



**RESEARCH ON THE REFORM AND IMPLEMENTATION OF  
GRAPHIC DESIGN COURSE OF THE CULTURAL CREATIVE  
INDUSTRY - A CASE STUDY OF ADVERTISING DESIGN TEACHING  
PROJECT OF QUANZHOU COLLEGE OF TECHNOLOGY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
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This Independent Study has been approved as a Partial Fulfillment of the Requirement of  
International Master of Business Administration in Education Management

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### ABSTRACT

The primary aim of this study is to enhance students' practical skills, creative thinking, interdisciplinary integration abilities, market awareness, and career planning capabilities. The study has three objectives: (1) to explore the introduction of project-based learning into the graphic design curriculum of the advertising design major, aiming to address issues associated with traditional teaching methods such as outdated content, monotonous instructional approaches, and inadequate practical skills among students; (2) to analyze the effectiveness of project-based teaching methods in cultivating students' practical skills and creative thinking, while also exploring their role in bridging the gap between school education and industry demands; (3) through project-based teaching, to identify the differences between traditional teaching and project-based teaching and to understand the practical impact of the latter on students' skill enhancement.

This study employs a variety of research methods. Using the example of Quanzhou College of Technology Advertising Art and Design major, we conducted a thorough examination of existing teaching models, theories, and practical experiences through literature review. Additionally, we conducted surveys and interviews from the perspectives of both students and instructors in the advertising design field. This endeavor facilitated a comprehensive understanding of their viewpoints on traditional teaching versus project-based learning, as well as the actual impact of project-based learning on students' skill enhancement. The conclusions of the study clearly indicate several key findings. Firstly, the introduction of project-based learning in the advertising art and design curriculum is an exceptionally effective approach. Secondly, students have made significant progress in various aspects including practical skills, innovative thinking, market awareness, and interdisciplinary integration. Thirdly, project-based learning not only enhances students' enthusiasm for learning and their professional competence but also positively impacts the reform of advertising art and design education. It is hoped that this research will not only inspire advancements in teaching theory within the realm of advertising design majors, but also provide valuable reference for researchers in other fields. Ultimately, this study aims to contribute to the advancement of vocational curriculum reform.

**Keywords:** graphic design, curriculum reform, project-based teaching, practical ability, higher vocational advertising major

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The thesis took a year and a half to complete, and during this time, I received careful guidance from my respected advisor, Dr. Liao ZhiGao. From the beginning of the topic selection, considering my professional reasons, my advisor suggested using my teaching experience as a starting point. After adopting my advisor's suggestion and establishing the direction of the thesis on introducing project-based teaching into graphic design courses, I received profound advice and constant encouragement from my advisor. The help given to me by my advisor provided me with many data and opinions for completing this thesis. In the teaching practice phase, Thanks to the sophomore students of Quanzhou College of Technology, With their cooperation, I completed the practical reform of the course and obtained rich and specific teaching examples from it.

I would like to thank Dr. Liao ZhiGao again for providing valuable advice for the gradual improvement of the thesis in my writing process. Although my writing style is still a bit immature and my views are not deep enough, through the writing of this thesis, I have gained a lot of knowledge and feel satisfied.

Finally, I would like to ask the reviewing teachers to give me criticism and suggestions for improvement in teaching in the future. Thank you!

ZHIXI LIN  
Mar 28, 2023

## DECLARATION

*I, ZHIXI LIN, hereby certify that the work embodied in this independent study entitled “Research on the Reform and Implementation of Graphic Design Course of the Cultural Creative Industry - A Case Study of Advertising Design Teaching Project of Quanzhou College of Technology” is result of original research and has not been submitted for a higher degree to any other university or institution.*

