

The Future Classroom Teaching Research of Packaging Design Course

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Abstract. Driven by the improvement of teaching innovation ability, the construction of teacher-student growth community and the improvement of college talent training quality will completely change the current situation of students not listening in class, and there will be any new requirements in the future, which urge us to constantly carry out curriculum reform. But our development goal is for the future. This teaching reform can improve the state of students listening to lectures, is an effective curriculum reform.

Keywords: Reconstruction of Teaching Content; Creation of Teaching Environment; Innovation of Teaching Method; Evaluation Reform.

1. Overview

I have been teaching the packaging design courses since 2006. Has experienced the replacement of specialized teaching, undergraduate teaching, German dual system teaching reform, project teaching, customized training, OBE teaching reform and other teaching modes. Every reform has a lot of harvest, but slowly there will also be some problems. The teaching content is divorced from the reality, and the teaching methods are boring. The evaluation and assessment methods are out of line with the actual teaching links, and the needs of students and the needs of employers are not unified. After so many teaching reforms, we can still see the teacher in class with chalk long lecture, from the beginning to the end. A roll of paper at the end of the semester defines the quality of students' learning. It is indeed the pain point of education, the root of the pain is not the students in the teachers.

2. Pain Point Analysis

This topic is always rooted or elevated. That is, the analysis of the pain points in teaching will be back to the source of some common problems, infinite sublimation. Common teaching pain points become the relevant policies will never support; the teaching staff is always incomplete; the assessment standard is never unreasonable, such as a front-line teachers can never solve the problem. In practical teaching, it is the concept and consciousness of front-line teachers that determines what content this course is about, how to speak, it is unpopular, and whether it is useful. Therefore, teachers face the teaching pain points. They do not wait for the policy guidance, but take the initiative to change the status quo.

Causes of pain points: single teaching mode, lack of practical links, disconnected knowledge and practical application, and outdated teaching evaluation standards.

The causes of teaching pain points may be different, but the performance is very uniform, students come to class but do not listen to the class. This situation in each classroom has the status quo, really let the teachers on the platform is difficult to accept, shame to identify with. Avoid medical treatment is even more terrible, so we should take the initiative to analyze the causes of the problem.

Students' performance of not listening to the class is often no sense of participation in class. When we investigate the reason why students do not listen to the class, the answer of students is generally the knowledge is too difficult, do not understand; the knowledge is too simple, no new; classroom teaching boring, boring, do not want to learn.

3. The Way to Deal with a Situation

What we train is the talents with all-round development of morality, intelligence, physique, beauty and labor, and it is the talents trained for the 21st century. 21st century skills include learning and innovation skills: critical thinking and problem solving, communication and collaboration, creativity and innovation. Digital literacy skills: information literacy, media literacy, information and communication technology (ICT) literacy. Career and life skills: flexibility and variability, initiative and self-guidance, social and cross-cultural interaction, productivity and responsibility. To sum up, these abilities should be cultivated together with professional skills, not one, but should complement each other. Solve the teaching pain points as the goal, and the 21st century talents need skills as the auxiliary conditions. Finally present a future-oriented packaging design course.

By learning and referring to the O-AMAS effective teaching model. Guided by the multi-dimensional learning objectives / results, through the rapid activation, multiple learning, effective evaluation and a brief summary of the four teaching links. Finally, achieve the teaching effect of deep participation of teaching objects, teaching methods have rules to follow, learning process is visible, and learning effect can be measured and evaluable.

4. Put into Effect

The characteristics of effective teaching method are: active learning, participation, collaborative, experiential, reflective, and focus on assessment. It is embodied in the following aspects:

4.1. Teaching Content Reconstruction

So-called classroom teaching content reconstruction, is according to the needs of students, technology development present situation and trend, teachers' scientific research or engineering accumulation, teachers to understand the syllabus of the depth and breadth, on the basis of the textbook, the classroom teaching content to configuration, transformation, optimization, to form from the teaching material, higher than the teaching material of classroom actual teaching content. [1]

The classroom teaching content reconstruction reflects the characteristics of university teaching. First of all, college teaching has both the process of recognizing truth and the process of exploring truth. Since we want to explore, of course, there are content outside the textbook, unsolved and closely related to the course to be incorporated into the teaching content, become the actual content of the classroom. Secondly, the classroom teaching content should not only adapt to the social needs, but also lead the social development. Since we want to lead, of course, we should include the frontier content that has not been written in textbooks. Third, college teaching encourages critical thinking. This means that textbooks should not be remembered as truth 100 percent, but to use critical thinking to analyze problems, identify errors, and constantly improve, this process brings new teaching content also needs to be incorporated.

