

Study of Hand-Painted Graffiti Creation in the Graduation Design Curriculum

Rui-Lin Lin

Department of Commercial Design
Chienkuo Technology University
Changhua, Taiwan
linrl2002@gmail.com

Abstract—This article aims to show how a teacher helped a certain student overcome his learning dilemma caused by emotional obstacles through the process of cognition, understanding, and communication. During the process, the teacher guided him in telling a story by creating a graffiti picture book using his hand-painting expertise. Many difficulties were resolved in the end. Furthermore, no instances of emotional instability occurred. Finally, the teacher used the picture book created by the student as a demonstration of the results of the Graduation Design Curriculum. It can also be used as a reference for the teaching of related cases.

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

I. INTRODUCTION

Every student is a treasure amid today's declining birthrate. However, each one has different learning performances because of the various psychological impacts that they have experienced. Therefore, teachers need to have keener observation skills when teaching. In addition, they need to be able to respond to emergencies at any time, especially when the learning pressure is not easily resolved and results in emotional upset. During this period, teachers and students are required to pay more attention and even assist in seeking medical treatment.

This article is based on the view that prevention is better than cure. The psychological pressure that students experience may be reduced when teachers use their individual expertise and give appropriate instruction according to student needs. As a result, they generate a more positive and proactive attitude towards learning, as well as reduce the occurrence of additional negative situations. Therefore, this article believes that it is necessary to discuss the overall teaching and learning process, as well as the possible problems and dilemmas that special students encounter with respect to the learning situation and the needs of professional design courses. Finally, suggestions that are beneficial to teaching and learning were put forward for future reference in related fields.

II. LITERATURE REVIEW

This article collected and organized information on relevant research topics at home and abroad. These were then read, summarized, and analyzed as the

theoretical basis for the research. Secondly, qualitative research was conducted through a case study of the learning process of a special student with an emotional disorder in the Graduation Design Curriculum. Because of the student's learning situation, problems, and dilemma, the teacher guided him to achieve the displayed results through face-to-face discussions and communication. These results can be used as a reference for curriculum teaching and learning.

In the relevant literature, some scholars believe that the current age is an era where integrated products are highly developed and practiced. They emphasize the necessity of shifting engineering education from a discipline to interdisciplinary learning. The experimental results of related verification of education found that the learning qualities of different disciplines can be applied to each other to achieve mutual benefit [5]. Secondly, the innovation ability of products was also discussed, and the crucial factors affecting development were identified by means of interviewing inventors, professors, scholars, etc. The results show that social responsibility is the most crucial factor in product development. Environmental protection and social justice, as well as interaction and discussion with professionals from different levels of background are also very important [4, 2, 1].

Discussions on professional theory and practice of design reveal that some scholars have used interviews, observations, and records to understand the design methods and the system applications of a design company. The results of the analysis showed that a company needs important models and systems which can support its operation and respond to the changes in various factors during design practice [3]. Discussions were also made on the state of working with people in different professional fields. For example, designers often need to work with managers, customers, and operators. Hence, tension and pressure among people are also important items that emerging designers need to understand and learn [6].