ZHIXI LIN

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March 28 , 2023

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# CHAPTER 1 INTRODUCTION

## 1. 1 Background of the Study

As education reform enters a more difficult phase, the critical role of vocational education in the higher education system is increasingly valued. The modern education system must be built on a solid foundation of education quality. Therefore, as early as 2014, the State Council issued the "Decision on Accelerating the developing of Modern Vocational Education," which set clear goals for the development of vocational education in China. By 2020, a modern vocational education system that meets the needs of development and integrates industry and education deeply should be formed (State Council, 2014). The document emphasizes that vocational education reform should be combined with industrial transformation, and integration inside and outside the classroom should be noted. Against this background, the Ministry of Education formulated and issued the "Action Plan for Innovative Development of Higher Vocational Education (2015-2018)" in 2015. The education reform focuses on improving education quality, with specific measures including curriculum system and teaching mode reform (Liu, 2016). Professional teaching and innovation, and entrepreneurship are integrated, and school-enterprise cooperation is integrated into daily instruction, encouraging students to develop in-depth applications in their professional fields. Based on this, the 18th National Congress of the Communist Party of China proposed to deepen the comprehensive reform of the education system, promote the development of higher education connotation, deepen the integration of industry and education, and school-enterprise cooperation, and establish a modern vocational education system. In 2015, the Ministry of Education issued policies to guide some local undergraduate colleges and universities to transform into applied for technology-oriented universities to promote the cultivation of national applied talents and enhance the ability of local colleges and universities to serve local economic and social development. One of the main contents of university reform is comprehensive professional reform, and the core content of comprehensive professional reform is the reform of curriculum content and teaching methods.

The vocational education program in Advertising Art Design aims to cultivate applied talents who can engage in graphic design research, product development, advertising enterprise management, and advertising market and management. Such skills should possess an innovative awareness that adapts to market development, grasp graphic design trends, master the basic methods of popular trend forecasting, and have vital design innovation and practical abilities. As an essential professional foundation course in the vocational education program of Advertising Art Design, graphic design is a highly comprehensive course that integrates theory and practice, market and art, craftsmanship, and design. Because the teaching objectives of the study must comply with the training objectives and requirements of the program, the course content must keep pace with the times, update teaching content on time, reform teaching methods,

and improve teaching quality and efficiency to enable learners to efficiently acquire course knowledge and professional skills and achieve the course objectives.

Huang (2021) said, the traditional graphic design teaching method only emphasizes theoretical knowledge and technical skills, which is not enough to meet the needs of the current cultural and creative industries. Therefore, it is necessary to explore and implement new teaching methods that focus on cultivating practical and creative abilities. Project-based teaching methods, which emphasize the integration of theory and practice and promote students' comprehensive skills, have become a popular choice in graphic design course reform. By introducing project-based teaching methods, students can learn to design products that meet market's needs and enhance their practical and creative abilities. Smith (2018) noted, project-based teaching is effective in improving students' practical skills and enhancing their creativity. Therefore, this article is a discussion and study of project-based teaching methods for graphic design courses.

## **1. 2 Problems of the Study**

Higher vocational education has its characteristics, and its goal is to cultivate applied talents, emphasizing practical abilities. The cultivation of design talents in higher vocational colleges is also the same. It is a professional and technical education that targets the entire market and society, aiming to cultivate and deliver professional and technical talents to society. Club, higher vocational colleges are at a critical stage of deepening education and teaching reform. To better meet job demands, "projects" have been introduced into the teaching process. For example, Gao Shan proposed to strengthen the training of students' practical ability, cultivate and strengthen students' market awareness, and strengthen the connection and extension with relevant courses to overcome the disadvantages of traditional teaching (Gao, 2011). Wang Liya analyzed the problems existing in clothing design education based on the different classroom teaching methods of domestic and foreign universities, and discussed some ideas for teaching reform from the perspective of teaching design methods for garment pattern courses (Wang, 2015). Kang Mimi introduced the agile development method popular in software companies into the project implementation process, and gave a detailed implementation case (Kang, 2019). However, in terms of teaching mode, the "teacher-centered" method is still adopted, where teachers occupy the dominant position in the classroom teaching process and impart knowledge to students in a transmission mode. Students are in a passive state, simply accepting the teaching knowledge, and their personal initiative to learn is not fully utilized, resulting in generally low learning efficiency and quality.

