

# Discussion on the Integrated Guiding Teaching Mode of Design Management for Ability Cultivation

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**Abstract:** The special subject attribute of design management determines that its teaching method should be different from the general art and design courses. Based on the undergraduate teaching practice and experience of design management, this paper summarizes four main teaching characteristics and teaching experience, in order to obtain exchange and improvement in the field of art and design teaching.

**Keywords:** Design Management; Ability Cultivation; Guided Teaching

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Design Management is an interdisciplinary subject of design and management. It is a professional core course. The teaching of undergraduate course aims to cultivate students’ ability to comprehensively use the theories and methods of design strategy management, design resource management, design marketing management and design operation management from the perspective of design enterprise management. The special attribute of its interdisciplinary determines that some theoretical knowledge of enterprise management and economic management needs to be taught in the undergraduate teaching content, which is difficult for the study of art and design undergraduates, and also puts forward new requirements and challenges for the teaching process and methods of this course.

Based on the above background, I have made an overall plan for the course teaching process according to my personal learning experience and teaching schedule. Adhering to the principles of high efficiency, science and student leadership, I have comprehensively used teaching and evaluation methods such as “guided introduction”, “case teaching”, “discussion teaching”, “proposition training” and “comprehensive assessment”, and completed the teaching task step by step. Now we summarize and introspect on the teaching process and experience of each part, in order to communicate with each other and obtain suggestions, so as to continuously improve the teaching quality of Design Management.

## 1. Guided Introduction to Lead Students to Sort Out the Theoretical System

For art design undergraduates who prefer design operation skill training, the efficiency of design management theory learning is relatively low. In order to solve this dilemma and change the disadvantages of one-way teaching method, before the first basic theory teaching, I led students to brainstorm around the phrase “Design Management”, and encouraged students to write all the words related to the content on the classroom blackboard. The students were very active in brainstorming and discussion. They filled a whole blackboard and wrote 31 phrases; Next, I guided students to classify and summarize the above 31 contents according to the four levels of “design strategy management”, “design resource management”, “design marketing management” and “design operation management” of the course content system, and make group reports and discussions.

The teaching method of guided introduction has stimulated students’ positive thinking and active learning. The effect of this link is to lead students to sort out the theoretical framework and content of the Design Management and plant “points of interest” for the deeper theoretical teaching behind the course.

## 2. Case Teaching to Improve Students’ Theoretical Application Skills

Theory and practice complement each other in a virtuous circle. Theoretical learning can guide practice, and practice can constantly update and improve theory. Based on this objective reality and aiming at improving students’ theoretical application skills, this course has repeatedly used the teaching methods of “case teaching” and “case discussion” in the teaching link to help students better understand and use theoretical knowledge.

In the teaching process of “case teaching”, it mainly analyzes the management status of typical design enterprises. Students generally show strong interest in case enterprises. This teaching method promotes students’ comprehensive understanding of management theory; In the teaching process of “case discussion”, the focus is to carry out group discussion on hot cases and fierce debate on controversial issues. This teaching method has a good teaching effect on improving the students’ ability to analyze social hot issues

and design enterprise management issues by using theoretical knowledge.

### **3. Discussion Teaching to Stimulate Students' Active Thinking**

In order to break the traditional teaching mode of “full filling” of theoretical course and improve students' classroom participation, the teaching mode of discussion, participation and interaction were used in the course teaching. On the one hand, interactive discussions were conducted on the understanding of proper terms in management economics, which deepened students' understanding of rare special words; On the other hand, group discussions and exchanges were conducted on hot current affairs related to art and design, so as to stimulate students' ability to criticize current affairs in their professional field with theoretical knowledge.

In the process of “discussion teaching”, students were generally keen to express their views. This teaching method plays a good role in stimulating students to further broaden their professional vision and expand their innovative thinking.

### **4. Proposition Training Helps Students Consolidate Their Theoretical Knowledge**

One of the disadvantages of electronic teaching and life is forgetting the excellent learning habit of “a good memory is not as good as a bad pen”, which leads to the teaching quality of some theoretical courses lagging behind expectations. Based on the objective reality that theoretical knowledge needs to be understood and memorized in multiple directions, this course has carried out proposition training according to the key contents of each chapter and the question types of “short answer questions” and “case discussion questions” after the teaching of each course content, in order to help students consolidate theoretical knowledge and improve their ability to apply theoretical knowledge.

During the first proposition training, the students said they had not written with a pen for a long time. Obviously, they somewhat resisted this traditional way of homework, but in the later training, the students would take the initiative to ask questions they couldn't. This training mode can help students deepen their cognition of theoretical knowledge through the way of “pen tip memory”.

### **5. Comprehensive Assessment to Improve Students' Ability to Apply Theory**

The assessment method of the course is to take four people as a group, select national industrial design enterprises or provincial industrial design enterprises in Wuhan as the research object, and complete 4000 words research report and 10 pages display ppt according to the course content system and specific knowledge points. This assessment method can not only examine students' theoretical learning and application, but also examine students' ability of group coordination and cooperation, which is helpful to comprehensively test the effectiveness of curriculum learning.

### **6. Conclusion**

The teaching process and experience of Design Management are valuable experience for me. I also look forward to the opinions and suggestions of peer experts. I will continue to absorb new knowledge and improve the teaching quality of design management.

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