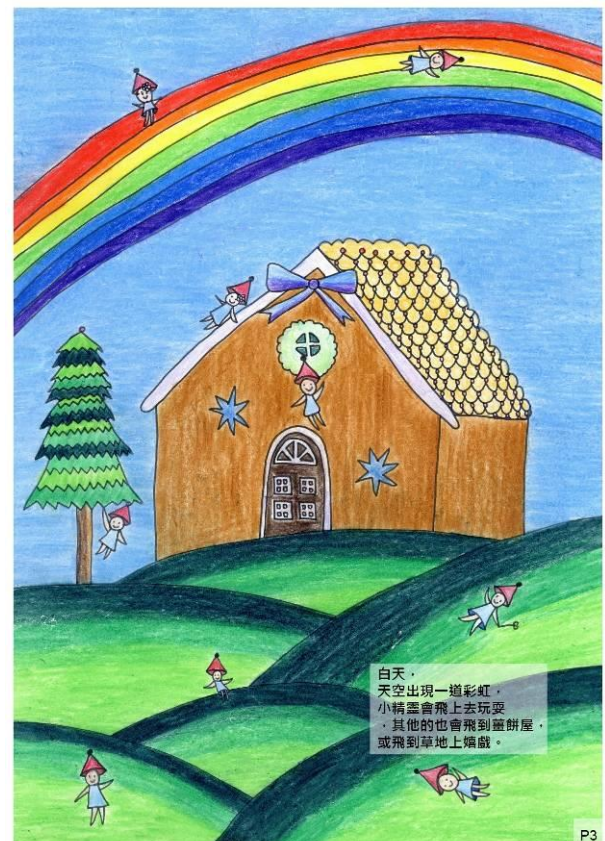
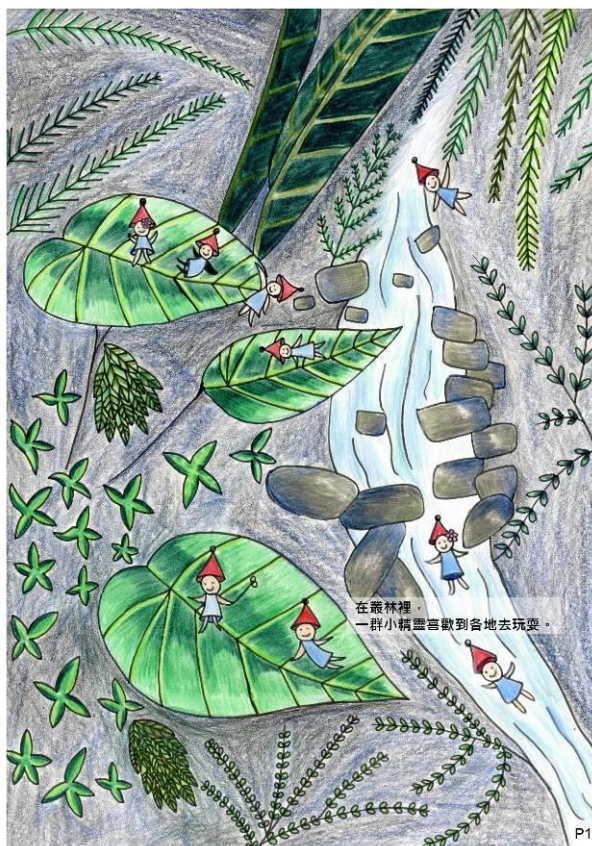
III. TEACHING AND LEARNING

