Teaching Innovation Practice of "Cultural and Creative Product Design" Course in Applied Universities - A Case Study of Qingdao City College

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Abstract: "Cultural and Creative Product Design" course is a first-class course in the school. Based on our school orientation of cultivating high-quality applied talents, this course aims to integrate knowledge and action. By analyzing the course objectives and pain points, it introduces a project-style teaching method, combines the innovation of six teaching methods and the improvement of a six-step teaching implementation strategy, and makes students' cultural and creative works form an effective conversion from classroom to market to realize the beautiful vision of serving and empowering the city.

Keywords: Cultural and creative products; Teaching innovation; Teaching strategy; Practice

1. Introduction

Cultural and creative products have attracted much attention in today's society, and have received more and more attention and favor from people of different ages and different occupational types. In the national 14th Five-Year Plan, the integration of culture and tourism has been repeatedly mentioned as a key national development strategy. Promoting the deep integration of cultural and creative industries and tourism industries, promoting coordinated development, improving the cultural connotation of tourism products, and promoting the protection and inheritance of cultural heritage are the key directions of future urban development and planning [1]. In accordance with the requirements of the national guidance, the characteristics of the era and the needs of the people, the design majors of major universities have offered courses on cultural and creative product design, so as to train high-quality designers of cultural and creative products. Based on the orientation of our school and the

vision of cultivating high-quality applied talents, serving and empowering the city, the Visual Communication design major offers cultural and creative product design courses. Through six teaching innovation methods and six-step teaching implementation strategies, students can combine theory and practice to achieve the unity of knowledge and action, thus greatly improving the teaching effect.

2. Curriculum objectives and pain points of "Cultural and Creative Product Design" of our school

Cultural and Creative Product design is a required course and a core course for our school's undergraduate major in Visual Communication Design. In the setting of this course, the overall goal is to cultivate high-quality applied talents. According to the talent training requirements of "strong practice, seeking innovation, serving the city and empowering the city", the following course objectives are set:

(1) Ideological and political objectives: to establish the correct value orientation with the new and rigorous ideological and political concepts, and to explore the elements of vivid and effective education. Thinking and politics should be new, advancing with The Times, emphasizing the core issues of contemporary society, and adding the concept of caring for the environment and caring for biology in the design. It also emphasizes the combination of theory and practice to cultivate students' practical ability and social responsibility.

(2) Knowledge goal: Master the eight features and six design principles of cultural and creative product design, understand the value of cultural and creative products and product types, and be able to analyze, criticize and comment on the current situation and development trend of the industry, and express them in a standardized way.

(3) Ability objective: To improve students' ability of cultural research, pattern extraction and product design, cultivate students' ability of creative thinking and artistic expression, master the design methods of cultural and creative products, and be able to complete the production of models of cultural and creative products with the knowledge learned.

(4) Ideological and political goals: Explore students' awareness of independent learning and lifelong learning, establish cultural self-confidence, and cultivate a sense of responsibility and rigorous work attitude.

According to the investigation and analysis of the curriculum output of previous students and the interview of student representatives, there are still a lot of pain points in curriculum construction. As for the curriculum, our problem lies in the disconnection between theoretical knowledge and practical ability, which fails to achieve effective integration and cohesion. For students, the problem is that they have low participation in class and weak main body status in project work. In ideological and political aspects, the problem is that the mapping point of ideological and political content in the past course is weak, and the effective combination point of cultural confidence into teaching has not been explored.

3. Innovation of teaching methods of the "Cultural and Creative Product Design" course

The course broke through the traditional teacher-based teaching, and introduced "case-based teaching" and "project-driven teaching". In the teaching practice of the course of cultural and creative product design, we take

the integration of knowledge and action as the teaching guidance, and the key to realizing this is to combine theoretical teaching with practical operation closely [2]. The Outline of the National Medium and Long Term Education Reform and Development Plan (2010–2020) clearly states that education should pay attention to the unity of knowledge and action, that is, education and teaching should be combined with productive labor and social practice [3]. Cultural and creative courses not only systematically teach theoretical knowledge such as design principles, cultural theories and market trends, but also pay more attention to integrating this knowledge into practice. On the one hand, through the cooperation with practice bases such as Lover Ba and Jimo Museum, students' works can be directly marketed, and the market acceptability of designs and the practicability of products can be tested through sales. This process not only realizes the direct transformation of design results but also allows students to experience the complete chain from creativity to product to market feedback, enhancing practical ability and market sensitivity. On the other hand, students are organized to conduct field visits to museums and art galleries, deeply explore the characteristics of traditional culture and patterns, deepen their understanding of excellent traditional Chinese culture, stimulate design inspiration, integrate traditional elements with modern design concepts, and create cultural and creative products that meet modern aesthetic values.

