Design and Exploration of Project-based Instruction in View of Working Procedure – Taking Format Design Course as Example

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Abstract: As the development of new curriculum reformation goes deeper and deeper, the teaching methods and mode are updated. The teaching quality is improved and at the same time, the core ability of students can be developed to help them obtain more knowledge from textbook and professional skills, and ensure their continuous growth under education system, of which project-based teaching, as an innovated teaching mode, enjoys better aim to target group and deeper contains, which can effectively improve the level of teaching. This paper will design and explore the method and procedure of project-based teaching with the example of format design course, to provide proofs to improving the teaching quality of project-based teaching courses.

Project-based teaching takes students as the body, developing core abilities, such as analyzing, comprehending, self-studying, cooperating, practicing and so on, as the core, and current textbook as carrier, connecting students with their future career and guiding them to obtain professional skills and related knowledge effectively. Compared with traditional teaching mode, in project-based teaching. teachers and students are equal. Around a task or project, students accomplish those activities like collecting and categorizing data, analyzing, researching, practicing and so on, while help teachers to complete teaching goal and get themselves' core ability developed, showing the practical value of project-based teaching. However, in current field of education, the related research outcome of project-based teaching is few, and guiding practical mechanical system hasn't been formed yet, which had negative effect on putting this kind of teaching method into practice, while offer condition to our research this time. Based on those, it is of vital importance to design and explore the method and procedure of project-based teaching with the example of format design course, to provide proofs to improving the teaching quality of project-based teaching courses.

1. Acting procedure of project-based teaching design

Format design course is an important part in developing contemporary artists and designers, and it can improve students' ability to visual expression. It seems that learning related courses is obtaining arrangement knowledge, but actually it's learning a new skill and helping students to achieve design goal, which is high-standard combination of art and skills. As one of must-know

skills for contemporary designers, format design requires teachers to teach in the background of new curriculum reformation, to learn advanced education ideology, to combine and refine educational resources, to activate the educational function of project-based teaching method, to enable students to master he procedure of format design work, to improve teachers' abilities to contemporary art design. In order to achieve those, teachers should complete the design of project-based teaching in advance, and lay a solid fundament for conducting educational goal of format design course.

In the scope of management, the concept of "working procedure" is a summary of conducting process when guiding practitioners to accomplish a certain project. A good one should include goal, contains, standard, criteria, disciplines and so on. Seeing from this aspect, the design of "working procedure" is similar to the design of conducting a project, and they all require practitioners to complete certain projects according to existed design process. Under normal circumstances, modern design enterprises have functional departments such as planning department, customer department, creative department, and media department. The prototype of the work process is obtained under the interaction of various departments. First, the customer department puts forward specific layout design opinions, followed by planning. The planning department is responsible for integrating the relevant materials, analyzing the layout design opinions "landing" situation, and after deriving the design feasibility evaluation report, feedback to the customer department, and modifying the layout design plan with the customer as the core. After the layout design plan is clear. The planning department integrates and digests relevant materials, draws ideas for planning and implementation, and works with the media department to come up with a media plan, and submits it to the creative department in the form of a creative briefing. The creative department needs to complete the design task within the agreed time and submit the high-quality layout design to the client. Compared with the layout design "workflow", the content of regular lectures is not so complicated. It is only under the blessing of "teacher-student relationship" to complete the established educational tasks. For students, the knowledge they learn is too "dead" and even work practice, which affects students' learning ability and work ability.

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In order to effectively improve the teaching quality of the format design course, teachers need to do a project-based teaching design work based on the workflow: First, clarify the tasks of teachers and students. The teacher is the proposer of the format design project, the founder of the workflow, the maintainer of the work order, and exerts the energy efficiency of the "leader" in the project-based teaching practice to help the students solve various problems encountered in the

simulation "workflow" and improve the students' work practice ability. Students based on the project-based teaching practice of workflow, master the "work" rhythm. Its practice is related to the quality of format design works; second, clear the workflow. Based on the regular company format design workflow, including the planning department, customer department, creative department, media department and other functional departments, teachers need to guide students to form relevant functional departments, actively play the main body initiative of students, and lay the foundation for students to complete design tasks according to the workflow; Third, clarify the work objectives. Microscopically, the work goal is a design project proposed by the "customer" represented by the teacher. From the macroscopic point of view, the work goal is the important knowledge point of the format design course. Therefore, the teacher can combine the task work with the format design workflow. Bring into play the quality of the project-based teaching practice, ensure that students can actively participate in the research activities of the project, and learn and consolidate the knowledge of the format design course in the practical workflow.

In the project-based teaching design, teachers should pay attention to the subtle links in each workflow to ensure that the project-based teaching practice is consistent with the format design workflow. Teachers need to let go, and let students practice independently, and cultivate students' practical ability and collaboration ability. Design ability, at the same time, teachers can break professional and curriculum barriers, and flexibly integrate learning resources according to the actual needs of students in the "work" process, aiming to efficiently complete format design tasks. For example, students can seek business administration professionally when conducting market research. The students are required to issue standardized and effective research reports, and the research objects need to be extensive, to ensure the students' "work" simulation, and the research conclusions are scientific and valuable [1].

