

Problem-Based Learning (PBL) Teaching Design in Enhancing College Students' Innovation Ability: Taking the Traditional Dress Design Course as An Example

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Abstract: This paper combines the cultivation of innovation ability with the content of problem-based learning (PBL), analyzes the current situation of the traditional dress design course, discusses the problems existing in the cultivation of innovation ability of college and university traditional dress design, and searches for the strategies to improve students' innovation ability based on PBL. This paper argues that PBL can provide assistance to the teaching design of traditional dress design courses, which is conducive to improving students' innovation ability in traditional dress design and realizing the desired teaching effect.

Keywords: Problem-based learning (PBL); Creativity; Traditional dress design; Course

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1. Introduction

The ability to innovate is an important driving force for social progress and economic development. The innovation ability of college students can bring new thinking and creativity to society, and push it forward. In today's fierce social competition, college students with innovation ability are more likely to adapt to and cope with various challenges. For students majoring in dress design, improving innovation ability is a very important skill, which can better adapt to social change and development, thus enhancing their competitiveness. However, for the current situation, the innovation ability of students majoring in dress design needs to be improved. This paper combines the cultivation of innovation ability with problem-based learning (PBL), follows the characteristics of educational development, analyzes the status quo of traditional dress design courses in colleges and universities, and summarizes the methods to improve the innovation ability of college students in a targeted manner, so as to provide theoretical research and practical direction for the improvement of the education of innovation ability.

2. Connotation and role of innovation ability in traditional dress design courses

Traditional dress design course is one of the important ways to cultivate students' designing ability, and innovation ability plays an important role in traditional dress design course. In traditional dress design course, innovation ability is mainly manifested in three aspects. The first aspect is the innovation of traditional elements, traditional dress design course focuses on the inheritance and innovation of traditional culture. Students need to create new costumes with traditional characteristics by studying traditional costume elements and integrating modern design concepts. The second aspect is the utilization of new materials and technologies. Students need to apply new materials and technologies to traditional dress design through research and practice to improve the functionality and aesthetics of the dress. The third aspect is the innovation of design thinking. Students need to challenge the traditional design concepts and methods, and come up with unique design concepts and solutions by cultivating creative thinking.

The role of innovation ability in traditional dress design courses is mainly reflected in three aspects. Firstly, the development of innovation ability can improve the design quality of students. Through innovative design thinking and methods, students can break the traditional constraints and create more personalized and artistic dress designs. Secondly, traditional dress design courses emphasize the inheritance and innovation of traditional culture, which can promote cultural inheritance and innovation. The development of innovation ability can help students to better understand traditional culture and integrate modern elements into the design process, thereby realizing the combination of tradition and modernity. Thirdly, the cultivation of innovation ability can enhance students' market competitiveness. With the rapid development of the times, the market demand for innovation is getting higher and higher. Students with innovation ability can better meet the market demand, and get more opportunities and competitive advantages.

3. Current situation and problems of traditional dress design courses in Chinese colleges and universities

3.1. Realistic dilemmas of traditional dress culture education in higher education

Traditional dress culture is a collection of features that have evolved from civilization, reflecting the qualities and styles of national dress, and is a general representation of the historical dress patterns of the nation^[1]. China has always been proud of its long history of dress culture, but in reality, no attention has been paid to the effective maintenance of traditional dress culture. Excellent traditional dress culture only exists in museums, books of scholars, film and television works, and entertainment programs, and what fills the society is still various Western fashion weeks, dressing scriptures, brand stories, etc. Together with the intervention of capital in pursuit of commercial interests, which has made the Western dress culture evolve into a social trend, the traditional dress culture of China has always been in an awkward predicament. At this stage, the inheritance and dissemination of dress culture has attracted more and more attention. Along with the advancement of the dissemination of traditional culture in China, the public's cognition of traditional dress will continue to sublimate. Colleges and universities not only undertake the function of educating people and cultivating morality, but also become an important place for the display and exchange of dress culture for young people, and the dialog between traditional dress culture and other dress cultures has become an issue of concern to the public^[2].