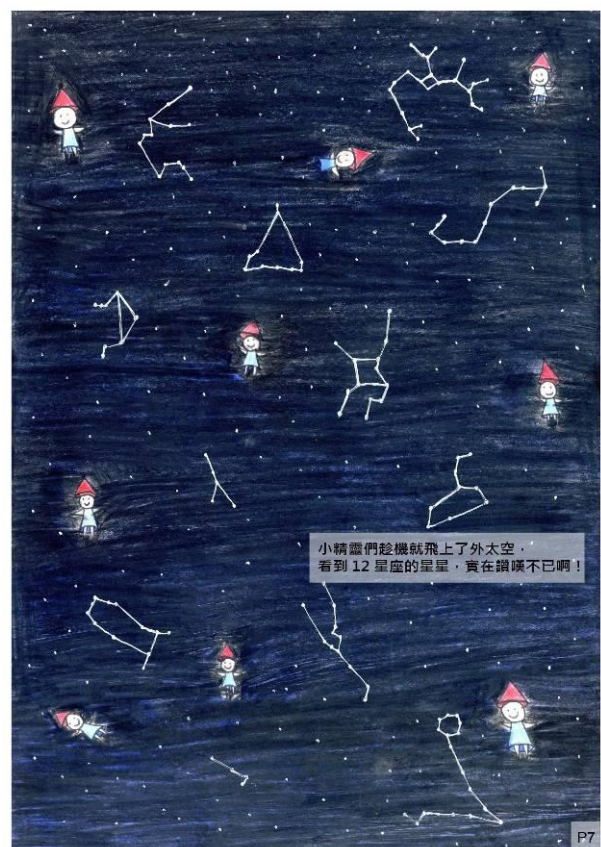
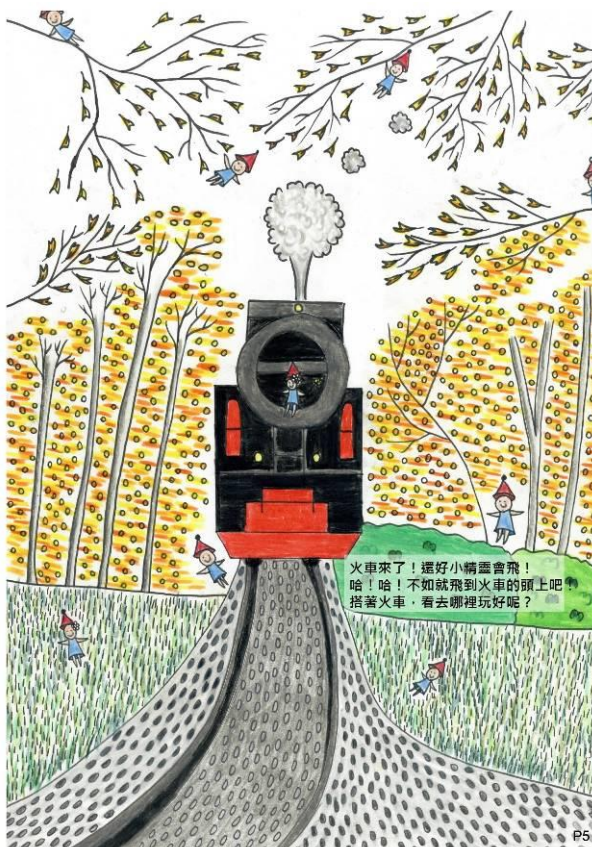
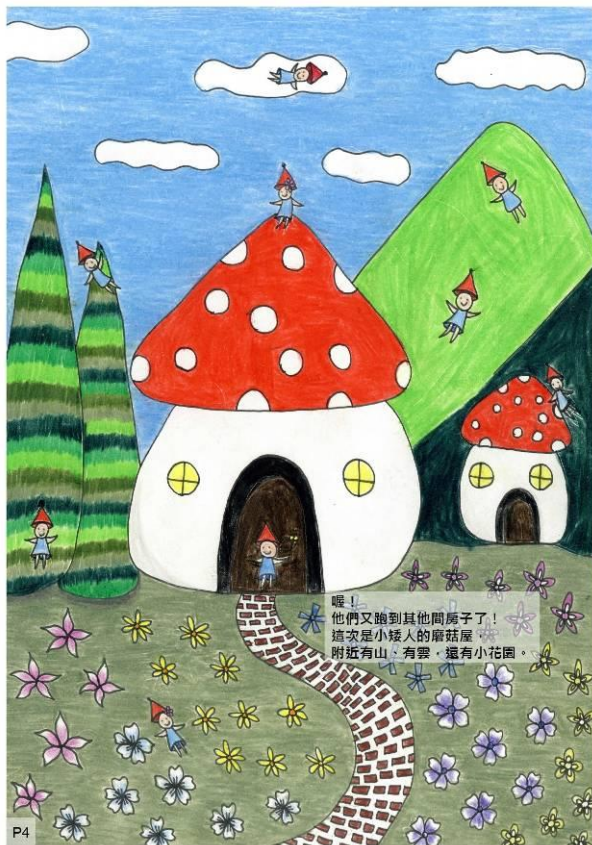
The subject studied in this article did not show any abnormality in learning initially. The student was very serious in his studies. One day, he suddenly became enraged in class. Although the teacher was able to gradually comfort him and stabilize his emotions, friendships were broken, leaving the student feeling extremely lonely and helpless. With the student's consent, the teacher referred him to the counseling team for further counseling.