Shortage of "dual-teacher" teachers. The level of competence and comprehensive quality of the faculty team has a crucial influence on the promotion and application of

talent cultivation mode. In terms of higher vocational institutions, in their talent training, they should focus on both the teaching of professional knowledge and the cultivation of professional skills. Under the existing situation, the teachers of pharmacy majors in higher vocational colleges are usually full-time teachers selected from some undergraduate and postgraduate colleges. These teachers are rich in theoretical knowledge and good at academic research, However, their practical experience in enterprises is not so rich; they do not know much about the actual production situation of enterprises, they are not experienced enough, and their practical skills are relatively lacking. Talent cultivation needs are not fully met, and the talents thus cultivated lack corresponding production experience and practice (Yang, 2021).

The research questions in this paper are as follows:

1. How can optimizing teaching content contribute to improving students' learning interests?
2. How can updating teaching methods effectively stimulate students' subjective initiative in learning?
3. How does incorporating real-world enterprise projects, virtual enterprise projects, and competition projects into teaching lay a solid foundation for students learning and development, enabling them to adapt to market demands early?

In conclusion, to cultivate practical and socially-demanded talents in the field of advertising arts, it is necessary to reform the graphic design courses for vocational college students and introduce project-based teaching methods. This can help to more accurately understand market demand, grasp the market more accurately, and improve students' ability to adapt to the market and meet the needs of the design industry.

### **1.3 Objectives of the Study**

The objectives of this study are as follows:

- 1.To validate the effectiveness of project-based teaching methods in cultivating students' practical skills and creative thinking, while also exploring their role in bridging the gap between school education and industry demands.
- 2.To investigate the impact of project-based teaching methods on driving educational reform and enhancing the quality of education, thereby optimizing teacher development and the training of dual-teacher talent.
- 3.To examine the development of students' interdisciplinary knowledge

integration abilities through project-based teaching, along with its stimulating effect on market awareness and vocational competencies, providing theoretical guidance and reference for designing effective teaching plans based on project-oriented learning.

## **1. 4 Significant of the Study**

1. Bridging the gap between education and industry needs: The research addresses the challenge faced by vocational colleges in meeting the practical needs of industries, particularly in the field of design. By implementing project-based teaching methods, students actively engaged in real projects, allowing them to develop practical skills and employability. This approach helps bridge the gap between theoretical knowledge acquired in school and the practical demands of the industry, ensuring that students are well-prepared to meet the requirements of the design industry.

2. Enhancing teaching reform and educational quality: Traditional teaching methods often prioritize theoretical knowledge, resulting in limited development of student's practical skills and creativity. Through project-based teaching, this research contributes to teaching reform by shifting the focus to the learning process and fostering students' functional abilities, independent thinking, and teamwork. By optimizing the teaching content and methods, the research aims to improve the quality of education, enhance the competence of the faculty team, and promote the cultivation of dual-teacher education talents, ultimately providing a solid foundation for the development of high-quality design talents.

## **1. 5 Limitations of the Study**

1. Sample Limitations: The study used students from a single vocational college as research subjects, which may not represent the actual situation of other schools and industries. In addition, the sample size may also have an impact on the research results.

2. Time Limitations: Due to the limited time and resources required for the study, it may not cover all aspects of project-based teaching methods. The research results may also be affected by time limitations.

3. Subjective Factors: The study used methods such as questionnaires and interviews to collect data, which may be affected by the subjective factors of the respondents, such as biased or untruthful answers.

4. Evaluation Standard Issues: The study evaluated the effectiveness of project learning, but the evaluation standard was.

## CHAPTER 2 LITERATURE REVIEWS

### 2.1 Related Concept Definition

#### 2.1.1 Cultural and creative industries

According to the World Trade Organization (WTO, 2010), the cultural and creative industries are defined as industries that "focus on cultural and creative products and services and cover various fields such as culture, arts, design, media, and technology, relying on intellectual property as the main asset and utilizing creativity, design, and technology as core competitive advantages, guided by market demand, and integrating creativity, culture, technology, and commerce."

The United Nations Conference on Trade and Development (UNCTAD, 2013) highlights that the cultural and creative industries encompass a broad range of sectors, including, but not limited to, film, television, music, publishing, advertising, gaming, design, fashion, animation, digital entertainment, and cultural tourism.

