

# The Research of Clothing Design Classroom Teaching under Project Driven Mode

Song Ting

College of Arts & Information Engineering, Dalian Polytechnic University, Zhuanghe, Liaoning, 116400  
China

**Keywords:** Project Driven, Clothing Design, Classroom Teaching

**Abstract:** the Major of Clothing Design Focuses on the Cultivation of Students' Practical Ability, Which Requires the Cultivation of Students' Interest in Practical Participation and the Improvement of Classroom Teaching Effect. This Paper Takes the Project Driven Teaching Mode as the Research Object, Combined with the Current Situation of Clothing and Clothing Design Teaching in Our College, Analyzes the Specific Application of the Project Driven Mode through the Way of Classroom Teaching Practice, and Puts Forward Suggestions for Improvement.

## 1. Introduction

In the Project Driven Mode of Fashion Design Teaching, Project Design Should Be Based on Students' Interests and Needs, Reflect the Combination of Theory and Practice, and the Project Should Come from Production Practice, and Be Related to the Actual Production Tasks and Processes of Enterprises. Project Teaching Should Be Able to Realize Students' Independent Inquiry, So That Students Can Use the Learned Knowledge and Skills to Solve Problems. the General Process of Project Driven Teaching Mode is: Determine Project Task → Make Plan → Project Implementation → Learning Evaluation[1].

## 2. Application of Project Driven Mode in Clothing Design Teaching

### 2.1 Feasibility Analysis

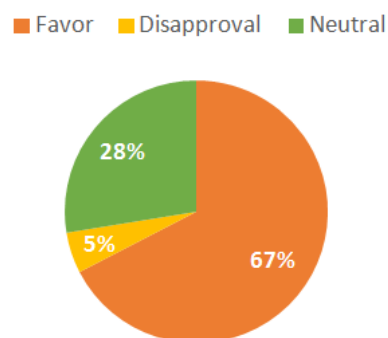


Fig.1 The Degree of Classroom Approval in Project Driven Mode

From the Perspective of the Course Design of “Clothing and Clothing Design” in Our College, No Matter in “Clothing Style Design”, “Clothing Structure Design” or “Clothing Process Design”, It Highlights the Characteristics of Integrating Theory with Practice[2]. Therefore, in the Course Teaching of Clothing Design, It is Not Only in Line with the Needs of Students, But Also in Line with the Characteristics of the Major to Carry out Classroom Practice Teaching by Simulating Clothing Enterprise Design Projects. the Development of Project Driven Teaching Conforms to the Laws of Students' Learning and Professional Growth, Can Meet the Needs of Students' Practical Operation to the Maximum Extent, and Truly Achieve “Real Problem and Real Work”. the

Application of Project Driven Teaching Method in the Course of Clothing Design is Suitable, Which Enables the Teaching to Carry out Practical Teaching Around the Arrangement of Employment Posts. It Not Only Guides the Students to Complete the Project, But Also Enables the Students to Master the Theory and Skills Required by the Actual Production.

## 2.2 Instructional Design

In the practice teaching operation, project driven teaching is a mode of combining theory with practice, which requires students to combine the theoretical knowledge they have learned with practical operation skills. In addition, different learning situations of students should be considered, so the teaching design should follow the principles of comprehensiveness, hierarchy and reality. In the project design, we should first combine the knowledge points of teaching materials with the actual production of enterprises, and then determine the goal of project driven teaching based on the production demand. In the selection of teaching strategies, teachers should design projects with large span and difficult to adapt, break the traditional schedule of class hours, and take one stage as the overall objective task for the overall design[3]. The implementation of the project is generally carried out in the form of group cooperation, so that students can complement each other's advantages in the process of completing the project and promote communication between students.