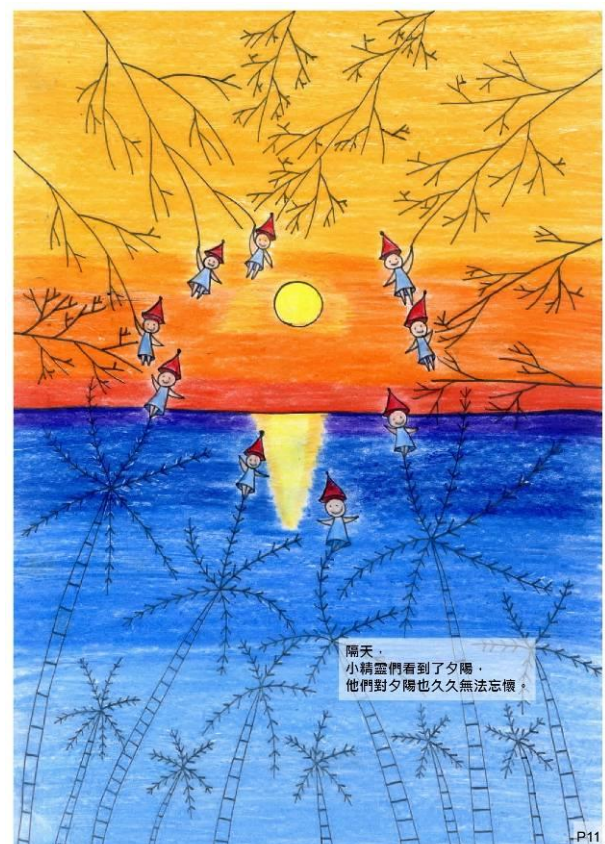
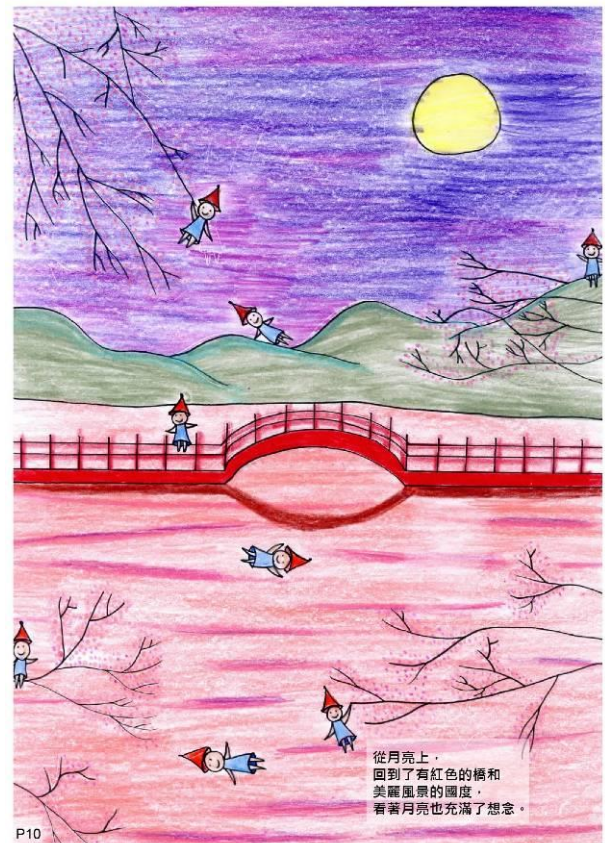
After a period of consultation, it was found that the student manifests the characteristics of physical and mental disability. Hence, assistance was given to him in applying for a medical diagnosis of his disability and an assessment for special education with the consent of the student and his parents. The results showed that the student exhibits characteristics of emotional disorder. Therefore, he could get individual tutoring and multiple evaluations during the learning process. The individual tutoring provided to the student in this article was done under this premise.