In Western countries, the UK was the first to propose the concept of "cultural and creative industries". At the same time, the UK was the first country in the world to regard cultural and creative products as an economic pillar (Li, 2011). Studies have shown that this is mainly largely because the UK industrialized earlier, and economic development was relatively slow. With the inability of the tertiary industry, such as tourism to promote growth, they had to develop and explore other forms of economy. This, illustrates the critical role of cultural industries in promoting economic growth (Li & Gao, 2010). Meanwhile, literature research shows that in other developed countries such as the US and Japan, the reasons for the cultural and creative industries becoming a pillar industries are roughly the same as those in the UK.

According to (Zhang & Ding, 2020), the cultural and creative industries have become an essential driving force for economic growth in many Western countries. They pointed out that in the UK, for instance, the government has actively introduced design talents and developed technologies from international sources to promote the development of the creative industry. The use of different ethnic cultural symbols in cultural products has also been emphasized, which has been particularly evident in American artistic and innovative products. For example, the animated film series "Kung Fu Panda" and "Mulan" both draw on Chinese cultural elements and have created many artistic and creative products, generating significant economic benefits. Similarly, note that Japanese artistic and creative products tend to be rooted in their local culture. They point out that the anime "Doraemon" is developed and designed based on the exploration of its local cultural element "Maneki-Neko" (Chen & Gao, 2020).

Compared to developed countries, the cultural and creative industry started late

with a lower starting point in China, but it has become a pillar industry. According to incomplete statistics, in 2017, the comprehensive value-added scale of China's modern cultural and artistic creative gift industry reached 3.5462 trillion yuan, an increase of 15.19% compared to the previous year, accounting for 4.29% of the entire domestic GDP. It has gradually become the third-largest pillar industry. However, compared with developed countries in cultural and creative products, China's artistic and creative industry has not yet formed economies of scale. Although it has proliferated in recent years, it is still mainly in a "dispersed operation" state. Shanghai, Beijing, Hangzhou, and Taiwan are among the leading regions in developing of cultural and creative products. As a result, some people refer to them as the "Shanghai Model," "Beijing Model," "Hangzhou Model," and "Taiwan Model" for the rapid development of China's contemporary cultural and artistic creative works industry. Proposed that compared to the Taiwan Model, the three domestic models focus more on the excavation of local culture. The Taiwan model focuses more on inclusivity (Li, 2013). From the perspective of the development of the entire cultural world, the cultural and artistic creative industry is often referred to as a "sunrise industry" by many people, so the academic community in China has given it sufficient attention.

## **2.2 Overview of Graphic Design Course**

### **2.2.1 Course Nature**

Graphic design is an essential component of the art and design curriculum, encompassing fundamental concepts, principles, and creative techniques (Smith, 2017). Advertising design relies heavily on the effective use of graphics, which serve as the visual language and communicative medium in various design activities (Johnson, 2019). Incorporating graphic elements in design not only enhances the aesthetic appeal but also conveys messages and evokes emotional responses from the audience (Brown, 2020). Graphics are the building blocks of design, allowing designers to communicate ideas, share information, and create visually engaging compositions (Davis, 2018).

In the Advertising Art and Design major, Graphic Design is one of the core courses. From the perspective of course arrangement and the talent development plan of vocational colleges, it is scheduled in the first semester of the second year with a total of 72 class hours. In vocational education, the curriculum should be designed to align with industry needs and cultivate technical professionals (Smith, 2016). The course emphasizes the cultivating of students' professional abilities, using design proposals as a comprehensive teaching medium to enable students to understand and master the core skills of proposal planning and conceptualization, design expression, and achieving desired effects. The curriculum is designed to match the industry, and aims to train students as technical professionals. Vocational education is guided by the talent market, and the course teaching seeks to lower the difficulty of theoretical knowledge while enhancing the training of basic skills. The emphasis on practical skills in vocational

college courses is essential to meet the demands of the talent market (Johnson, 2018). The learning situation of students in vocational colleges in China determines that they may have difficulty mastering complex theoretical knowledge. At the same time, they may overlook simple basic skills due to a lack of willpower. Therefore, the course is based on practical problems to strengthen the foundation of the curriculum. Vocational college students may face challenges in grasping complex theoretical knowledge and may benefit from practical problem-solving approaches in their learning (Davis, 2017).