On the one hand, we should rely on the established teaching materials, and on the other hand, we should surpass the teaching materials. We can expand the content of the textbook from four aspects: 1. neatly. Be creative. Personalized and rational use of teaching materials; 2. Choose from other teaching resources. Utilization after integration and optimization; III. To guide the teaching subject students. Organization and communication and cooperation to optimize the teaching effect; 4. It is to develop other new teaching material resources independently.

Few textbook writers think about whether the content of textbooks can guide students to do the best study? Can we emphasize the process of understanding? Are creativity and critical thinking encouraged? Are there sufficient exercises available? Does it include a clear and clear teaching strategy? And these factors are indeed what good textbooks should have. In the case that has not yet realized the ideal textbook, teachers should be able to stimulate students to learn well, which needs to make up for the lack of textbooks through the reconstruction of teaching content.[2]

4.2. Teaching Environment Creation

Context teaching is to create real, vivid, specific, image, appropriate scenes or atmosphere in the teaching process, so as to cause students to have positive attitudes to experience behavior experience, activate students' situational thinking, so as to stimulate and attract students to actively understand knowledge and construct meaning.

Teachers according to the teaching content and teaching objectives, students' cognitive level and unconscious psychological characteristics carefully choose appropriate content, make the use of various media and means, create some to the student as the main body, fascinating, easy and harmonious, exploratory, inspiring, creative and scientific and cultural atmosphere, related to the basic content of the learning theme and real life similar or real can cause students positive emotional reaction situation, let students in the situation through a variety of practice to obtain scientific knowledge, develop practice ability, cultivate innovation spirit, namely the situation creation is the core of situation teaching.[3]

4.3. Innovation in Teaching Methods

The purpose of the reform and innovation of teaching methods in colleges and universities is to continuously improve the quality of talent training, and high-quality talents are mainly realized through effective teaching methods.

4.3.1. Guide Students from Learning Teaching Materials to Learning Subjects, Learning All the Academic Achievements of the Subject.

Students know from primary school to learn the textbook, to the university or the meaning of learning is supreme. If there is no textbook for a course, the students will feel at a loss. In fact, the significance of teaching materials in teaching is not so big, but because of the backward teaching methods, students develop the chronic disease of relying too much on teaching materials to learn, and teachers also rely on teaching materials to teach. This double-dependent path amplifies the role of the textbook.[4]

So, how can students learn beyond the textbook? In addition to requiring students to learn the teaching materials, teachers can include some important monographs and journal articles in the reading materials, requiring students to read them. Too little reading and very limited reading literature is a serious problem for college students in China. Some good students before class to see what the teacher wants to say, listen well in class, after class to review the teacher to speak again, the assigned exercises to do a do, such students can generally get high marks. This is a very typical way of learning. Many teachers may have this experience, that is, they speak vigorously on the platform, but the students have no reaction in the following, it is difficult to form a dialogue between teachers and students. The reason for this situation is that the students do not make the relevant learning preparation before the class, or only look at the simple content of the textbook. Let the students read more materials, can make the teaching burst out the spark of thought exchange, stimulate the academic inspiration of teachers and students. Therefore, letting students learn beyond the teaching materials is an entry point for teaching method innovation.[5]

4.3.2. Students Conduct Problem-guided Learning

The requirements of teachers' classroom teaching content generally include systematic, scientific and cutting-edge, which should be made step by step, from the shallow to the deep. At the same time, teachers are also required to explain thoroughly and targeted, that is to say, the more specific and understand the knowledge points, the more the better. If we take our evaluation criteria to measure the teaching of teachers in western universities, not a few professors may be qualified. Do they not know that teaching should be systematic, scientific and cutting-edge? apparently not. Then why don't they put forward the corresponding requirements for teachers' teaching in the classroom? This is exactly the difference in the teaching philosophy of Chinese and western universities. Western university think learning is students, to master the system knowledge simply rely on the classroom time is absolutely not enough, so students must in extracurricular a lot of reading, outside the textbook

to read extensively, so as to enter the field of discipline, form their own subject knowledge system, grasp the latest knowledge know. Classroom teaching time is too precious, those students can understand the things, the basic things do not need to spend time to pay attention to in the classroom.