The biggest highlight of the teaching innovation of this course is to put forward six teaching methods, which are multiple teaching modes, digital enabling creativity, mixed events, three-dimensional assessment mechanisms, disciplinary integration practice, and new living ideological and political concepts, as follows [4].

3.1. Multiple teaching mode

The multi-teaching mode includes mixed teaching, multiple scenes and multiple teachers. Mixed teaching integrates online and offline teaching methods, and uses multiple tools such as learning Channel to publish preview materials and course videos. Padlet, as a creative exchange platform, encourages students to share design inspiration in class, while Miro and other online collaboration tools are used to realize real-time sharing and remote collaboration of class design sketches. Through the establishment of a knowledge graph, the core elements and knowledge points of cultural and creative product design course are systematically sorted out. The multi-teacher teaching mode integrates the academic theory of the school tutor and the practical experience of the enterprise tutor to build a comprehensive learning environment. Scene diversification is a key strategy to enhance students' practical ability and innovative thinking. Through design study, students can experience diverse cultures, environments and art forms, and exercise their observation and analysis skills [5]. Enterprise visits enable students to intuitively understand the production process, market demand and consumer psychology of cultural and creative product design, promote the integration of theoretical knowledge and practice, and improve problem solving ability. In addition, lectures and workshops build a bridge of interaction with experts in the industry, so that students can learn the cutting-edge concepts and technologies of cultural and creative design, and comprehensively improve their professional quality and comprehensive ability [6].

3.2. Digital empowers creativity

The teaching innovation of the course of cultural and creative product design lies in the close integration of technology and creativity, using Photoshop and Illustrator for image processing and vector design, 3D printing technology for 3D model production, and AR/VR technology to provide an immersive experience [7]. [7]These technologies not only help students transform creative ideas into realistic product renderings and solid models, but also promote the multiple integration of design elements and the exploration of material colors. Students can translate theoretical knowledge into practical results and deepen their understanding and mastery of design. In

addition, cultural and creative products made using these technologies are more competitive in the market and can meet the diversified needs of consumers.

3.3. Competition integration drive

This course is competition-driven and combined with the real design needs of enterprises. In order to cultivate students' cultural literacy required for cultural and creative design, teachers also pay attention to the combination of theory and practice, combined with the "14th Five-Year Plan" for local development, and integrate regional cultural resources into the course project to guide students to explore and solve practical problems [8]. This course relies on the cultural and creative studio platform to carry out practical project design with Qingdao Kaiming Painting Academy, Jimo Museum and Qingdao Lover Ba Wind Scenic spot. In the project-style teaching, students' active participation in the whole design process is emphasized. By organizing students to visit the actual workplace and sharing online lectures by industry professionals, teachers can broaden students' horizons and stimulate students' interest in this course [9].

3.4. Three-dimensional assessment mechanism

Establish a comprehensive assessment standard and indicator system, including knowledge mastery, practical ability, innovative thinking, teamwork, etc., to ensure a scientific and fair assessment. In terms of course management, the division of responsibilities for each teaching link should be clearly defined, and detailed teaching plans should be formulated to ensure the progress and quality of the course. The assessment includes process assessment, summative assessment, enterprise participation assessment, and student feedback mechanism. Process assessment refers to the introduction of daily learning tasks and periodic assessments, such as classroom questions, case analysis, periodic reports, etc. The summative assessment is designed to design a summative assessment such as a final report, project report and work presentation to ensure that students can demonstrate their comprehensive learning results at the end of the course. Enterprise participation assessment is the introduction of enterprise mentors or industry experts to participate in student assessment, especially in the evaluation of practical projects. The enterprise mentors will evaluate students' work from the perspective of market practice to help students better understand the market needs [10]. Student feedback mechanism: students will have regular discussions and constantly improve course content and teaching methods through student feedback, to ensure the effectiveness and foresight of course management.

3.5. Discipline blending practice

Visual communication design is a discipline that emphasizes image thinking and personality creation, integrating multi-disciplinary knowledge [11]. This course emphasizes interdisciplinary integration, mainly involving design, marketing, culturology, technology, psychology and other disciplines. For example, it integrates with design, covering visual communication, industrial design, user experience and other branches, to improve the design quality and market competitiveness of cultural and creative products [12]. Depending on the specific type and market demand of cultural and creative products, it may also be integrated with sociology, anthropology, digital media technology (covering 3D printing, virtual reality, augmented reality and other technical means, providing more possibilities for the design and production of cultural and creative products) and other disciplines.