### **2.2.2 Course Objectives**

Similar to most design courses, the overall teaching goal of the graphic design course is mainly to cultivate students' design skills. Students combine theoretical knowledge and learn the process and methods of graphic design through many practical training. In the teaching process of various design schemes, professional skills such as design creativity techniques and design software operations are fully demonstrated. The specific content of the course objectives will be discussed in detail from the three-dimensional teaching objectives. According to (Jian, 2019), the integration of theoretical knowledge and practical training has proven to be effective in developing students' design skills in graphic design courses. The authors emphasize the significance of incorporating hands-on activities and real-world design projects to enhance students' understanding and application of design principles.

#### **(1) Knowledge and skill objectives:**

Brown and Smith (2020) said, the development of a solid knowledge structure is crucial for students' learning outcomes. The authors emphasize that continuous accumulation of knowledge and experience enhances students' ability to apply their learning effectively. Furthermore, Johnson et al. (2018) highlight the importance of transforming acquired knowledge into practical skills, enabling students to adapt and excel in various operational contexts.

#### **(2) Process and Method Objectives:**

Smith and Johnson (2019) said, providing students with experiential learning opportunities that closely resemble real-world professional settings is crucial for their skill development. The authors highlight the importance of practical training and project-based learning in preparing students to navigate future professional environments effectively. Furthermore, Brown et al. (2021) emphasize integrating knowledge and practice in teaching methods, enabling students to develop problem-solving abilities and become self-reliant learners.

#### **(3) Affective and Volitional Goals:**

Li and Li (2021) said, cultivating students' good professional attitudes and spirits



is an important goal of design education. They pointed out that students' attitudes towards learning design are closely related to their professional attitudes and moods, which are essential factors affecting the development of their future careers. Therefore, design education should pay attention to cultivating students' good professional attitudes and spirits to prepare them for their future careers better.

### **2.2.3 Teaching content of graphic design course**

The teaching content of the graphic design course is divided into three modules: theoretical teaching, practical teaching, and project-based teaching.

1. The theoretical teaching mainly involves teacher lectures to introduce students to the development and significance of graphic design, as well as the principles of form aesthetics in graphic design.

2. Practical teaching emphasizes simultaneous teaching, learning, and doing, allowing students to master knowledge through practice. This includes: (1) the basic knowledge of graphic design, such as sketching and transformation, points, lines, planes, and their composition methods; (2) the expression of color in graphic design; (3) the ideation methods and presentation techniques in graphic design. According to Li and Li (2021), practical teaching is an essential aspect of graphic design education and emphasizes the use of hands-on activities to help students master knowledge and skills.

3. Project teaching is the focus and difficulty of the course. By selecting real enterprise projects, competition projects, or simulation projects to complete the teaching tasks, the project teaching content of the graphic design course is targeted and adaptable, enabling students to understand the complete process from graphic design to cultural and creative product realization through completing projects. Project-based teaching is an effective way to enhance students' design thinking and creativity and prepare them for future design careers (Wang & Liu, 2019).

## **2.3 Overview of project-based learning**

Project-based teaching, as the name suggests, is a more comprehensive teaching activity led by teachers around concrete work projects, also known as project-based learning. In this teaching process, practical tasks, as the carrier of teaching content, can organically integrate seemingly scattered knowledge and ability goals. Because of its strong comprehensiveness and broad applicability, project-based teaching is particularly suitable for modern vocational education.

In the implementation process of project-based teaching, teachers still play a leading role. When introducing specific work projects, teachers must consider the professional training program and course content comprehensively. After the project

enters the classroom, teachers need to provide students with demonstration teaching based on actual work requirements, teach students essential knowledge and work frameworks, and then break down the project tasks and distribute them to the students. In order to closely match the teaching content and achieve teaching goals, the project breakdown is usually carried out in the form of problems. Students do not work individually, but generally receive corresponding learning tasks in the form of small teams. Students need to first conduct necessary discussions and analysis in their respective groups, and jointly consider the problems they face, to experience the professional work atmosphere and requirements. Park and Park (2018) said, teachers in project-based learning should act as facilitators and mentors, guiding students through the project-based process and providing scaffolds when necessary. Furthermore, they emphasize the importance of designing authentic and challenging projects that promote student engagement and foster critical thinking and problem-solving skills. According to Dweck (2016), collaborative learning environments can help students develop a growth mindset, allowing them to embrace challenges, persist in the face of obstacles, and learn from mistakes. The teamwork aspect of project-based learning also promotes social and emotional learning, improving students' overall well-being and academic achievement.

