

Attempt at the Construction and Reform of Creative Hand Drawing Courses in Environmental Design Major

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Abstract

The course of creative hand drawn expression techniques constitutes a core element of the teaching reform in the Environmental Design major of our college. This article revolves around the course and discusses in depth the importance of constructing professional textbooks based on modern educational concepts. Improving the overall quality of the teaching team is a necessary prerequisite, while optimizing the teaching content of hand drawn courses is fundamental. With the help of modern online education technology platforms, we can build a scientific and standardized management system to ensure the optimal design of the curriculum system. In terms of implementation details, we particularly emphasize the development and selection of textbooks, and require teachers to update their teaching methods. In terms of teaching planning, we focus on the integration and utilization of online resources, and have made corresponding adjustments to teaching methods and tools. As a key aspect of practical teaching, we must evaluate the effectiveness of the course and collect feedback. Starting from the reform of hand drawing skills, a fundamental compulsory course in environmental design, we propose a series of detailed optimization measures, covering the development and selection of textbooks, updating of teaching methods for teachers, teaching planning, application of network resources, improvement of teaching methods and techniques, practical teaching, and evaluation of course effectiveness. The aim is to enhance the teaching quality of environmental design and cultivate more outstanding design talents.

Keywords

Cultivation of Creative Hand, Drawing Teaching, Design Talents.

1. Introduction

In the process of cultivating professional talents in the field of design, basic courses play a crucial role. These courses are the core part of the talent cultivation system for design majors in higher education institutions. They are not only important platforms for moral cultivation and cultural quality development, but also the core elements of the design education structure. Professional basic courses provide solid support for achieving the training objectives of design majors, and their quality directly affects the training results of design talents. Therefore, strengthening the construction of professional basic courses is of decisive significance for improving the overall teaching level and talent cultivation quality of design majors. Especially in the current context of the construction of new liberal arts, the construction of professional basic courses has become one of the key points of curriculum teaching reform and construction. In order to improve the basic curriculum system of design majors, universities must strengthen the construction of the curriculum system. Specifically, the educational philosophy of cultivating virtue and nurturing people should be integrated into various levels of ideological and moral education, cultural knowledge, and social practice education, in order to cultivate well-rounded socialist builders and successors in the field of art and design. This will not only improve the educational level of the design profession, but also promote the modernization of design education.

2. In View of This Series of Problems, We Should Pay More Attention to The Construction of The Following Aspects in The Teaching Process

For example: 1. Selection of reference textbooks; 2. Formation and cultivation of the teaching staff; 3. Transformation of teachers' teaching thinking; 4. Innovative teaching design; 5. Updating teaching methods; Reform and construction will be carried out in areas such as course effectiveness evaluation.

2.1. Selection of reference textbooks

Teaching auxiliary materials play a crucial role in the construction of course resources for college design. They are not only the core of high-quality local courses, but also reflect the training objectives and basic requirements of environmental design majors. In the textbook library, hand drawing techniques textbooks are divided into three categories: interior, landscape, and architectural design, covering pen, marker, and watercolor techniques. The existing textbooks are unable to meet the market's demand for professional competence among students majoring in environmental design, especially for planning textbooks, which are scarce and mostly concentrated in coastal cities. Although hand drawn planning textbooks are widely available on the market, students in the four cycle curriculum find it difficult to learn comprehensively, which can easily lead to fragmented knowledge. In art and design education, students need to master indoor and landscape hand drawing techniques to support their professional creation and career development. These two techniques are widely used in environmental design, respectively for deepening scheme conception and expressing details of landscape spatial effects.

Good hand drawing not only allows for quick expression of the architect's design intent, but also enables clients and team members to better understand and identify with the design concept. [1] Basic course teaching not only needs to lay a solid foundation for students, but also ensure smooth integration with subsequent professional courses. The curriculum should focus on coherence and practicality, so that students can apply what they have learned to practical projects. However, there are problems with the selection of teaching materials for hand drawn expression techniques courses: limited available materials are not conducive to students fully mastering the skills; Mismatch with the abilities of local university students, leading to difficulties in mastering skills; The disconnection between course content and subsequent courses affects the application of knowledge; Not in line with the actual living environment, students lack project awareness. To address these issues, it is necessary to increase the variety of materials, adjust the difficulty of courses, strengthen course connections, and combine them with actual living environments. The Environmental Design major needs to develop innovative teaching materials, combined with subsequent courses, using progressive hand drawn knowledge structures and designing chapters based on course knowledge structures to clarify teaching objectives and stimulate learning interest. The textbook will include real-life copying references, combined with on-site sketching, to enhance painting skills. In addition, painting videos are provided to meet the needs of teaching and self-learning. This innovative textbook design will help students master professional knowledge and skills, laying the foundation for their career.

