

# *The Explore of Construction Standards of Practical Teaching Evaluation System for Graduate Students in Design Disciplines*

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**Abstract:** With the development of China's economic environment, society needs a large number of applied talents. Unlike academic undergraduate education, application-oriented undergraduate education can promote the popularization of higher education, and the education department is also increasingly attaching importance to application-oriented undergraduate education. Practical teaching, as an indispensable and important part of cultivating design graduate students in colleges and universities, is a major link in guiding and training graduate students' innovative thinking and abilities; It is an important way to integrate professional knowledge with practice, cultivate graduate students' proficiency in using scientific methods, and enhance their hands-on operation ability; Compared with theoretical teaching, practical teaching has more advantages and potential in educating graduate students' innovation and practical abilities, as well as improving their comprehensive qualities. The construction of practical teaching evaluation system for graduate students majoring in design is more conducive to the practical operation ability of students majoring in design and art. This article analyzes its characteristics, establishment principles, and studies the construction standards for graduate students majoring in design from multiple dimensions and perspectives. It is concluded that the organic integration of design skills and design concepts can promote the construction of practical teaching evaluation systems for graduate students majoring in design.

## 1. Introduction

The teaching of art and design majors focuses on practical teaching from the traditional teaching of art and design majors in the past, using practical teaching to improve the innovative thinking ability of graduate students, in order to better lay a solid foundation for graduate students to enhance their competitiveness in employment. On the basis of strengthening the content of basic practical management, the teaching of art and design majors points out the practical theories of structuring innovation and creation, as well as entrepreneurship, Therefore, we say that practical teaching is the soul of the teaching of art and design majors, and graduate students use practical classes to closely adapt to social needs and quickly enter a virtuous career path [1].

Currently, in China, there is less content to construct a practical teaching evaluation system for

design graduate students. In the West, Bauhaus' research on design theory has a significant impact on domestic and foreign research on design teaching evaluation systems. Therefore, in order to further fill the gap in the construction of evaluation standards for practical teaching of graduate students in design disciplines in China. Using the literature theory reading method, this paper analyzes the design discipline from multiple perspectives, and proposes a teaching evaluation system suitable for the actual situation of the country. [2] In order to flexibly use various methods to increase the teaching evaluation system for design graduate students, and further promote the influence of design education in China.

## **2. Characteristics of Practical Teaching in Design Disciplines**

### **2.1. Variety**

Art and design majors are highly applied majors that need to cultivate graduate students with strong hands-on production and creative abilities. Therefore, a wide variety of practical courses and sufficient practical class hours are required to guarantee them. According to the nature of the curriculum, practical teaching is generally divided into two categories. One is the practice link that is not independently set up. Many practice links in this major are included in the theoretical course teaching, making it difficult to separate them into an independent course; The second is the independent set of practical links, such as experiments (on the computer), internships, sketching, wind collecting, creation, graduation design (thesis), project training, etc. [3]

In a sense, the diversity characteristics of art and design education can help promote students' cognition of design art, with students as the subject of cognition, and teaching methods and content as the object of cognition. Therefore, design education with diversity characteristics can only promote the formation of the foundation of the teaching system by allowing the interaction between subjectivity and practical teaching activities to generate a close dynamic relationship. [4]

### **2.2. Procedural**

"Because China has always been using the educational method of" teaching between teachers and apprentices ", the classroom has become increasingly" technical "and" rigid ", without innovative and summative explanations." Therefore, students do not have a broad perspective and dare not break through the constraints. China's teaching model for design is superficial and focuses more on process rather than results. "Just focusing on theoretical education for design students and paying more attention to the teaching model has led to one-sided factors in the educational process, rather than the result of improving students' abilities brought about by education itself."

Compared with general theoretical teaching, practical teaching has obvious process characteristics, which determines the difficulty of practical teaching evaluation. For theoretical courses, generally after listening to a class, you will have a basic understanding of the teacher's teaching situation; however, for practical courses, such as creative or internship courses, it is difficult to properly evaluate the teaching quality of teachers solely by attending classes. The design of practical teaching content is interlinked, and each link has its own characteristics. Only by comprehensively tracking a course can the teaching quality of that course be appropriately evaluated. [5]

### **2.3. Complexity**

It is precisely because of the wide variety of practical teaching links in art and design majors, each practical link has its own laws and characteristics, and there are significant differences in

teaching methods and methods, which determines the complexity of its teaching process.

