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Construction and Research of "Apparel Accessories Design" Mixed First-class Curriculum

Yajuan Wang*
College of Arts, Guilin University of Technology, Guilin, China
*Corresponding author, e-mail: 594858922@qq.com

Abstract: *Curriculum is the core element of talent cultivation, and "Apparel Accessories Design" is the core course of clothing and apparel design major. According to the requirements of the professional talent training program and the result-oriented teaching concept, the course has been reformed in a hybrid online and offline way. This paper starts from the course content, assessment method, course innovation and characteristics, combines the OBE education concept, focuses on the requirements of "high order, innovation, challenge" of first-class courses, insists on student-centered and result-oriented continuous improvement of the course, and promotes the teaching of professional courses from teachers to promote the transformation of professional course teaching from teachers "teaching well" to students "learning well", and to provide reference cases for achieving talent training goals and improving teaching quality.*

Keywords: *High order; Innovation; Challenge; Apparel accessories; Design courses; Teaching methods*

Background

"Apparel Accessory Design" is the core course of Garment and Costume Design of Guilin University of Technology. The course is both theoretical and practical, aiming to cultivate students' design ability and comprehensive literacy in the methods, steps, aesthetic principles, shoes, hats, bags and other accessories of costume accessory design, and to achieve the teaching goal requirements of knowledge, ability and value shaping.

It mainly studies the design method, classification and production process of apparel accessories, and enables students to master the basic concepts, requirements and design process of apparel accessories design and production. Through OBE education concept, systematic teaching design, online and offline hybrid teaching mode, and student-centered flipped classroom design, students will be proficient in apparel accessories design principles, design process, production steps, course output assignments and enterprise integration, and practical innovation features of learning and competition, to cultivate the organic integration of students' knowledge ability quality and enhance their comprehensive ability and advanced thinking.

Based on the construction of the "Apparel Accessories Design" course, the traditional "teacher-centered" teaching mode is reformed and innovated, and the flipped classroom teaching link is added to highlight the features of "student-centered and teacher-led", using online and offline hybrid teaching mode, integrating "high order, innovation, challenge" into the teaching content, formulating the syllabus with the guidance of OBE education concept, and the goal of teaching design and implementation is the final learning outcomes

achieved by students through the education process.

Course Construction Content and Instructional Design

The course design combines theoretical knowledge with online pre-study and independent learning, teachers and students achieve interaction between teaching and learning with the help of online Q&A and sharing, students pre-study online, consult materials, ask questions and consult with fashion frontier clothing, this link reflects the frontier and modernity of the course content; offline content mainly has lecture focus, teamwork, group discussion, flipped classroom and other ways to understand and master the key course The content, teachers comment and summarize according to the analysis of specific problems, from shallow to deep, from surface to inside stages to complete the teaching objectives, and train students to solve complex problems and advanced thinking; student-centered flipped classroom teaching mode, group-based discussion, research, mutual evaluation, so that the final results of the research is exploratory and personalized; integration of course content with enterprises, with teachers the course content is integrated with enterprises and research projects of teachers, which completes the teaching of the course and enhances students' eyesight and aesthetics, and the content has a certain degree of challenge (Yu, Liu & Su, 2020).

Teaching Objectives

1. Knowledge Objectives

Through understanding the design methods of costume accessories, students will focus on the design principles, processes and design methods of costume accessories, and enhance their understanding of the applicability and professionalism of costume accessories design. Students will master the connotation of costume accessory design, design ideas and production steps, focusing on: (1) theoretical knowledge and practical knowledge of costume accessory design principles, processes and design methods in traditional ethnic costume design, as well as theoretical knowledge and practical knowledge of costume accessory design in the cross-cultural field; (2) through specific learning tasks such as jewelry, hats, shoes, scarves, brooches, bags, ties, headbands, belts, etc., master the application of traditional national costumes in cross-cultural costumes and innovative practices.

2. Competency Goals

(1) Comprehensive Analysis Ability: Through the teaching of design principles, processes and design methods of costume accessories, students will develop comprehensive analysis ability of traditional national costume design and costume accessories design with cross-cultural fields.