However, looking at the situation of traditional dress education in colleges and universities in recent years, the introduction of traditional culture into the classroom has not yet formed a system and norms, which is a kind of deficiency. The traditional dress design courses in colleges and universities are not emphasized enough, and there are still many prominent problems^[2]. Firstly, from the viewpoint of teaching system and course

structure of Chinese art and design majors, the basic design education is relatively outdated, and at the same time the characteristic traditional dress design courses are disconnected from the fashion design courses, which makes it natural for most students to distinguish tradition from fashion in the design practice, and habitually think that the traditional elements are used to express the tradition, and this kind of design thinking shows the immaturity of the designers. Secondly, the teaching system of clothing majors in some colleges and universities is completely westernized and lacks the integration of traditional culture courses. Although some traditional clothing design courses are offered, these traditional clothing design courses only stay in the stage of theoretical lectures and lack the combination with design practice, which makes it difficult to motivate students to carry out in-depth excavation of the knowledge points and related creations. Thirdly, many colleges and universities have increased the number of courses related to traditional costumes in their clothing curriculum, but the curriculum system is complicated. Most of the colleges and universities still teach the courses related to traditional costumes as elective courses or general courses, and very few colleges and universities have set up courses for explaining and illustrating the traditional costumes, and they have not put the courses into practice and only focus on the learning of specialized courses. Fourthly, some colleges and universities tend to emphasize too much on the practical operation skills courses, in the actual teaching, in order to enhance the professional quality and professional knowledge, traditional dress design courses will inevitably be deleted, and replaced by professional courses with strong practicality, which is of course an education that is eager for quick success and instant benefits. The root of comprehensive quality education lies in education. The way that education only focuses on practice and neglects traditional culture is destined to hinder the traditional dress culture, which is very unfavorable to its inheritance and development^[3]. Fifthly, the improper use and the rigid application of traditional dress elements will result in the design of modern clothing with too strong historical imprints, which is far from the contemporary clothing market. How to adapt to the trend of international clothing development while retaining the cultural characteristics of traditional clothing is a problem that needs to be continuously studied by the clothing industry. To fundamentally solve this problem, it is necessary to approach from the designers' design thinking. This requires the institutions of higher education that train designers to start from education, and use education to promote the innovation of combining traditional culture with the times.

Therefore, it is necessary to actively emphasize the great role of education in cultural inheritance, set up a correct and open concept of inheritance and innovation, so that the teaching of traditional costumes also has an innovative mindset, in order to meet the development of the training of talents in traditional costumes and the dissemination of traditional costumes and culture^[4].

3.2. Changes in the teaching of traditional dress design courses in institutions of higher education

Under the influence of frequent cultural exchanges in the world, the teaching of traditional dress design in universities is becoming more and more similar. At present, the curriculum of traditional dress courses of some undergraduate colleges and universities are westernized and lack in-depth integration of traditional culture courses, they do not reflect the artistic characteristics and advantages of traditional national culture, and valuable resources are not well-utilized and inherited. At the same time, although some colleges and universities have developed some traditional dress design courses, they have not established a practical course system that integrates traditional culture and knowledge. These traditional dress design courses only stay at the theoretical teaching stage, lack the integration with design practice, and the content of practical teaching is mostly virtual and lacks real project practice. As a result, the practical courses including traditional handicrafts cannot connect with the market, and it is difficult to motivate students to dig deeper into the knowledge and relevant creation^[5].