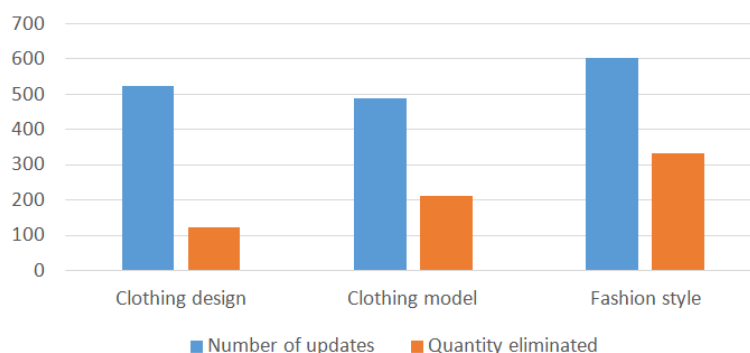


Fig.2 The Number of Each Type of Clothing Renewal

## 2.3 Implementation Process

Take “fashion design” as an example. Before designing the teaching project, first discuss with the clothing enterprises, carry out detailed research and Research on its brand, sort out the materials, and design the teaching project together with the students. The specific teaching implementation process is as follows: first, determine the project tasks, such as “design the style of men's wear series products in spring and autumn 2019 for enterprises”[4]. Invite the relevant designers of the enterprise to introduce the project to the students in detail, and then the teacher will group them into groups with 6-8 people in each group. Each group will cooperate to complete the project, that is, to design a set of men's clothing.

Second, guide students to conduct market research and information collection, such as collecting popular information through Internet, magazines, clothing market and other channels.

The third is to combine the collected data, actively discuss under the guidance of teachers, determine the design ideas, clear the number and progress of project tasks, and make demonstration documents. Fourth, students carry out specific design. In this process, each group can perform its own duties, conceive separately, and then focus on discussion to learn from each other. The teacher is responsible for controlling the design progress and guiding the problems or situations in the group discussion. Fifthly, the students take the group as the unit to display the results of the design scheme works of this project, and elaborate the design concept, design ideas, relevant technical characteristics, etc. While presenting and explaining in groups, other groups can ask questions. The results designed by the students can be evaluated by the relevant personnel of the enterprise[5]. For the appropriate or excellent design results, the enterprise can even be used as a “style alternative” to motivate the students. At last, teachers need to evaluate and summarize the whole project teaching process with students, check the lack and make up the missing, and then promote students'

enthusiasm for learning[6].

## **2.4 Analysis of Implementation Results**

After the teaching practice of project driven mode, combined with classroom observation and investigation of students, the results show that in the course of clothing design, the application of project driven teaching mode can meet the needs of students' development, stimulate the enthusiasm and initiative of students' professional learning and practice, and students also generally reflect that this mode of teaching is more than simple classroom teaching Can stimulate interest in learning. The test results also show that students can achieve more outstanding results in the project driven teaching mode.

## **3. Reflection on Project Driving Mode in Fashion Design Teaching**

The project driven teaching is carried out in the course teaching of clothing design major. The project design is generally the most ideal one that comes from the enterprise. Then, the project is modified according to the teaching practice and students' learning situation. Finally, the teaching is completed in the way of simulating the enterprise[7]. In addition, the project driven teaching generally breaks the traditional arrangement of class hours, which also requires the school to adjust the appropriate teaching plan in combination with professional characteristics, so as to provide good teaching conditions for the implementation of project teaching. Project teaching should be practical, reflect students' practical ability and cultivate high-level applied talents required by enterprises. According to the characteristics of our college, we should strengthen the contact with Lutai Textile Co., Ltd. and other enterprises, actively strive for project opportunities for enterprises, so as to provide more project teaching opportunities for students.

### **3.1 Guide Students to Discuss Key and Difficult Issues in Class Summary and Evaluation**

The teaching module of project driven mode is the key and difficult point, and also the key to determine the success or failure of the application of project driven mode. Therefore, in the course of teaching module, secondary vocational clothing design teachers need to actively use their own teaching wisdom to achieve high-efficiency module teaching.

### **3.2 Guide Students to Discuss Key and Difficult Issues**

Due to the limitation of teaching video and the lack of face-to-face communication with students, it is difficult to achieve ideal teaching results. In order to make up for the shortcomings of teaching video, in the specific teaching stage, the clothing design teachers should also actively guide students to explore the key and difficult issues[8].

