

# Flipped Classroom Teaching in Cultural Creative Design Course Teaching: Take Dongguan Xingshi Cultural and Creative Design as an Example

Zhen Wang

Art and Design College, Guangdong University of Science and Technology, Dongguan, Guangdong 523000, China

**Abstract:** Flipped classroom originated in the United States and has made remarkable achievements. And spread around the world, the idea of the flipped classroom, Through the use of modern information technology to carry out college students' independent learning, cooperative learning, inquiry learning new teaching mode exploration, complete the construction of college students' independent learning platform, cultivate students' ability to deal with problems, cultivate the improvement of students' comprehensive quality and ability, and then adapt to the higher requirements of the information age for talents. It is also a teaching structure for acquiring knowledge outside class and deepening knowledge in class. Compared with the traditional classroom teaching mode, the flipped classroom mode increases the communication between teachers and students, and the classroom becomes a place for teachers and students to interact with each other, including answering questions and solving doubts, cooperating in exploration and completing projects, so as to achieve better educational results. It is beneficial to cultivate students' ability to express their design ideas and thinking.

**Keywords:** cultural creative design; Flipped classroom; The awakening

## 1. Introduction

This paper takes Dongguan Xingshi Cultural and creative Design as an example, mainly analyzes and discusses the teaching design of "Cultural and Creative Design" course combined with flipped classroom. A series of teaching methods are put forward to help cultivate students to explore the connotation of cultural creativity and enhance students' creative thinking in the design of cultural and creative products. At the initial stage of design, cultural background research, creative product design and final proposal, making the classroom of Cultural Creative Design become a place for interaction between teachers and students and between students. Including answering questions, cooperating in research, completing design tasks. Stimulate students' creative design thinking in the form of specific project cases, improve students' ability to sort out cultural background, organize language,

transform text and graphics, extract design symbols, and design creative products, etc. For future service in the cultural and creative industry, cultural and creative product design to lay a solid foundation.

## 2. Course Background

With the gradual improvement of people's living standards, various cultural industries have developed vigorously. While meeting people's material needs, people begin to pursue spiritual and cultural needs and national identity. In cultural creative design, culture is the soul of design, and every design work should reflect the local life and culture background, as well as local customs and practices. Cultural creative design has material and spiritual functions, reflecting cultural features such as cultural style, regional attributes, national culture and characteristics of The Times to varying degrees.

## 3. Nature of the Course

Cultural Creative Design is a characteristic core course for visual communication design major, which focuses on cultural creative product design. The purpose of this course is to enable students to master the derivation of cultural heritage in design and make their design works more cultural heritage and creativity. Through the study of this course, students can master various types of cultural and creative design, cultivate students to understand the methods of cultural research, improve their comprehensive design ability and lay a good foundation for the future study of specialized courses and graduation design<sup>[1]</sup>.

## 4. Flipped Classroom Teaching Design in Cultural Creative Design Course Teaching -- A Case Study of Dongguan Xingshi Cultural and Creative Design

### 4.1 Pre-class link

Before class, the teacher should first define the learning objectives of the course. American scholars divide the teaching objectives in the field of cognition into six levels and point out that the determination of learning objectives should be specific and feasible. Therefore, at the beginning of releasing the case of Dongguan Lion Dance Cultural and creative Design project, the learning

objective can be determined as that students can learn and understand the cultural background of Dongguan Lion Dance through multiple channels and angles, and organize more detailed written materials for cultural support of subsequent design. So in the flipped classroom teaching mode, the teaching objective of cultural creative design course can be determined as to cultivate students' ability of text sorting, creativity and imagination for specific historical and cultural background through learning, so that students can apply the professional knowledge they have learned to the practice of the project case<sup>[2]</sup>.