4.3.3. Adopt Cooperative Teaching Methods

Team learning is the basic form of learning in western universities. Teachers should organize team learning in every course or even in every class. It is only a very unimportant auxiliary method in Chinese universities. In most of the courses, college students are individualized learning all the year round, preview before class, listen to the teacher in class, and review to the exam after class to "cooperate" with each other. This individualized learning is not conducive to the development of students' cognition, but also is not conducive to the development of students' emotions. Innovative teaching methods need to change this simple way of individual learning and apply cooperative learning to classroom teaching. Cooperative learning can be aimed at problems that are difficult to solve by a person's strength, but also aimed at problems that can be completely solved by individual ability. The essence of cooperative learning is to build a collective so that students can become a member of the collective, discuss and solve problems from different angles, and learn to seek common ground while shelving differences in the collective, mutual understanding and mutual tolerance. In cooperative learning, students can not only learn to recognize, but also learn to organize, learn to express, learn to tolerate, learn to get along with people who have different opinions. Only in this way can the classroom teaching in universities become an educational teaching.

4.4. Assessment and Evaluation Reform

4.4.1. Curriculum Assessment and Evaluation Methods are Diversified

The assessment should be carried out from the beginning to the end of the course throughout the course, and the evaluation of students should include students' participation in classroom teaching, feedback on social practice, the completion of homework, the research ability shown in experiments and scientific research projects, and the participation in class group discussion in peacetime. The examination method of the course can be determined according to different majors, different courses, different teaching content, can be used in the written test, oral test, defense, thesis, practical operation ability assessment and other forms or various forms of combination. The assessment standards of different majors and courses should be different. Assessment and evaluation can be adopted by the method of subaccumulation, and all aspects of the content can be comprehensively evaluated according to the proportion to avoid a single index. The evaluation of students should be diversified, the proportion of all items in the assessment process should be relatively average, the proportion of examination results should not account for a large proportion, to urge students to study hard in the whole learning process, rather than relying on the last two or three days of the final exam to obtain good results.

4.4.2. Application of Course Assessment Content

The purpose of the assessment is to determine whether the students have truly completed the learning task and mastered the relevant course knowledge, as well as their understanding of the course knowledge. The focus of the assessment should be on students' ability to analyze and solve problems, rather than rote learning of knowledge. Students should not need mechanical memory, as long as they can play their imagination and creative thinking, problems can be reasonable or justified or design feasible solutions can get more ideal results. There should be a large number of practical application questions in the assessment, and the proportion of questions with standard answers should be less.

4.4.3. The Evaluation Process is Fair

In order to ensure the fairness and fairness of the examination, the teachers of the same teaching and research group can implement the method of combining the school marking and the external marking, so as to ensure the fairness of the examination paper evaluation. This system maintains a high level of teaching, maintains a good style of examination and study, and promotes inter-university

exchanges. At the same time, it can be considered to add the proportion of students' mutual evaluation scores in the assessment process, so as to minimize the subjective arbitrariness of course teachers.

In short, curriculum assessment and evaluation is not only a way to test students' course learning and teaching effect, but also an effective way to promote students to learn knowledge and develop their ability. Therefore, to reform the current traditional rigid curriculum assessment method, improve the quality of teaching, to ensure the realization of the goal of applied talent training.

To sum up, driven by the improvement of teaching innovation ability, the construction of the future direction of packaging design courses will completely change the status quo of students not listening in class, and there will be any new requirements in the future, which urge us to continue to carry out curriculum reform. But our development goal is for the future. This teaching reform can improve the state of students listening to lectures, is an effective curriculum reform.

Acknowledgments

In 2021, the Department of Education of Liaoning Province scientifically planned the project "Research on Photoshop Teaching Reform of Promoting Teaching by Competition and Promoting Learning by Post", project number: 267.

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