
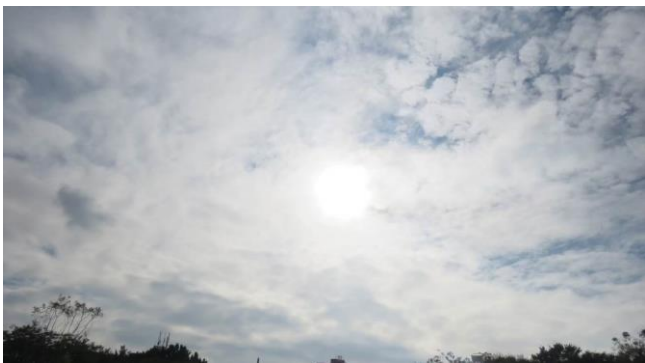
schoolwork, the teacher asked other professional teachers during faculty meeting to gain experience and suggestions for teaching the student. The conclusion is that the student's oral expression is impeded, but he functions normally. Therefore, the student is required to agree to (1) discuss with the teacher at the appointed time and complete each stage as planned; (2) give an individual oral report on the teacher's creative concepts; (3) participate in the exhibition of works for public service; (4) other matters.

In the course of teaching and learning of the Graduation Design Course, the teacher and the student discussed creative themes together and drew up a production schedule. The student used photography as a creative technique to find dynamic displays and capture his favorite pictures. Discussions were held once every 2 weeks for an hour. The student had to discuss the following aspects of his work to train his ability in oral expression: (1) Why do you want to take a picture? (2) What do you want to express? (3) Why do you think it is a good creation? (4) On which creative products can it be applied to?

IV. DESIGN RESULTS

This article is about guiding a student with special educational needs in the completion of the Graduation Design Course on schedule, thus reducing the rate of withdrawal, and is an example of a successful teaching case which is of value for reference. The results are organized, summarized, and analyzed. After discussions, suggestions were put forward and recorded as a case for teaching. This has value for practical application and can be provided as a reference for the future design teaching field. The following are the student's photographic works. The better ones were selected for exhibits as a display of the teaching results (figure 1).





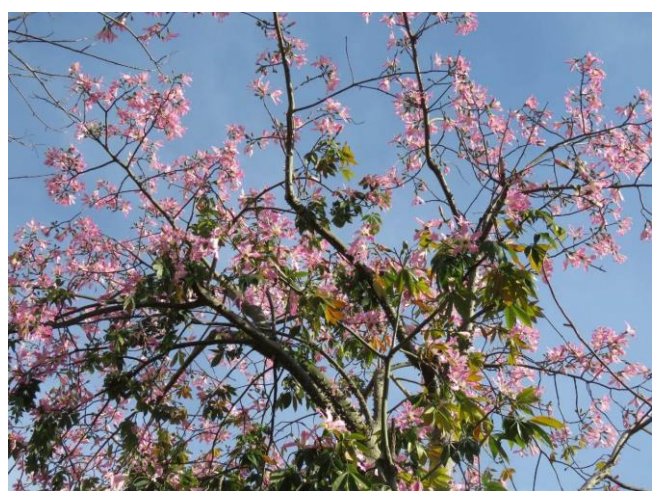






Fig. 1. *design results*

V. CONCLUSIONS

This article discusses the teaching and learning process of teachers and students in the Graduation

Design Courses. Its results have the following characteristics:

- (1) The teacher guided the student in producing goals and objectives for learning as the extrinsic motivation to stimulate learning. Furthermore, his empathy acted as intrinsic motivation. This enabled the student to have a clear understanding of the basic requirements of the course, have a sense of identity, and be willing to work hard for the course.
- (2) The teacher respected the student's photographic expertise. The pictures supplemented by individual oral reports were able to achieve training in practical skills and expression.
- (3) The teacher allowed the student to adjust his mental condition by going out to take pictures. This relieved his pressure in learning, allowed him to participate in public service through the course exhibition, increased his interaction with his peers, and enabled him to have good interpersonal relationships.
- (4) Both the teacher and the student understood each other better during the discussion and modification of the teaching and learning process. Furthermore, the student's fear of learning was reduced. His ideas for creation increased, and he became more proactive in learning.

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