(2) Practical application ability: Through independent learning tasks and group collaborative learning tasks such as jewelry, hats, shoes, silk scarves, brooches, bags, ties, headdresses, belts, etc., the ability to pass on and practice innovation in the design of traditional ethnic costumes and cross-cultural costume accessories is formed.

3. Value Shaping Objectives

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Through blended teaching reform and practice, students will form the professional basic ability of independent learning, inquiry learning and lifelong learning, and cultivate students' value recognition, consciousness of inheritance and cultural confidence in the design of traditional national costume accessories, as well as their international vision of cross-cultural costume accessories design.

Teaching Content

The reform of the teaching content is the core of the curriculum reform. The OBE teaching concept is the core of the revised syllabus, and the teaching content will be result-oriented to support the teaching objectives and reach a synergy with the reform of the teaching mode. The main reform objectives of the teaching content: to break the limitations of the original textbook content, to streamline and reorganize the teaching content with project orientation, so that it is closer to the professional reality and industry needs; from the interest and concern of students' learning, the content reflects the fashionability and frontier, reflecting the latest professional development.

The basic content of the course "Apparel Accessory Design" can be regarded as low-order basic knowledge; the task-driven subject practice of cooperative projects with enterprises is high-level knowledge; the case analysis and course teaching process completed jointly by the team, supplemented by international brand design explanation and analysis, expert lectures, classroom guidance and enterprise project evaluation, aims to emphasize the integrity of knowledge and the promotion of high-level skills, the practical application of enterprise projects and the appropriate expansion of professional vision.

The course of "Apparel Accessories Design" follows the "high order, innovation, challenge" offline and offline hybrid first-class curriculum standards, insists on "student-centered", combines the OBE teaching concept, cooperates with enterprise projects task-driven, and completes the online and offline hybrid teaching process from shallow to deep, from surface to inside, in stages. The course will be a hybrid online and offline teaching process, establishing a five-in-one teaching mode of teaching, learning, doing, speaking and evaluating (Yu, Liu & Su, 2020).

Instructional Design

1. "Teaching"—Online and Offline Hybrid Teaching

We adopt diversified teaching methods on and off campus, including online pre-study and discussion; offline theory lecture, research, group work, design and production; on campus, we invite non-genetic inheritors to give in-depth classes; off campus, we carry out thematic design in the form of project introduction according to the needs of enterprises to increase the degree of innovation and challenge.

2. "Learning"—Flipping the Classroom to a Student-Centered Approach

The student-centered flipped classroom teaching model is a process in which the teacher assigns a fashion forward design topic and students research, discuss in small groups, organize, organize and then explain. Each

group of students has its own identity, and the final result is inquisitive and personalized. Such a teaching design exercises students' ability to learn independently.

3."Doing"—Project Introduction Type Theme Design

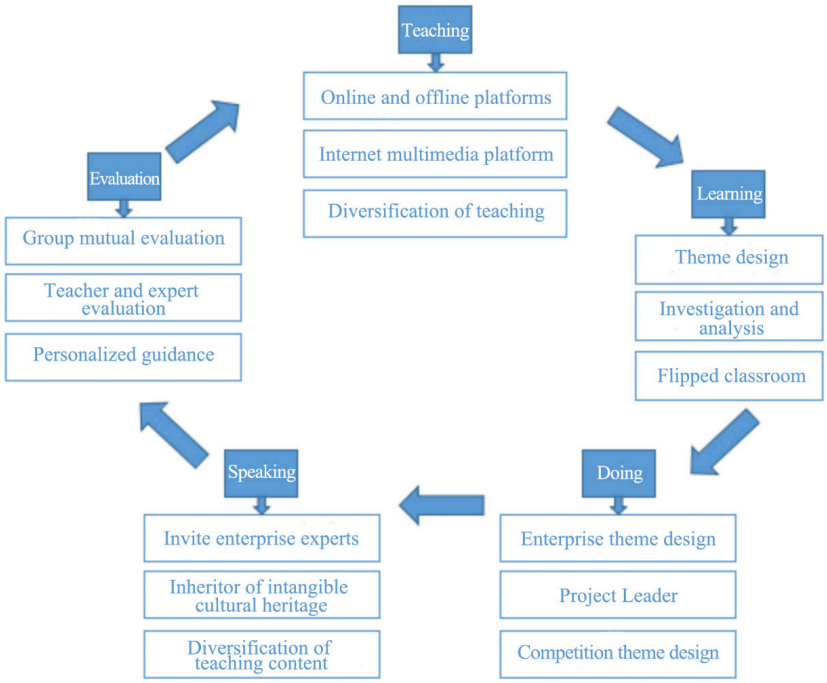
Based on the mentor project, the project research content is integrated with the design of the course teaching session, and students demonstrate the ability to think, question, research, and present through pre-research, design, and production. In this session the student is treated as an independent designer, and this process enhances the student's higher order abilities, ability to think creatively, and to analyze and synthesize information. Students acquire higher-order competencies through project-based introductory theme design.