With the steady progress of design majors in China, most schools in China are actively establishing design teaching, and art schools are no longer just schools that accept art students. With the increasing demand for relevant outstanding personnel in the modern economic market, many graduates studying design majors will quickly find jobs and receive good treatment, leading to an increase in the number of students currently applying for this major. Therefore, in recent years, relevant design schools in China have been developing better and better, with most schools opening new majors and increasing the number of students. As a result, there is a mismatch between the number of students enrolled in the university and the number of students applying for this major, which has led to many comprehensive universities that have nothing to do with design gradually adding design majors, forming a defective chain structure. [6] "Because this major is not only about teaching painting, but also about understanding the needs of the real world. However, because there are many schools that offer this major, there are no corresponding companies, and when conducting market research, it is only careless."

### **3. The Construction and Standards of Practical Teaching Evaluation System for Design Disciplines**

#### **3.1. Evaluation Principles**

The evaluation of practical teaching quality should first reflect the principle of effectiveness, truly and effectively reflect the characteristics of practical teaching, and reflect the requirements of practical teaching in cultivating graduate students' practical ability, innovative spirit, and improving their comprehensive quality; The second is the principle of objectivity, which should be based on objective facts, examine and evaluate various aspects of practical teaching from multiple perspectives, accurately grasp various aspects of teaching information, and conduct an objective and fair evaluation; The third is the principle of operability. The evaluation elements of practical teaching are complex, and if they are comprehensive, they will lead to low efficiency. Therefore, having strong operability is the key to the effectiveness of practical teaching quality evaluation; the fourth is the principle of motivation. The purpose of evaluation is to improve the quality of teaching. Therefore, the evaluation method should be based on the principle of promoting the enthusiasm of teachers to improve teaching, stimulating the motivation and enthusiasm of graduate students to learn, and improving the quality and ability of graduate students. [7]

#### **3.2. Construction Method**

The basic practical teaching of integrated art design majors should be designed in chronological order. The first step is to conduct activities such as art gathering and company internships in the first and second graduate schools. The key is to enable students to truly understand the situation of society and the company. Through internships in the company, graduate students can master the necessary knowledge for future employment, improve their skills in exploring issues and their ability to handle difficulties, Let graduate students apply the knowledge they have learned to their work to gradually adapt to market demand. [8]

Strengthen the construction of professional practice bases for art design. The most important part of practical teaching is to create an internship base. The main points to be paid attention to are as follows: First, through the alumni communication network, create an alumni company as a place for internship; second, use the strengths of this college to continuously promote the students of your own university to the company, and meet mutual interests to create an internship base together. Third, hire company leaders as internship consultants for our school. Strengthen the construction of

teaching staff for art design majors. Many art schools in China now have in-service teachers who work from "school to school." After such a long period of estrangement from the outside world, the knowledge taught cannot keep pace with the trend of the times, and cannot meet the requirements of modern education for graduate students. [9] Therefore, attention should be paid to the following two points. First, send teachers to the company for training to cultivate "double qualified" teachers. Second, hire company staff who are professionally aligned to give lectures on campus.

Strengthen the management of graduate students majoring in art and design. If art and design majors want to improve the quality of education, they should adhere to the education of graduate students. Attention should be paid to the following points. First, teaching such as art collection and market research should not be considered superficial as play. Before these practices begin, the purpose of conducting this practice should be clearly defined, and after completing the activity, relevant insights or practical experiences should be arranged. Secondly, when conducting internships, internships, and other activities in related enterprises during the summer vacation, it is necessary to complete the internship report, obtain the attitude of the leaders of the internship company, and also communicate frequently with the school where they work, which helps teachers to better examine the internship status of their classmates. Third, graduate students should take seriously practical activities such as the final graduation design and entrepreneurship. Colleges and universities should also evaluate the drawings drawn by their classmates, and praise those graduate students who have made significant profits when starting their own businesses. Fourth, integrate the knowledge taught in the practice process with the credit statistics of students, and urge graduate students to reach the school's age limit before graduation.

