

Application of Project-Driven Method in the Teaching of “Illustrator” Course

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Abstract:

This paper introduces the current design software classroom exposed many problems, discusses the necessity of design software curriculum implementation project driver method, and combined with the classroom teaching process of “mobile phone UI interface development project” case, from the preparation before class, class practice, after three aspects expounds the specific implementation plan of project driven method teaching mode, combined with the student learning effect analysis and teaching analysis, finally put forward the application of the model.

Keywords:

Graphic Design, UI Development, Project-driven

1. Introduction

Illustrator is a required software course for students majoring in art design. It is highly practical and occupies a basic core position in the curriculum system of art design majors. At the same time, in line with the principle of cultivating professional ability for future employment positions, students need to master the cutting-edge design concepts and the ability to apply design tools to solve the problems they may encounter in the actual work. Therefore, in the classroom of Illustrator course, more emphasis should be placed on the practicability and comprehensiveness of the teaching content.

2. The Connotation and Advantages of the Project-Driven Method

Project-driven method means that in the process of teaching, the theme is set as projects, and teachers and students jointly participate in the project architecture, implementation, operation, management and maintenance work. [1]

Project drive can bring theory and practice closely together. Different from the traditional theoretical introduction + hands-on operation, the project-driven teaching by solving specific problems. Students encounter difficulties when promoting the project, and then combine the corresponding theoretical knowledge to solve the difficulties. The problem-first learning process can help students to analyze specific

problems and truly master what design scenarios are applicable for each function of the software.

Project drive can effectively integrate course knowledge points and achieve the purpose of simultaneously cultivating students' software skills and design literacy. Take the UI mobile phone interface design, in the learning process, students need to design the interface with the drawing of the icon and background, this process is also the process of cultivating students' comprehensive design ability.

3. Specific Implementation Process of Project-Driven Method (Take UI Interface Development as An Example)

3.1. Early: integrate knowledge and set cases

Before the mobile phone UI design project course, students have been able to complete simple illustrations combined with pens, pencils and shape tools in Illustrator software.

In this stage of the project, the key content is the complex processing of the basic graphics obtained from simple paintings combined with boolean operation. After combing the software skills that students need to master at this stage, we found that the mobile phone ICONS were extensively used in processing with the above techniques in the drawing process. In the process of drawing the mobile phone background picture, we can consolidate the drawing tool learned in the previous stage. Therefore, we design the project task in this stage as the mobile phone UI design.

3.2. Medium-term: step-by-step, project-driven

The ultimate goal of this project is to complete the UI interface design of the mobile phone theme background and map target. In the process of promotion, we disassembled the project into three parts: skill mastery, standardized operation and exploration style exploration, and helped students complete a complete set of UI design step by step.

Master skills. This stage is our basic teaching stage, the teacher will explain to the students the Boolean algorithm principle and the use of the path finder to apply the principle to process graphics. This process is carried out through the combination of case practice method and teacher teaching method. In class, the teacher explained the drawing of "heart" and "cloud", and the students would independently draw "WiFi" and "setting", and integrated the principles and the use of tools.

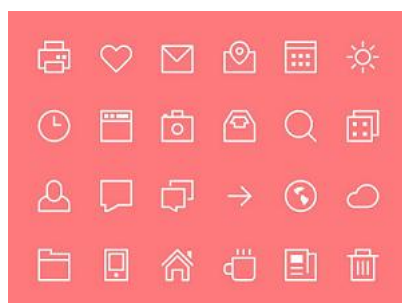


Figure 1. This is the reference icon for the first stage of the project for students to practice graphic processing.

Standard operation. This stage is the stage of regulating the design and operation habits. At this stage, teachers teach students the drawing method and specifications of

the icon reference lines in the software, and sort out the design process, so as to help students standardize the operation steps and promote the design tasks.

Explore the style. This stage is the stage of developing students' design thinking and exploring their personal style. After the first two stages of learning, students have been able to draw the UI background and UI ICONS combined with the software, but in the specific practical operation process, students have exposed the problems of inconsistent background and icon style, and inconsistent style between ICONS. Therefore, at this stage, teachers will guide students to explore their own design style and give targeted guidance to students' works. For example, if some students want to complete a set of street graffiti style UI design, then the teacher will guide them to observe and summarize the characteristics of the common elements and colors of the style, and apply them to their own design.

3.3. Later stage: initial results, communication and progress

The last link is the evaluation link of the project. The evaluation process consists of three rounds. In the first round, the teacher will put forward targeted revision opinions for each student's works. In the second round, teachers answered the questions in class combined with the common problems in students' homework. In the third round, the class will share the excellent works in the exhibition. Through three rounds of multi-dimensional evaluation, the students can learn from each other and make progress together.

Finally, through the teaching of mobile phone UI project, the students mastered the use of drawing tools and graphics processing tools in Illustrator software, and completed a complete UI design work combined with the design process and design specifications of mobile phone UI.

4. Enlightenment of Case Teaching

4.1. Integrate knowledge, project-based teaching

The ultimate goal of design professional courses is to provide students with the ability to complete specific design projects. The traditional teaching method of "skill + case" is difficult for students to form a systematic knowledge system. Therefore, we explored the teaching method of "project + skill + case". Under the application of project-driven teaching method, students are willing to spontaneously supplement more skills and knowledge outside the classroom for good design effect, thus improving their problem-solving ability. Skills teaching is carried out in the overall project task, and the consolidation of skills is promoted through specific cases, so that students can cultivate design thinking while mastering software skills.[2] Scientific and reasonable project tasks are closely related to students' future job needs, which can stimulate students' interest in learning, and can really help students master the mainstream trend and design skills of the design market.

4.2. Disassemble the project, step by step to advance

Before the beginning of the course, teachers should combine the knowledge objectives, ability objectives and quality objectives of the course, design the project reasonably, and really play the driving role of the project. For example, in the teaching process of Illustrator course, each project is divided into three steps: "skill mastery", "standard operation" and "exploration style", and gradually advanced to

realize the innovative thinking that allows students to develop independent design on the basis of mastering software skills.

4.3. Multiple evaluation, and progress in interaction

In the process of project evaluation, innovate the evaluation form. Create a cooperative learning mode in the class, add group evaluation and self-evaluation on the basis of the traditional teacher evaluation system, strengthen students' cooperative inquiry and organizational learning ability, and help students learn to self-examination and self-reflection. In the interactive communication, students can learn from each other and broaden their horizons.

5. Conclusions

By setting course projects, stimulate students' interest in software learning, integrate with the market, help students understand the cutting-edge design trend, master practical operation skills; promote the project implementation step by step, learn the corresponding knowledge points, integrate the theoretical knowledge with practical operation, cultivate students' team cooperation and communication ability, cultivate the ability of independent thinking, and improve their comprehensive quality. From this perspective, the implementation of the project-driven method provides an effective path for the effective development of such course teaching.

Conflicts of Interest

The author declare that there is no conflict of interest regarding the publication of this article.

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