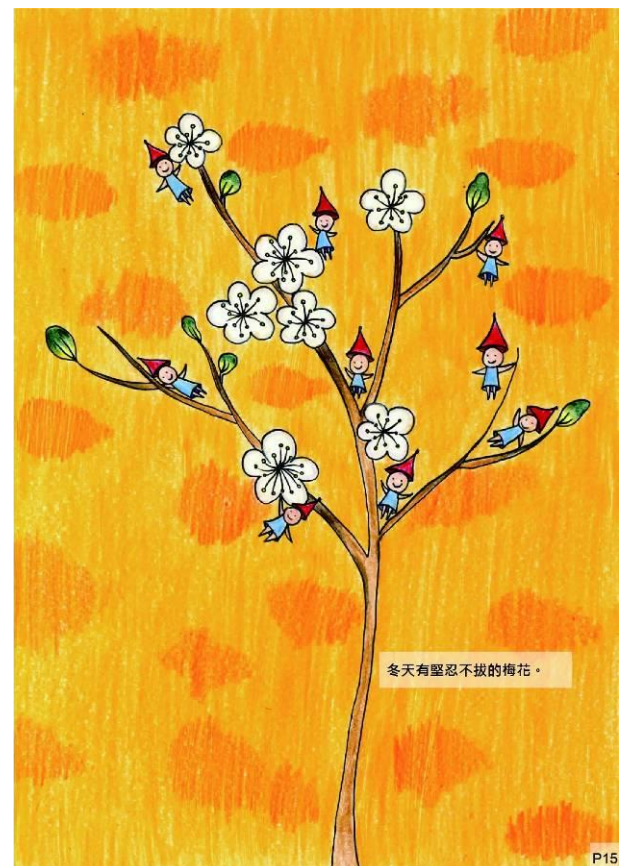
IV. DESIGN RESULTS

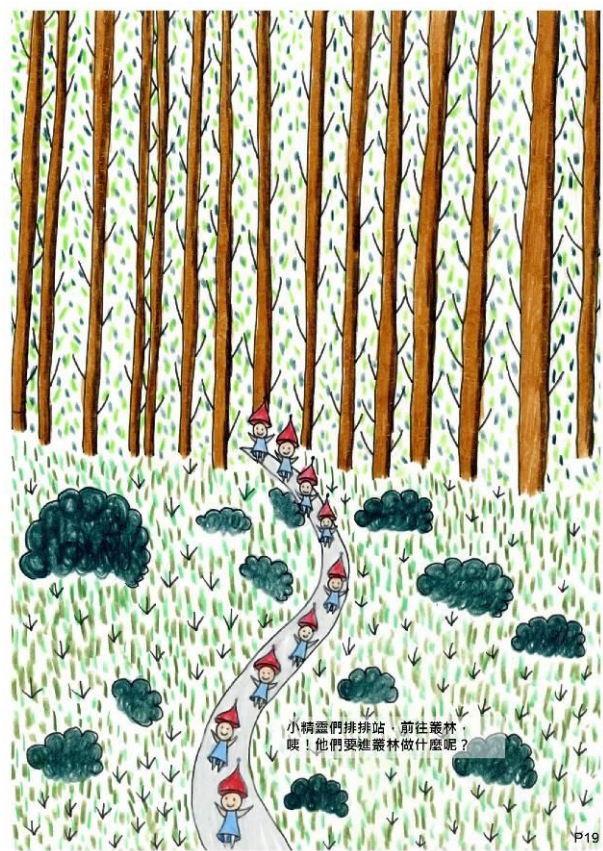
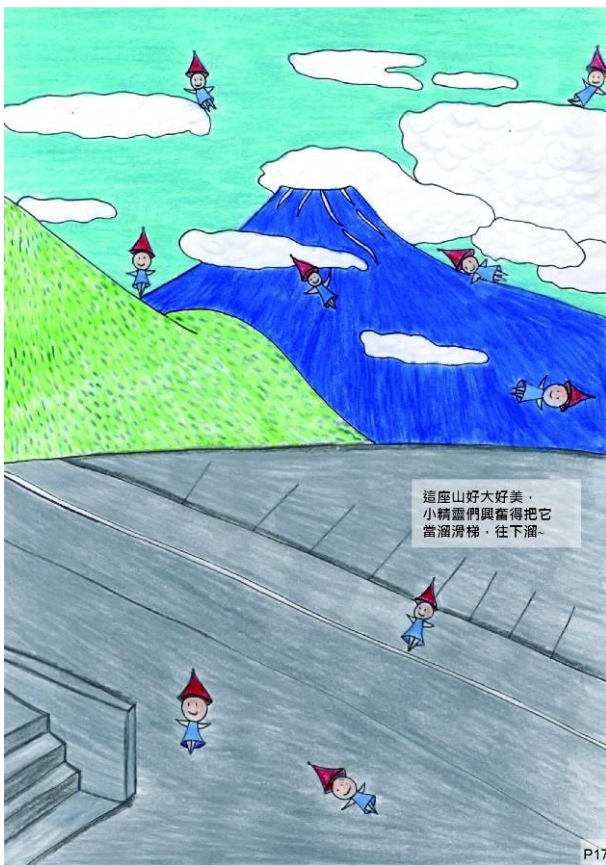
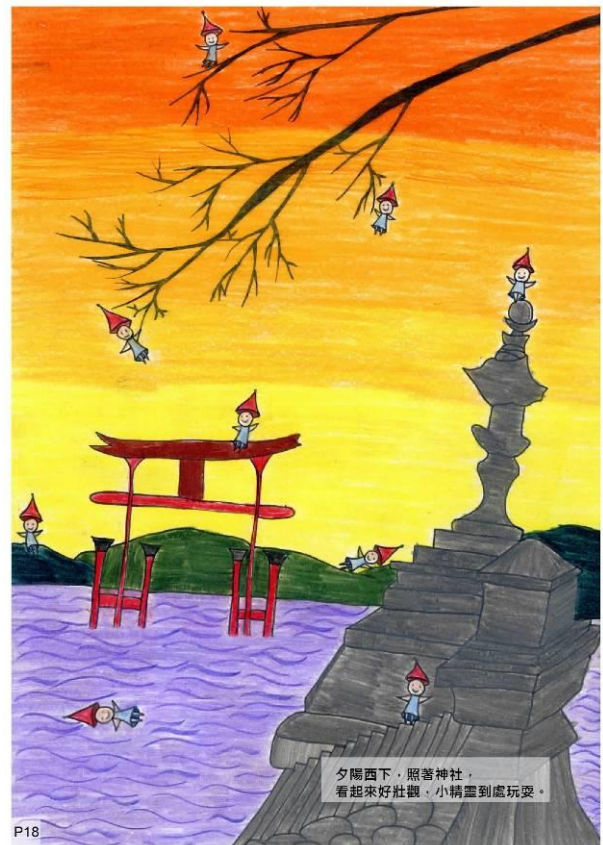
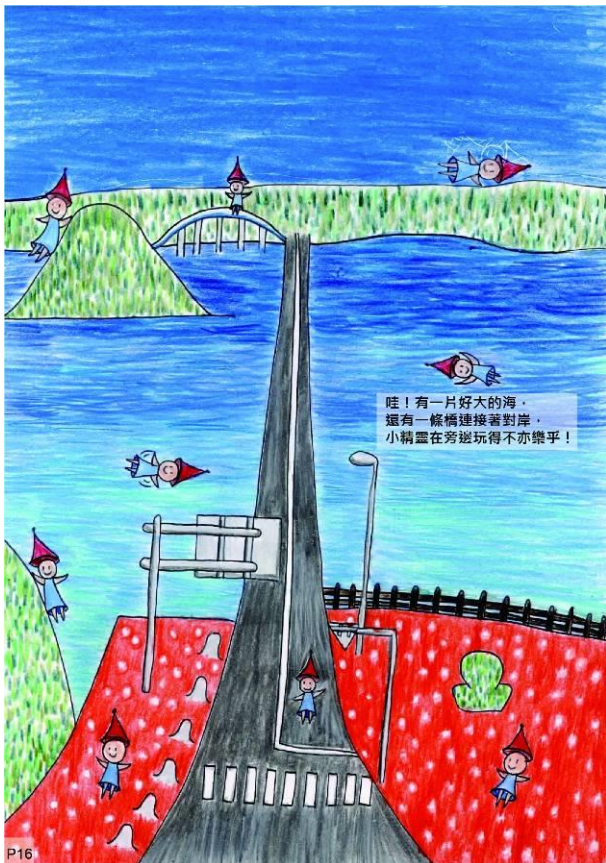
Based on the observation and cognition of the student's learning situation, the teacher found that the student likes graffiti. After discussion with the teacher, the learner decided to create a picture book as the theme for his project in the Graduation Design Curriculum. Therefore, the teacher provided guidance in the preparation of the story and brought creative inspiration during the creation of the picture, the scene, and the dialogues. He helped the student experience the joy of learning through creation. The following is the student's work, which is the result of the teaching and learning mentioned in this article (figure 1).