4."Speaking"—Teaching Knowledge by External Experts

The course has 4 hours of external experts in the syllabus set up with OBE as the teaching concept, and has invited Ms. Wei Qinghua, a Dong non-genetic inheritor at the district level, to enter the classroom to communicate with students face to face and share the Dong culture in depth in the teaching session. In the future, we will continue to invite industry and ethnic skills inheritors into the classroom to share more industry updates and ethnic culture for students.

5. "Evaluation"—A Diversified Evaluation System

The evaluation system of the course adopts a diversified mode, mainly including exhibition instead of examination, group evaluation, regular attendance, classroom performance, online test and teacher evaluation, etc., to confirm whether students have mastered the objectives required by the course through the examination of the course learning content. According to the individual differences of students and their understanding of the knowledge, a personalized evaluation system is developed to motivate students to enhance their interest in learning and to study the course content in depth, so as to achieve higher-order learning goals.



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Figure 1. Teaching design drawing

Teaching Organization Form

The design of online and offline blended teaching activities is mainly based on the teaching objectives, teaching resources and the characteristics of blended teaching, and the teaching activities are divided into three stages: before, during and after the class. This course integrates the OBE education concept into the blended teaching process, adopts heuristic teaching, contextual teaching and project teaching (individual preparation, group discussion, practical report and presentation, plenary sharing, participation of enterprise personnel in evaluation, etc.), embeds the design theme into the course content, and promotes students' independent learning ability with the project introduction teaching mode.

The pre-class teaching design mainly completes online content such as pre-study, interaction, Q&A and asking questions, encourages students to learn independently, pay attention to the fashion frontier, and share and exchange the latest fashion trends and international first-line brand fashion releases online. The class continues the online content and focuses on teaching difficult issues according to students' messages and questions. Through group-based discussions, flipped classroom, case studies, theme design and other teaching sessions design, the course content achieves a high level of sophistication. After the class students need to continue to improve their assignments and review the content in the course, while providing individualized guidance to students. The final results are oriented towards holding course exhibitions, participating in competitions and exhibitions, adopting the design works in cooperation with school enterprises, and improving professionalism.

