

Research on Discussion Teaching Model in Artistic Designing Education of Germany

WANG Linqi^{[a],*}

^[a]Basic Teaching College of Sichuan Normal University, Chengdu, China.

*Corresponding author.

Supported by Youth Project of Sichuan Normal University “on Happy Teaching in Design Education” (10QNW10).

Received 16 November 2014; accepted 12 February 2015
Published online 26 March 2015

Abstract

The paper has compared Chinese and Germany Artistic Designing Education in Colleges and Universities, on the basis of Professor Matthias establishing graphic design studio and selecting students to conduct project teaching through cooperated with College of Fine Arts of Sichuan Normal University between 2006 and 2012, as well as explored and analyzed the differences and causes, so as to exploring theoretical foundation and practical methods for imitating its discussion model of instruction, aiming at providing certain instructions for the artistic designing education innovations and development of our universities and colleges.

Key words: Germany; Artistic designing; Discussion style; Teaching model

Wang, L. Q. (2015). Research on Discussion Teaching Model in Artistic Designing Education of Germany. *Cross-Cultural Communication*, 11(3), 64-68. Available from: <http://www.cscanada.net/index.php/ccc/article/view/6674>
DOI: <http://dx.doi.org/10.3968/6674>

INTRODUCTION

As early as initial stage of 19th century, Germany famous educational innovator, Wilhem von Humbold, who was in charge of Prussia Educational Culture affairs, had conducted reform to compulsory education system and achieved great success (Su, 2012). Berlin University

established with his promotion has been honored as “The First Modern University”. In terms of the establishment of universities, Wilhem von Humbold proposed “three principles”: The mutual unity of independence, freedom and cooperation, which means that, the university education shall let the learners acknowledge the uniformity of different subjects; and require paying attention to cultivate the research ability of the learners, the university teachers shall emphasize to cultivate the research interests and research abilities of the learners, while for the learners, it shall take the development of self-research ability as the key learning object and concerns. The confirmation of this kind of teaching principle was aiming at cultivate and train professional research talents initially, and promote to establish the combination of “teaching” and “researching” during developing gradually (Wang, 2010).

Individuals who employ cultural appropriation have the ability to produce works of considerable aesthetic merit. Using properties of art from different cultures such as decoration or emulation of creative process can foster a greater understanding and appreciation of crafts from different cultures. This technique can be appreciated in the production of African or Native-American mask making projects, where students emulate technique and explore new material use and construction methods which esteem those practices of different cultures.

Applying computer and developing web technology come into being the far reaching influence on artistic designing and artistic design education, in the digital age, create effective work mode, new design conformation, intercross subject and intercommunion way. How to improve the level of artistic design education by the new media is an urgent task.

In recent years, the universities in our country requested the artistic design education to obtain the fast development, but some problems about the society for design talented person s demand are seen clearly and

university art outstanding design needs the personnel training.

And then the research has beyond private fields and became the interaction between teachers and students. Through beneficial organizational forms, the students can learn and do research under the instructions of the teachers, which can establish a solid foundation for their further learning, research and practical works. On the basis of sticking to freedom principle of thoughts and education, Berlin University is always sticking to scientific research-oriented, educational lessons-aided model of teaching, taking teaching activities as the medium, combined the cultivation of memory, understanding, analysis and judgment and other multiple abilities of the learners with scientific activities mutually, to realize mutual development and overall improvement. The gradually developed discussion model of teaching featuring of Germany higher education is worthy to be learned and for reference by us.

1. CORE FEATURES AND ENFORCEMENT REGULATIONS

Between 2006 and 2012, Professor Matthias from Germany Cassel Art University has cooperated with College of Fine arts of Sichuan Normal University to establish graphic design studio, which would select students to attend project teaching every term, it can give full play to and display the discussion model of teaching's positive role in the educational field of university artistic design.

1.1 Key Features

1.1.1 The Transition of the Subjects in Different Stages of Teaching

It is mainly featuring of taking the knowledge transmitter in teaching stage as the main leading, and taking the learners in studying stage as the leading. During teaching, the teachers shall dominate the lecturing stage, the professors who conducting projects and learning methods shall enlighten and cultivate the learners' abilities to find out problems and solutions; the learners shall dominate in studying stage, who shall seek for, find out problems and conduct independent exploration to the methods during researching stage.

1.1.2 Mutual Discussion Under Mutual Interaction of Students and Teachers

Taking the research to the project subject as a process of interaction of students and teachers, during this process, no doubt that the teachers shall generate different degrees of influence to the content, methods and actions of research by the learners, and on the other hand, the learners can give a certain play to the research contents, teaching mode and methods and so on of the teachers. Making use of discussion model of teaching, the learners

can realize to find out the problems, to explore the details and the extension of the knowledge fields and the enriching of content during the project research process (Cai, 2010).

1.1.3 Mutual Discussion Among Learners

In discussion teaching mode, the interaction among the learners can be divided into the following two types of roughly, i.e. the learners do research in the same project entirely, or the researches to their own different project. Although the mode is different, the two sides are both group discussion and researches to the project, scheme and planning and so on, different learners are interactive, finding out problems and proposing conceiving, suggestions purposefully, which is good for the cultivation of benign learning atmosphere, as well as make good promotion to the researches.