The practice carried out by the art design major is to establish an operational system for design and development based on the relationship between universities and enterprises, promote the continuous transformation of scientific research achievements in schools, and transform scientific research achievements in universities into social achievements, thereby promoting education.

Scientific research and social communication are also a verification of teaching and its scientific research achievements. These activities promote the communication of information and the continuous progress of education and scientific research to maximize the quality of education.

The combination of teaching and scientific research behavior is an experimental activity, the combination of teaching and extracurricular internships is a practical activity, and the combination of scientific research and extracurricular internships is a productive activity. The combination of teaching, scientific research, and social internships is the creation of this major, which can form a productive force and become a central part of this major. The internship teaching of art and design majors can skillfully combine various disciplines and put basic knowledge and ideas into practice. Art design is not only a manifestation of aesthetics and abilities, but also the most important aspect is the control and innovation of social economy, production relations, and production methods. It also combines various disciplines and is linked to multiple fields such as technology, management, market, and consumption. Therefore, it is the perfect control and creation of various knowledge and skills combined with various concepts. Basic skills, design ideas, and internship activities are an inseparable collective. These three aspects are not only phased, but also interfere with each other. [10]

### **3.3. Building Standards**

Cultivating graduate students' innovative awareness is the construction standard. Innovative practice is a practical activity that trains graduate students' innovative awareness and thinking, cultivates the exploration and enterprising spirit embodied by graduate students during their study, explores new things, recognizes new methods, and adopts existing knowledge to creatively solve

problems. It is well known that practice is the source of innovation. Using practical teaching, Combining specific problems and difficulties in production practice, analyze and solve them to enable graduate students to become proficient in professional skills and continuously improve their innovation ability. In addition, due to the influence of humanistic concepts in art design, a person who has been teaching art design for many years should experience, feel, and construct their own artistic design concept system from multiple aspects in their work and life, rather than being constrained by the original design form, Only in this way can innovation and improvement be achieved. Emphasis should be placed on practical teaching of art and design majors to promote this innovative teaching labor to produce strong psychological effects and achieve the best publicity effect. As a college teaching, it is necessary to continuously carry out innovative practical teaching activities and continuously improve the innovative awareness and ability of graduate students.

Cultivating the connection between graduate students and society is the construction standard. The practical activities of art and design majors are to strengthen the connection between schools and society, construct an operational mechanism for design development, promote the interaction between teaching and research results and society, and also serve as a test of teaching and research results. The practical activities of art and design majors facilitate the exchange of information, promote the advancement of teaching and research with the times, This has greatly improved the quality of teaching and transformation, transforming the scientific research achievements of the school into social achievements, promoting the interactive relationship between teaching, scientific research, and society, as well as a test of teaching and scientific research achievements. Practical activities in the art design profession have facilitated the exchange of information, promoted the advancement of teaching and scientific research with the times, and greatly improved the quality of teaching.

#### **4. Conclusions**

Art design is a creative practical activity for all mankind to achieve their ideal goals, and it is an extremely important force for promoting social development. Scientifically constructing and improving the practical teaching system for design graduate students, strengthening the management of practical teaching for design students, and conducting high-level monitoring and evaluation of practical teaching are conducive to promoting the reform and optimization of the training mode for design talents, and are of great significance to improving students' practical ability in design, as well as enhancing their innovation, entrepreneurship, innovation, and employment abilities in design.

In the face of current employment competition, the effectiveness and significance of practical teaching are particularly important if more and more useful talents are cultivated that meet the needs of social development. Practical teaching can not only help guide graduate students to understand the knowledge they have learned, To further expand the content of theoretical courses, it is important to instill a style of integrating theory with practice in graduate students, cultivate the ability to analyze and solve problems and create an innovative spirit, and construct a comprehensive teaching system for art and design majors. This is to promote the organic integration of three forms of talent cultivation: basic skills, design concepts, and practical activities. A brand new teaching model that integrates teaching and research activities into practical activities, promotes interaction and three-dimensional intersection among the three, and comprehensively improves the teaching level of art and design majors.

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