The cultivation goal of the education program is vague, and it does not cultivate students' creativity and give full play to students' personality. In the traditional teaching mode of fashion design courses, teachers teach students the theoretical knowledge of fashion design by lecturing, and students are in a state of passive acceptance, understanding and memorizing all the knowledge points. This teaching mode, in which the teacher is the main body, leads to the students being in a passive position in the classroom, and it is difficult to improve the enthusiasm of students in learning the professional knowledge of fashion design. In this mode of learning, there is less focus on the students' personal professional exploration, professional expression, and the establishment of thinking, and the overall teaching of inheritance is more important than innovation. It is essential to mobilize students' enthusiasm for learning and bring their subjective initiative into play with reasonable and innovative teaching forms.

Therefore, the teaching of traditional dress design courses needs to be constantly explored and updated. Teachers need to think about how to make students receptive to changes and new forms of teaching, and make the knowledge easy to grasp. In teaching, they should exercise students' ability of independent thinking, try to guide students to explore continuously in learning, continue the excellent dress culture, and seek breakthroughs in practice, so that the future Chinese dress design will become a unique business in the fashion industry of the world ^[6].

4. Problem-based learning (PBL) for the design of traditional dress design course

Problem-based learning (PBL), a problem-oriented teaching method, is a student-centered educational approach based on the real world pioneered by Barrows, a professor of neurology in the United States, in 1969, and has now become an internationally popular teaching method. The educational philosophy of this model is guided by constructivist theory, problem-oriented, and student-oriented, breaking the traditional teaching mode and cultivating students' creative thinking, innovation, independent learning ability, and critical thinking ability.

PBL has significant advantages in the teaching of dress design courses that emphasize the cultivation of creative ability ^[7]. PBL is used to design the teaching of traditional dress design courses, which coincides with the logic of learning traditional dress design knowledge and skills, and it is key for students to understand the traditional dress culture and then flexibly apply it to modern costumes. The best way to pass on traditional culture in clothing design is through innovation, which we should dare to break the rules and jump out of the traditional mode of thinking. In practice, students are guided to deeply understand the artistry and uniqueness of traditional costumes, and the method of combining the cultural elements of traditional costumes with fashion to create innovative designs requires continuous training in teaching practice. The traditional dress design course is based on the core of "raising problems-analyzing problems-solving problems," which can test the students' systematic design thinking and problem-solving skill from the stage of setting situations and raising problems, stimulate students' imagination, and effectively cultivate students' design thinking through problem thinking. This course can effectively cultivate students' design thinking method, guide students to the stage of independent inquiry, allow students to re-question and self-question through independent inquiry, and cultivate the habit of active thinking and innovative consciousness in the process. In the stage of student collaboration and discussion, students are guided to think about the logic of design thinking from shallow to deep, and through this form of group collaboration, they can complete the design and development that are close to the actual work form of the industry. It is conducive to cultivating students' organizational and coordination skills, and improving their understanding of professional knowledge in problem solving. In the stage of summary and evaluation, through reflection and summary of the professional knowledge and the use of methodology, students can strengthen their understanding of the traditional dress design courses.

Therefore, PBL can provide assistance for the teaching design of traditional dress design courses, and the reasonable application of PBL in traditional dress design courses is conducive to improving the students' innovative ability in traditional dress design, fully mobilizing the students' motivation, initiative, and participation in learning, and improving the students' ability to comprehensively apply the knowledge to achieve the output goals of the courses and realize the desired teaching effects.

5. Conclusion

The cultivation of innovation ability of college students majoring in fashion design has become a key concern of colleges and universities, and the status quo and existing problems of traditional dress design courses in Chinese colleges and universities should not be ignored. Combining traditional culture and fashion design is an essential ability for engaging in traditional dress design, and students with this innovation ability can better meet the market demand, and gain more opportunities and competitive advantages. The teaching design based on PBL can effectively improve the innovation ability of college students. Teachers can cultivate students' innovation literacy, innovation thinking, innovation skills, and innovation knowledge by guiding students to put forward different design concepts, encouraging them to think about the problems from different perspectives, and solving the practical problems on their own. Application of PBL in traditional dress design can provide an effective teaching method for the cultivation of students' innovative ability.

Disclosure statement

The authors declare no conflict of interest.

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