3.6. New and realistic ideological and political concepts

With the new and rigorous ideological and political concepts, we should establish a correct value orientation and

explore the elements of vivid and effective education. Thinking and politics should be new, keep pace with The Times, and emphasize the core issues of contemporary society. For example, through the "Garden of the Gods" and other classroom cultural and creative design cases, the concept of helping plants transmit the value of life is conveyed; The introduction of curriculum thinking and politics in a silent way helps students understand that caring for the environment and caring for organisms is the concept of caring for ourselves, so that they can be kind to nature from the bottom of their hearts and live in harmony with nature. Pay attention to the application of theoretical knowledge to practical problem solving, and cultivate students' practical ability and social responsibility. In addition, students should be rigorous and standardized when designing, and pay attention to cultivating students' logical thinking and critical thinking ability. Ideology and politics run through the whole process of teaching in order to achieve the best effect of ideological and political education.

4. Improve the teaching strategy of the "Cultural and Creative Product Design" course

Combined with the innovative method of the "Cultural and Creative Product Design" course, this course has also improved the specific teaching implementation strategy, and carried out the innovation of the six-step teaching implementation strategy: pre-class introduction, goal setting, interactive discussion, knowledge transmission, in-depth research, summary and review.

4.1. Pre-course introduction and goal setting

The curriculum introduction is designed based on the BOPPPS model. The BOPPPS model emphasizes the testing and evaluation of students' pre-class learning effect before the start of participatory learning, and teachers give timely feedback to guide students to gradually change from passive learning to active learning, which helps teachers to fully grasp the learning situation and adjust the teaching design in time. And arrange teaching activities more scientifically and reasonably [13]. Before the course starts, each student is required to collect excellent cases of cultural and creative products that can impress them, and make a presentation to show them. This process aims to stimulate students' enthusiasm for independent learning, encourage them to gradually increase their attention and sensitivity to the field of cultural and creative products in the active investigation, and lay a solid foundation for further study. At the beginning of the course, we can combine the current hot cultural issues and the trend of creative products as the starting point to introduce the course.

4.2. Interactive discussion and knowledge transfer of the course

Only cultural and creative products that can reflect their characteristics can truly meet people's pursuit of culture [14]. This course is based on the actual needs of enterprises or the real topic of the competition. Students must go through a lot of research and understand the local characteristics before designing cultural and creative products. In this process, students make full use of diversified online and offline platforms and conduct in-depth discussions. Through communication and sharing within and between groups, students gather their opinions and inspirations into a PPT, which lays a solid foundation for the subsequent design work.

Then, the teacher, as the leader, sorted out the discussion results, summarized and extracted the eight features and six design principles of excellent cultural and creative works, and emphasized the regional characteristics in the design of cultural and creative products. Students applied the pattern elements of traditional folk culture with regional characteristics to the cultural and creative design, which could innovate the communication mode

of folk culture. The patterns of regional folk culture will be presented to the public with a new look, promote the combination of traditional folk culture and modern design, and bring new blood to the development of the cultural and creative industry. [15]On this basis, the online knowledge map is established, according to which students can deeply explore the core elements and frontier trends of cultural and creative design, and comb and review the context of cultural and creative knowledge.

4.3. Further research and summary review of the course

In the course of the course, the problems encountered by students will be answered by the enterprise tutor and the school tutor at the same time. The enterprise tutor is responsible for determining whether the product can be considered and whether the product is marketable. In order to ensure that students' cultural and creative product design is creative and close to market demand, the school tutor guides the design of software operation problems, insufficient drawing and typesetting design, and other problems.

At the end of the course, the assessment standards and index system are used to assess students' knowledge mastery, practical ability, innovative thinking, teamwork, and other aspects, and multiple assessment mechanisms are used to ensure the scientific and fair assessment.

5. Conclusion

Through six teaching innovation methods and six-step teaching implementation strategies, "Cultural and Creative Product Design" course enables students to combine theory and practice. Students learn to solve practical problems such as design, process and technology in specific projects with the help of PBL and project-based teaching methods, and have a deeper understanding of theoretical knowledge in practice. Students not only complete the design results on campus, but also have the opportunity to market the works through the channels of school-enterprise cooperation, truly realizing the effective transformation from the classroom to the market, realizing the integration of knowledge and action and achieving the purpose of greatly improving the teaching effect, and finally laying a solid foundation for empowering the future development of the city.

Disclosure statement

The authors declare no conflict of interest.

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