For example, when teaching “the design of blouse and blouse”, the clothing design teachers of secondary vocational school mainly guide students to discuss the following two questions: what are the design points of blouse. what are the design points of the blouse. In the process of specific discussion, teachers guide students to summarize the design points of blouses and blouses through collective discussion, and guide students to take the form of group cooperation in drawing. Through such a teaching form, most of the students can accurately grasp the key points of the design of women's shirts and blouses[9]. In the process of discussing the key and difficult problems in teaching, some students may not have high enthusiasm for participation. For such students, the secondary vocational clothing design teachers should timely point out and guide them to actively participate in the discussion of key and difficult issues in teaching. In the process of guiding students to explore the key and difficult problems in teaching, the clothing design teachers should fully respect the students' main position and actively play the students' subjective initiative. On this basis, we should also actively interact with students, teachers and students to overcome the teaching difficulties [10].

### **3.3 Effective Classroom Summary and Teaching Evaluation**

At the end of the flipped classroom, the clothing design teachers in secondary vocational school

should effectively summarize what they have learned in this class, and implement effective teaching evaluation on students' learning performance in the flipped classroom. For example, when teaching “design of blouse and blouse”, the clothing design teacher of secondary vocational school summed up and commented at the end of the class: “students, through the teaching video of” design of blouse and blouse “before class, students have basically mastered the basic teaching content of this class. Most of the students also completed the assignments assigned by the teachers with high quality. This should be praised. In the course of teaching, we focus on the design of blouses and blouses. During the specific discussion, most of the students can actively participate in the discussion, which is also worthy of praise. “ It is true that there are many ways for secondary vocational clothing design teachers to summarize. In addition to the above-mentioned linguistic summary, other summary forms such as list summary can also be used. It should be noted that in the evaluation of students, appreciation evaluation should be adopted as much as possible, but some students who do not perform well should also be criticized.

#### **4. Conclusion**

All in all, the specific teaching practice of clothing design in secondary vocational school shows that the effective application of flipped classroom teaching mode can effectively promote the quality of clothing design teaching in secondary vocational school and stimulate students' interest in clothing design learning. Therefore, it is suggested that the clothing design teachers in secondary vocational school should make in-depth research and practical application of the project driven mode, and effectively apply the project driven mode to promote the improvement of the clothing design teaching quality in secondary vocational school.

#### **References**

- [1] He-Hai Liu, Yu-Sheng Su. (2018). Effects of Using Task-Driven Classroom Teaching on Students' Learning Attitudes and Learning Effectiveness in an Information Technology Course. *Sustainability*, vol. 10.
- [2] Paul J. White, Som Naidu, Elizabeth Yuriev,. (2017). Student Engagement with a Flipped Classroom Teaching Design Affects Pharmacology Examination Performance in a Manner Dependent on Question Type. *American Journal of Pharmaceutical Education*, vol. 81, no. 9, pp. 5931.
- [3] Kul U, Celik S. (2017). Exploration of Pre-service Teachers' Beliefs in relation to Mathematics Teaching Activities in Classroom-based Setting, vol. 3.
- [4] Lindsay B. Wheeler, Shannon L. Navy, Jennifer L. Maeng,. (2019). Development and validation of the Classroom Observation Protocol for Engineering Design (COPED). *Journal of Research in Science Teaching*, no. 7.
- [5] Jeanette Joyce, Drew H. Gitomer, Charles J. Iaconangelo. (2017). Classroom assignments as measures of teaching quality. *Learning & Instruction*, vol. 54, pp. 48-61.
- [6] Kimberly Maich. (2017). Teaching and learning in two iPad-Infused Classrooms: A descriptive case study of a dual classroom, school-based pilot project. *Exceptionality Education International*, vol. 27, no. 2.
- [7] Yılmaz Zengin. (2017). Investigating the Use of the Khan Academy and Mathematics Software with a Flipped Classroom Approach in Mathematics Teaching. *Journal of Educational Technology & Society*, vol. 20, no. 2, pp. 89–100.
- [8] Saskia Rietdijk, Daphne van Weijen, Tanja Janssen. (2018). Teaching Writing in Primary Education: Classroom Practice, Time, Teachers' Beliefs and Skills. *Journal of Educational Psychology*.
- [9] Ge W. (2018). Task-based Intercultural Language Teaching in EFL Classroom, vol. 1.
- [10] M Meilantifa, M T Budiarto. (2018). The development of teaching material: Rigorous mathematical thinking in a geometry classroom. *Journal of Physics Conference Series*, vol. 1088, pp. 012062.