2. Project design of project-based teaching

The "project" mainly refers to the main objects of student discussion and research. The teaching project is the object of research and discussion value derived from teaching. For the format design, the related tutorial is the main research and discussion object of the project-based teaching. Based on this and learning and practice, the teaching topics are associated with students' thinking and practical behaviors, so that students can effectively grasp relevant knowledge and skills. Compared with traditional educational methods, project-based teaching pays more attention to the main initiative of students, and guides students to use knowledge and skills to solve practical problems and gain learning outcomes during discussion and research.

The design of project-based teaching tasks based on workflow is effective, not only needs to meet the needs of the inherent tutorials, but also needs to meet the needs of students' work ability. For this reason, teachers must adhere to the principle of "design skills + professional courses + core abilities. The project-based teaching tasks enable students to familiarize themselves with the format design workflow and skills, and strengthen the core literacy [2] such as communication, organizational, professional and practical skills.

In order to effectively improve the design quality of the project-based teaching tasks, teachers can analyze from the following aspects: First, the workflow. Mastering the new normal of format design work in the new era, aiming at designing teaching tasks, and improving students' systematic work ability, flexibly deploying the knowledge they have learned to solve practical problems, selecting teaching tasks that fit the actual situation of work design, and avoiding the phenomenon in course-based teaching, which is called "educational and practical", laying the foundation for optimizing the course-based teaching system; second, students. Based on the student format design, there are differences in objective teaching factors such as learning interest, design ability, and basic

knowledge. Therefore, teachers can reasonably divide the "work team" to ensure that students can perform their own high-quality design sub-tasks and work together to complete the design task. At the same time, teachers as task designers need to ensure that the design tasks are in line with the student's format design ability, avoiding the students' format design and learning confidence being stroke, and then improving the effectiveness of the project-based teaching design; third, the curriculum standards. Compared with the traditional teaching standards, the quality of the format design course born under the new curriculum reform is higher. It not only requires the teaching tasks designed by the teachers to improve the professional quality of the students, but also needs to cultivate the core of students' work ability, collaboration ability and communication ability. For this reason, teachers need to design teaching tasks around the cultivation of students' systematic ability to ensure that students have gained in the project-based teaching process.

By designing a project-based teaching task based on workflow, students can be guaranteed to master the format design knowledge point in "work", and integrate "practice" and "theory", and stimulate students' independent analysis and collaborative inquiry enthusiasm to complete the teaching. The design task actively integrates learning resources, taps the potential of students, changes "I want to learn" to "I want to learn", and changes "passive training" to "active training" to help students master more format design in the project-based teaching atmosphere as well as knowledge and skills [3].

3. Evaluation of project-based teaching design

Teaching evaluation is an important teaching process for teachers to reflect their own educational achievements, and students reflect on their own ways of studying. Therefore, teachers need to do a work-based project-based teaching evaluation design work. How to associate teaching evaluation design with student learning results becomes one of the important issues that teachers need to think about and solve. Only the teaching evaluation object includes both teachers and students, and the quality of project-based teaching evaluation design can be guaranteed. Work-based project-based teaching evaluation design puts more emphasis on evaluation of the implementation of the subject and student learning, and then build a comprehensive evaluation structure based on this project-based teaching evaluation. It needs to closely follow the format design course knowledge points and the industry literacy that students should have. By subdividing skills, knowledge, literacy and other categories, combining post ability, professional ability, general ability teaching (teacher behavior) and ability training (student behavior). By analyzing students' knowledge and ability self-improvement, reflecting teachers' effectiveness of the project-based teaching design. By the evaluation of teachers' teaching reality, reflecting the advantages and disadvantages of students' self-learning practice, and provide direction for teachers to scientifically adjust the project-based teaching design system based on workflow, and help students to establish a holistic and systematic format design thinking. Put themselves in the format design workflow to enhance students' comprehensive design skills so that students can grow continuously [4].

In order to make the project-based teaching evaluation design more scientific and reasonable, teachers can start design from the following aspects: First, evaluation criteria. In addition to refining the evaluation categories, teachers need to develop corresponding evaluation criteria, qualitative and quantitative analysis of the comprehensive results of task-based instructional design based on workflow, intuitive feedback of teachers' teaching situation and student learning, and continuous optimization for teachers. The teaching design system provides the basis; second, the evaluation method. In order to avoid the teacher's teaching evaluation behavior is too subjective, teachers need to enrich the evaluation subject, guide other professional teachers who participate in the "workflow process", and evaluate it from an objective perspective. Teachers can also display publishing design

works in the school to the whole school. The comprehensive evaluation result of the design works, as one of the evaluation methods of the teaching system, encourages students to evaluate independently. On the basis of enriching the evaluation methods, it highlights the subjective teaching subject status of students and guides students to pay attention to their own format design courses. Laying a foundation for improving students' self-learning ability [5].

4. Conclusion

As mentioned above, in order to improve the quality of format design course, teachers need to expend their ideas when educating people, and guide students to study by themselves and learn to cooperate, improving their core abilities. To achieve these, teachers need to do well in design and exploration of project-based teaching based on workflow, aiming a creating an atmosphere of "theory + practice", and develop the subjective initiative. Meanwhile, as a guide, teachers should help students to accomplish work and study tasks, conduct curriculum-based teaching methods effectively, and develop teachers' and students' core abilities by teaching evaluation.

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