1.1.4 Group Research Under the Leading of Teacher Organization

It is different from the traditional teaching model; discussion mode of teaching is not studying and researching to the individual learners, but group type of studying and researching. The practical teaching situation has indicated that, if there are too many learners, the teaching efficiency is equal to the separate studying of individual. While discussion teaching has adopted a group studying mode, which consists of 3 to 5 people, making use of interactive and mutual assisting model to do researches and discussion.

1.2 Enforcement Regulation

1.2.1 Scene Establishment

It needs to provide a good activity place, hardware teaching appliance, equipment and related teaching books and reference materials and so on for the two parties of teaching and learning in discussion mode of teaching, meanwhile, during the teaching process in discussion mode of teaching, the teachers shall make full play of their own subjective creative ability, motivate the learning initiative of the learners to make them blend in studying process efficiently, so as to cultivate a friendly, harmonious, positive studying atmosphere, which can lay a solid foundation for the learners to realize deeper studying, discussion and communication.

1.2.2 Question Design

The question design in discussion mode of teaching means the teacher's creations or selections to the questions on the basis of being good for implementation of teaching and of the self-exploration of learners. Different from traditional education, the preparation of the teaching scheme of the teachers are not on the basis of the perception to the teaching content, but shown to the learners with the mode of questions, so as to make them generate deep exploration desires, guide them experience in independent investigation and innovate continuously, so as to transmit the knowledge teaching with traditional significance

into the autonomous exploration and solution to the learners' course content. Need to attention that, there is a certain requirement for this kind of question in the difficulty and researching value, it shall push the learners to comprehensively make use of the existing knowledge reserve and make multiple aspects and multi-level trials.

1.2.3 Teaching Project and Methods

During discussion mode of teaching, the selection of teaching project shall be closely connected to the learning and living experience of the learners and their own knowledge reserves, the related investigation indicated that, the enthusiasm of the students' independent discussion and researches are closely related to the resonance degree between the project and their lives, to the degree of correlation between the project and their knowledge reserves, the higher of resonance degree and the increasingly closer of the relations with their own knowledge, can be more able to mobilize their research enthusiasm. Discussion mode of teaching requires teachers fully respecting the dominant role of learners during teaching, changing their passively reception role, mobilizing their autonomous learning ability to the maximum content.

The adoption of teaching mode shall pay more attention to its guiding role, but instilling role. It shall guarantee the learners can do independent exploration, self-thought and independent innovation during the project design. It shall reduce the proportion of traditional theory instilling and exercising type practice in teaching, so as to avoid any suppressing to the positive activity of the students.

1.2.4 Group Cooperation

Positive, efficient cooperation is an efficient method to blend into modern society, while cooperation plays a very important role in artistic design. The learning method of group cooperation is an improvement and supplement on the basis of class teaching. The learns shall be divided into different task group according to the total number and detail tasks under the guiding of the teachers, to guarantee a democratic and open learning and discussion environment, to conduct group member division of labor scientifically and reasonably, it shall do comprehensive summary, discussion, modification and supplement after completing tasks separately. It can help the learners to get further acknowledge to their own characters, specialties and flaws during the group cooperation, so as to assist their purposeful self progress.

The learner learns best when physically engaged in a "hands on" activity. In the classroom, they benefit from a lab setting where they can manipulate materials to learn new information. They learn best when they can be physically active in the learning environment. They benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom

The learner learns best when physically engaged in a "hands on" activity. In the classroom, they benefit from a lab setting where they can manipulate materials to learn new information. They learn best when they can be physically active in the learning environment. They benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

The learner learns best when information is presented auditory in an oral language format. In a classroom setting, they benefit from listening to lecture and participating in group discussions. They also benefit from obtaining information from audio tape. When trying to remember something, they can often "hear" the way someone told them the information, or the way they previously repeated it out loud. They learn best when interacting with others in a listening/speaking exchange.

1.2.5 Practical Operation

Realizing unit interaction with the enterprises in the local areas where the university located, to connect the university artistic design education with the vocational training, related works of the enterprises. It shall adopt coalition of college and enterprise method to cultivate the practical operation ability of the learners, which is good for the learners to understand the market's demands and related trend to the design by more perceptual intuition and deep methods. In detail, on the premise of sticking to the core of practice, it shall rely on the university subject and related enterprise, locate the practice class at the enterprise and factory, to make the employees of the enterprises guide together with the teachers, so as to establish a benign artistic design teaching mode which integrated with production and learning and mutually promoted and developed.

Through the five aspects operation and process, we can realize the integration of art design education and market, so as to cultivate the talents who are demanded by the market and the local enterprises, so that to make the university graduates match with the growing of modern society, but not stick to convention.