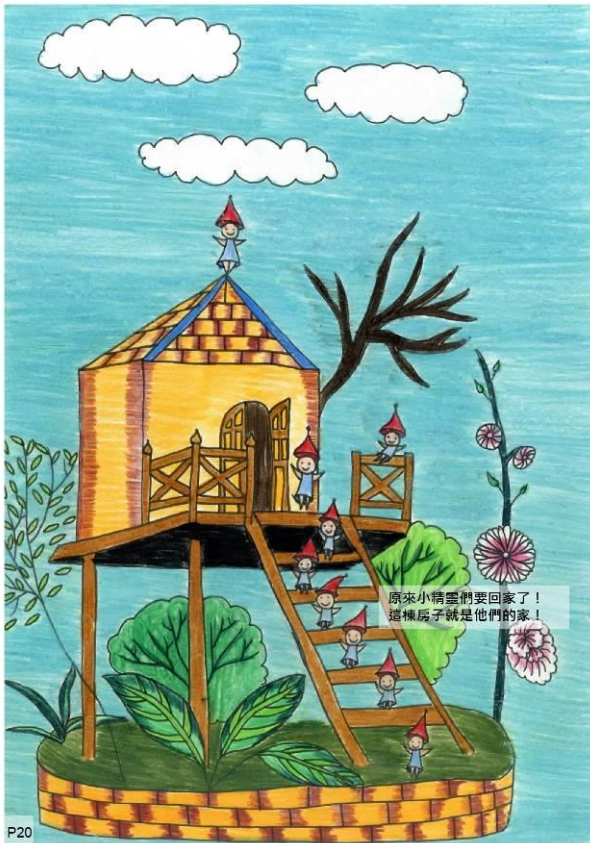


Fig. 1. design results

V. CONCLUSIONS

The student was very concerned about his learning situation. The sudden emotional explosion was not what he wanted. He has also paid a very heavy price for his outburst because he lost his friends as well as the sustenance of peer relationships. Fortunately, the student recognized that he is sick. He not only willingly sought medical treatment and took medications on time, but also readily accepted consultation, as well as the help and guidance of his teachers. Eventually, his learning in Graduation Design and other related courses gradually improved.

When teachers face accusations and complaints raised by students due to out-of-control emotion, they should be psychologically prepared to face the student with a high EQ. After the incident, the teacher showed the student more care and guidance, which was not easy. But a teacher can only do a good job of mental adjustment on weekdays. Regardless of the student's situation, he has to face him positively and provide timely assistance.

The school recommends that teachers should behave with reservations when a student gets emotionally out-of-control. No blame should be immediately given to any teacher or the student involved to avoid uncalled for handling of the situation and add fuel to the fire which is serious or even difficult to deal with.

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