After determining the teaching objectives of the course, the teacher should also clarify the learning content of flipped classroom, which should be taught in accordance with their aptitude, and design reasonable course content and process according to the cognitive rules and understanding abilities of different students. In the stage of extracurricular knowledge acquisition, flipped classroom learning content can be defined as the course content that students can easily master. In the stage of deepening knowledge in class, flipped classroom curriculum design can be defined as the analysis and modification of cultural creative design. Preliminary proposal preparation, etc. For example, students can be divided into groups freely, and carry out case discussion, division of labor and design in the form of groups. Through the initial discussion, the initial design idea is formed and the initial group idea is displayed. Furthermore, teachers can comment and guide each group according to their understanding of Dongguan Lion Dance culture and background information, and timely correct and adjust any knowledge gaps. Through the knowledge acquired outside class and the knowledge deepened in class, it can help students to consolidate the acquired knowledge again, so as to improve the teaching effect. After that, teachers need to prepare teaching resources. Teachers can sort out the content to be learned in this class before class, make courseware, and record relevant teaching videos if necessary. For example, in the case of Dongguan Lion Dance Cultural and creative Design project, teachers can record small videos in advance or collect relevant video materials and show them to students in the form of courseware. The learning objectives of this stage should be more inclined to analysis and creation as well as the cultivation of the ability to explore specific historical and cultural background. And upload these materials to wechat group, QQ group or campus website, so that students can study independently before class. In this period, teachers should also strengthen the supervision of students' pre-class learning, and interact with students online, so that students can really acquire knowledge.

#### 4.2 Classroom teaching

Teachers can help students further develop their knowledge through individual design and group design activities. When organizing individual design activities, it should be based on classroom practice and guide students to design according to the theme of this class. Students

can communicate with teachers at any time during the design process to answer questions and solve doubts. At the same time, other students in the group can play the role of enterprise customers, and the group can first explain and state the design reasons and connotation, so that students in the group or other groups can put forward different views and opinions. In dongguan, the awakening culture and design project case as an example, the packet is completed, each team member must carry on the reasonable division of labor cooperation, will be refined before finishing of cultural background information extraction and visual images, and extracted elements including graphics, color elements such as team internal discussion with perfect, teachers need to focus on each group at this stage of the progress and design dynamic, And provide timely answers to questions. The group design activity is to let the group members complete the cultural and creative design of the project. After the discussion of the group members, the understanding and understanding of cultural and creative design are further deepened, and the group members complement each other<sup>[3]</sup>.

#### 4.3 After-class evaluation

In the teaching of Cultural Creative Design, the teacher should not participate in the teaching evaluation of flipped classroom alone, but should adopt diversified evaluation methods, namely, diversified evaluation subjects and evaluation contents. When evaluating the creative elements designed by students, teachers are not only required to give objective evaluation and constructive suggestions, but also need to involve other students in the evaluation of their works. Teachers' evaluation, students' self-evaluation and students' mutual evaluation are adopted. In terms of the evaluation content, it is necessary to pay attention not only to the final results of students' cultural and creative design, but also to the process of cultural and creative design, and to investigate students' practical skills in the process of cultural and creative design, so as to make the evaluation more accurate and objective. For example, in the final proposal of Dongguan Lion Dance Cultural and creative design case, the group can first show and state the design results of Dongguan Lion Dance Cultural and creative design. Students in the group can make necessary design supplements and self-evaluation, including the extraction process of lion dance elements and the extraction basis of lion Dance color, etc. Further, other groups of students can make a general evaluation of the effect of the group, including whether the extraction of lion dance elements is reasonable, whether the design conforms to the unique cultural background of Dongguan Lion Dance, whether the product design is unique, and give reasonable optimization suggestions for its shortcomings.

### 5. Conclusion

To sum up, the teaching design of flipped classroom in the course of Cultural Creative Design should make reasonable suggestions according to specific projects, teach students in accordance with their aptitude, and

focus on cultivating students' ability to sort out specific cultural background information, extract graphics, and express design. Through the excavation of specific historical culture and the integration of it into the design, the design works will have a strong cultural heritage and resonate with people. In the teaching process, teachers should clarify students' main body thinking in the learning process, adopt diversified evaluation methods, improve teaching quality and efficiency, and standardize the teaching process.

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