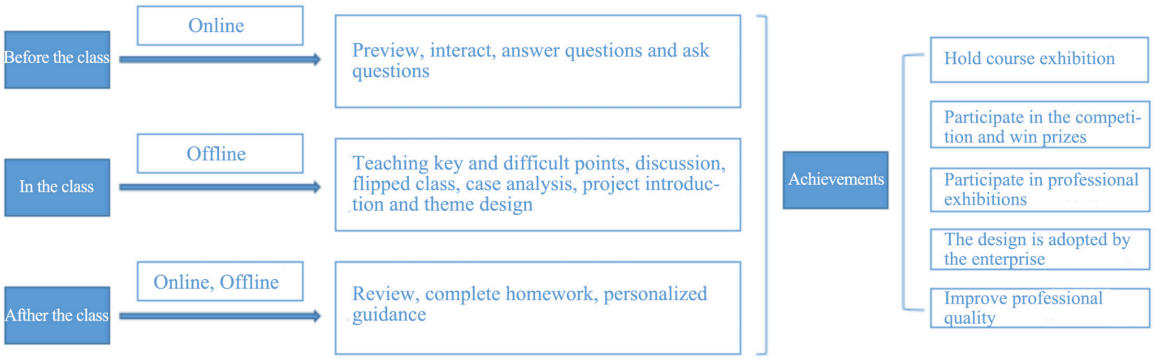


Figure 2. Schematic diagram of teaching organization form

Form of Course Assessment

The assessment and evaluation system of this course takes "high order, innovation, challenge" as the starting point, mainly from online and offline and course exhibition, accounting for 30%, 30% and 40% respectively, the assessment objectives corresponding to online, offline and course exhibition mainly examine students' basic knowledge mastery ability, independent learning ability; creative thinking ability, comprehensive analysis ability The assessment objectives correspond to online, offline and course exhibitions, which mainly examine students' ability to master basic knowledge, independent learning ability; creative thinking ability, comprehensive analysis ability; practical application ability and result transformation ability. The evaluation

subjects are also multi-faceted, with online platform, full-time teachers, students' mutual evaluation of school-enterprise experts and enterprise experts, etc. The completeness and rationality of the whole assessment and evaluation system constructs a diversified course evaluation system that

Table 1. Course assessment and evaluation system

Online and offline assessment ratio	30% online performance			30% offline results			Course Exhibition (40%)	
	Course Study 10%	Coursework 10%	Course Quiz 10%	Attendance 10%	Flipped Classroom 10%	Classroom Performance 10%	20% completion of previous assignments	Exhibition effect 20%
Appraisal Objectives	Basic knowledge acquisition ability Self-directed learning ability			Creative thinking skills Comprehensive analysis ability			Practical application skills Achievement Transformation Capability	
Evaluation Subjects	Online Platform + Full-time Faculty			External experts + student mutual evaluation + full-time teachers			Enterprise experts + full-time teachers	

Curriculum Building Innovations and Features

National Characteristics of Clothing Accessories Design

Integrate the costume accessories of Zhuang, Dong, Yao, Miao and other ethnic groups into theoretical teaching and practical teaching by combining the geographical advantages of Guangxi. Cultivate students' value recognition, consciousness of inheritance and innovative design ability for the design of traditional ethnic costume accessories.

Cross-Cultural Characteristics of Clothing Accessories Design

The course integrates cross-cultural content into the design of apparel accessories by combining foreign production techniques and ethnic cultures from Africa, Europe, and Asia to develop students' international perspective and design skills for cross-cultural apparel accessories design. French embroidery techniques are taught in the course, and students can use them in a variety of designs through mastery of the techniques.

The Combination of Learning Competition and School-Enterprise Integration of Practical Innovation Features

The syllabus based on the OBE teaching concept clearly sets the requirements of combining learning and competition and school-enterprise integration, and teachers require students to participate in competitions and cooperate with enterprises in the form of project introduction. By participating in the NCDA competition, the Grand Prix, and the National Youth Cup Art and Design Competition, students complete challenging tasks

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and demonstrate the degree of challenge in the "high order, innovation, challenge".

Conclusion

The online and offline hybrid first-class course construction of "Apparel Accessories Design" course requires long-term practice and accumulation, which is of great significance to the improvement of the teaching level of the course of fashion and apparel design. As a core course of fashion and apparel design, the course will continue to learn experience, discover more useful teaching methods and cases, and enrich the teaching content in the continuous construction of first-class courses, so as to renew the vitality and gradually realize the construction goal of "high order, innovation, challenge".

The course of "Apparel Accessory Design" adopts online and offline hybrid teaching, OBE teaching concept, student-centered flipped teaching mode, so that students are proficient in apparel accessory design principles, design process, production steps, course output assignments and enterprise integration, learning and competition combination of practical innovation features, which cultivates the organic integration of students' knowledge ability quality and enhances students' comprehensive ability and advanced thinking. Improve the quality of teaching, develop students' higher-order thinking ability of analyzing and solving problems, and finally achieve the goal of training talents for sports majors.

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[2] 2020 Guangxi Undergraduate Education Reform Project General Project A: Construction of "Golden Course" of Costume Design Based on Ethnic Culture Resources [No. 2020JGA191].

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