2. TEACHING IMPLICATION

In practical investigation, it is easy to find that, taking Guangzhou Academy of Fine Arts, College of Fine arts of Shantou University, it still follow traditional teaching methods in the fields of our university and college artistic design in modern times. The teachers shall play a main subject role in teaching, which can't learn discussion mode of teaching efficiently and apply it in teaching practice. While there is no doubt that the discussion model Germany artistic design education teaching model brought by Professor Matthias owns huge learning and reference significance, blending this kind of modern teaching concept into our university

artistic education, we can take actions from the following aspects (Ouyang, 2011).

2.1 Transferring Traditional Concept

To realize a transferring of university design education from traditional to discussion mode, it requires ideal updating and transferring fundamentally, so as to intensify the knowledge structure complexity of the knowledge of the learners, to complete the teaching content and optimization of the course structure, to develop elite education under the basis of liberal education (Dong, 2013).

Because of the crossed subject nature, university artistic design major has higher requirement for the comprehensive quality of the learners. The molding and improvement of the individual learners are definitely relying on the content and setup and so on of the course teaching to realize. Our country's university artistic design education can be divided into public course and specialized courses two parts by the course setup roughly, among them, specialized course constitutes of basic modeling course, professional design and design basis and design theory four parts. The traditional teaching is featuring of too many major categories and larger difference, under the reference of discussion mode of teaching, future design education which can adapt to the market better shall pay more attention to the innovative ability of the individual learners. Objectively, it requires breaking the strict limitations between majors, subdividing majors, so as to conduct systematic and diversified education with different emphasis within the large scope of artistic design, to make the learners to accept all round of professional cultivation and training comprehensively, and to choose their own key development orientation by their own.

2.2 Establishing Characteristic Major of Art Design

The arrangement of course content and the related teaching setup shall be conducted combining the market where the university located, to establish a major of art designed with local feature. The design is facing material cultural products mainly, while university design education shall be connected to the market if it would meet the demands of social development to the talents, to be closely connected to local economy and to blend into local industrial structure positively, Connecting the education of design course with related innovative industry to solve some education issues, such as the establishment of internship base and the employment of university graduates, so as to excavate the sustainable development force of the subject of art design, to create a wider featuring location space for it.

2.3 Improvement of Teaching and Examination Methods

In terms of teaching mode, university major in art design may use a teaching method of project setup. It

shall guarantee that the learners can fully understand and master the basic knowledge of the major, and on the premise of it, to train its comprehensive practical ability in design direction. It can constitute of project simulation, coalition of college and enterprise project and other projects, to arrange and set up books, package, brand and other design projects on the basis of one academic year, as well as give consideration to technology, culture, art and other skills. The teaching method of project setup can realize the optimization of course structure efficiently, to make the learners conduct find leaks and consolidate development to their own basic specialized knowledge, and further conduct knowledge integration of different subjects, to realize comprehensive and systematic design ability training. In teaching method, it can choose group discussion, subject discussion and monographic study and multiple methods flexibly, the teachers shall play a role of guiding planning, leading works, transmitting the traditional unilateral instill teaching into a kind of discussion teaching with interactions of students and teachers, transferring the traditional teaching object taking knowledge instruction as the principal thing into a teaching object of quality enhancement and cultivation of comprehensive ability. It can establish a teacher-student benign interaction genuinely during teaching process, to excavate the superiority of teachers in knowledge structure, to assume the duty of guiding and motivating, to motivate the subjective initiative of the individual learners to the maximum content, to cultivate the curious spirit and creative sense of the learners, to train their self-discovery, exploration and problem-solving abilities. At the same time, it shall transfer traditional examination method, organize the learners to show the design works publically and receive comments widely, to conduct the final comprehensive score by the professional teacher combining with the content of the comments, so as to avoid the studying and developing method of act blindly, to make the learners get more inspiration and obtain further and greater improvement during the interaction and communication.

CONCLUSION

The novelty teaching method by Professor Matthias has expanded our vision largely, it helps us to realize further understanding to the "discussion" type of design education idea and method and so on under the background of western culture, it can help us to find out our advantages and flaws through comparison. The orientation of Future Design Career and education career has decided that we should learn and refer to this kind of teaching mode positively, and establish a teaching and learning system which is adapting the development of our university students through combining with Chinese national conditions, it shall

stick to strict and scientific attitude, to explore a kind of art design road which is featuring Chinese artistic and cultures.

REFERENCES

- Cai, Y. (2010). Researches on dual system education mode in Germany comprehensive university. *Researches on Foreign Country Education*, 56-57.
- Dong, G. N. (2013). Brief talking about the features of Germany higher art design education. *Academic Journal of Hubei University of Economics (Version of Humanistic and Social Science)*, (04), 3.
- Ouyang, L. (2011). The enlightenment of “discussion” mode of teaching in Germany art design education. *Education Researches and Experiment*, (2), 55-58.
- Su, Q. (2012). Activating teaching materials and students by creating classroom teaching scene. *College Journal of Shaanxi Normal University (Version of Philosophy and Social Science)*, 34-35.
- Wang, H. (2010). Comparative study of Beijing and New York cultural creative industry cluster. *Beijing Social Sciences*, 67-69.
- Xie, H. T. (2009). Looking at the construction of module course from the difference of Sino-Germany art design education. *Decoration*, (1), 103-105.