2.2. The formation and cultivation of the teaching staff

One of the major challenges faced by the faculty team in the college's environmental design major is the issue of teamwork. Teachers often lack effective cooperation in scientific research activities, which is not conducive to the construction and development of the teaching staff. At present, there are a total of 6 teachers responsible for the course of hand drawn expression techniques, including 1 deputy senior professional title, 4 intermediate professional titles, and 1 junior professional title teacher. Although they each have rich teaching experience, teamwork

has not been given enough attention in their work environment for a long time. To address this challenge, demand-oriented is the key logic of composition. [2] The college has begun to reorganize the faculty members of the hand drawn expression techniques course, with the aim of comprehensively addressing the current problems. Curriculum construction will be a systematic and continuous process aimed at promoting resource sharing among teachers, abandoning a single teaching model, and shifting towards team teaching methods such as collective lesson preparation, mutual listening to courses, joint teaching, and collective grading, in order to create an efficient teaching team. In addition, the college will arrange a team of teachers to work part-time at design companies during winter and summer vacations to learn market-oriented hand drawing techniques, or, if conditions permit, organize teachers to participate in hand drawing training institutions to create a professional and accurate teacher team. [3] These measures aim to enhance the collaborative ability of the teacher team to adapt to the constantly changing and demanding market.

2.3. Teacher's Teaching Thinking Transformation

After years of observation and research, the project leader and their team have realized that no matter how much time students devote to other activities, university curriculum learning must maintain a certain intensity, otherwise even the best teaching design and faculty will be unable to effectively improve students' professional quality. Using the teaching method of transformational thinking to guide students to acquire knowledge and construct cognition through multi-dimensional thinking. [4] In order to promote efficient learning, students should be at the center, emphasizing extensive reading and repeated practice. To achieve this goal, the teacher team needs to form a consensus that the core of teaching lies in students' actual mastery, rather than the content taught by the teacher. As the executor and guide of teaching activities, teachers should ensure the scientific, cutting-edge, and attractive content of basic design courses such as hand drawn expression techniques. This requires the teaching staff to hold advanced design education concepts and be brave enough to try innovation in teaching practice. Teachers should integrate the research results of blended learning into the classroom, break the traditional curriculum design thinking, explore the opportunities brought by experiential teaching from multiple perspectives, strengthen the practicality of unit design courses, and fully stimulate students' enthusiasm for active learning.

2.4. Innovation in Teaching Design

The Hand Drawing Techniques course is a foundational course offered by the Environmental Design major in the second semester, lasting for 16 weeks with 4 classes per week, totaling 64 classes. This course aims to guide students in recreating hand drawn works through the method of "copying combined with on-site sketching", in order to comprehensively enhance students' hand drawn expression skills. When implementing online assisted teaching, teachers need to carefully screen MOOC resources on the internet and hand drawn courses on large websites. Teachers should select high-quality MOOC resources as online preview materials for students, so that they can watch and prepare for hand drawing exercises in their spare time. The application of network resources is a continuous process rather than a one-time task. Given the rapid development of information technology, continuous updating of knowledge, advancement of technology, and changes in professional fields, teachers need to constantly update selected course content to ensure that teaching is in sync with the times and maintains the timeliness and cutting-edge nature of the curriculum.

2.5. Update of teaching methods

Teachers have adopted more intuitive teaching methods while inheriting traditional theoretical teaching and multimedia assisted teaching. Through physical projection technology, teachers demonstrate the steps of hand drawing on site, enabling students to observe the details of

strokes in detail and understand the complete creative process of hand drawn works. Teachers adjust the teaching pace in a timely manner based on students' understanding level, emphasizing the combination of theory and practice. [5] At the same time, teachers advocate for practical teaching methods, encouraging students to independently collect materials, select copying objects, conduct on-site sketching, and provide teaching feedback through course collective evaluation, aiming to stimulate students' active learning and creative spirit, cultivate their innovation and practical abilities. This teaching method not only enriches the course content, but also enhances students' learning enthusiasm and operational skills, deepening their understanding and mastery of painting techniques.

2.6. Course effectiveness evaluation

In previous evaluations of teaching effectiveness, we have divided teachers' evaluations of students into two main dimensions. The first dimension involves teachers' evaluation of students' course assignments, with regular grades accounting for 40% and final assignments accounting for 60%, both of which are carried out by teachers. On the premise of maintaining this ratio, a collective scoring mechanism with multiple teachers can be introduced. Collective grading is based on the joint teaching of the teacher team, distinguishing between copying and sketching assignments, and evaluating them separately by time nodes. Evaluation is no longer solely based on homework quality, but also takes into account students' progress in the curriculum. In addition, under the framework of school enterprise cooperation, teachers can invite corporate mentors to participate in grading. The secondary dimension focuses on the teaching effectiveness of professional teachers, including student evaluation, teacher team peer evaluation, and management evaluation of teacher teaching. The evaluation of vocational teachers by enterprise mentors should also be included. The college needs to explore specific evaluation plans in practice to improve the evaluation system. This evaluation system needs to be continuously adjusted and improved in order to better promote teachers' teaching and enhance students' learning outcomes. [6]

3. Conclusion

This major has been successfully developed into a provincial-level first-class course. In the macro context of first-class curriculum construction, the construction of hand drawn expression techniques courses in environmental design majors should break through the traditional teaching mode of basic techniques, adapt to the characteristics of the times, fully utilize regional advantages, shape the unique characteristics of the courses, and strive to become exemplary courses. The construction of such courses has profound theoretical and practical value in cultivating students' innovative thinking and comprehensive abilities.

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