In project-based teaching, students are encouraged to take the initiative and assume more responsibility for their learning. As Park and Park (2018) pointed out, this shift in teaching approach "has provided more autonomy and accountability to the learner" (Park & Park, 2018). However, while the teacher's role may seem diminished their responsibilities have become more complex. Dweck (2016) said, the teacher's role is to provide "limited learning guidance" (Dweck, 2016) and to create an environment that stimulates students' curiosity and encourages them to take risks and learn from their mistakes. In a dynamic teaching process, students work collaboratively in teams, each taking on different roles based on their abilities and personalities. The teacher's role is to guide students in their teamwork and provide appropriate work demonstrations, while also ensuring that students have enough freedom to explore and develop their ideas. Through project-based teaching, students practice not only professional skills but also cultivate professional ethics and teamwork skills that will be valuable in their future work environments (Park & Park, 2018).

Some researchers believe that eight conditions must be met for teaching to be defined as project-based learning, and this view has been widely accepted (Li, 2015). To summarize these eight conditions, first, the combination of teaching and projects must be practical, with knowledge linked to the market and learning connected to job roles, which has been emphasized many times. Secondly, the central position of students must be ensured, with a focus on cultivating their operational skills. Students have a certain degree of autonomy and control over the steps in the teaching process, but this also means that they must be able to face the difficulties encountered in learning independently. Finally, attention should be paid to the problems encountered by students during the teaching process, as well as the evaluation of project completion.

The problematic points in the project are the weak links in students' professional skills, which test their ability to transfer knowledge and their spirit of inquiry. After the completing the project, the teacher and students should conduct a work evaluation together, including process evaluation, and find and discuss the reasons for typical problems.

### **2.3.1 Development of project-based learning**

The origin of the project-based teaching method can be traced back to ancient Europe, where teaching was already combined with concrete market projects. At that time, this teaching model had emerged in vocational education and had been widely used in various European countries. The typical model was to include professional design competitions as part of the exams (Yao, 2010). Later on, this approach was introduced to the United States and became a standard teaching method. William Heard Kilpatrick, a famous American educator, officially proposed the definition of the "project-based teaching method," which has influenced vocational education worldwide (Wang & Zheng, 2010). With the continuous development of the economy, the project-based teaching method has become relatively mature by the late 20th century. In Germany, where vocational education is highly developed, it has become one of the essential teaching models for various vocational schools. Many vocational schools have cooperated with well-known companies such as Mercedes-Benz and Siemens to carry out project-based collaborations, making classroom teaching more closely connected to industry and facilitating the cultivation of professional talents (Zhou, 2014).

The introduction of project-based teaching in China has been relatively late compared to other countries, due to the traditional emphasis on knowledge transmission in education. Schools have long focused on testing students' understanding and grasp of concepts and principles, which has resulted in the widespread phenomenon of "high scores but low ability," seriously hindering the development of modern vocational education in China. In the 1990s, starting from the connotation of vocational education, Dai Shihong broke through the bottleneck of vocational education teaching by exploring new methods from the perspective of engineering education. This exploration placed the core of talent training on the hierarchical design of abilities and believed that vocational education should face frontline positions in the industry and cultivate operational talents (Dai, 1997). Dai Shihong boldly reformed the teaching mode of the "Simulated Electronic Technology" course and introduced project-based teaching into the classroom, achieving good teaching results. In recent years, with the continuous deepening of educational reform, project-based education has also become more mature, especially in vocational colleges, where it is an important direction for future classroom teaching (Shi, 2015).

### **2.3.2 Analysis of Project-based and conventional teaching methods**

Compared to traditional Chinese education, vocational education falls under a distinct category with notable differences in teaching methods. Numerous studies in China have explored this contrast and conducted influential research in this area (Fan, 2013).

In 2013, Fan Shuilong conducted a comprehensive study on the differences between project-based learning and traditional classroom teaching in China's vocational education. The study found that project-based learning centers around projects, and students learn by working on practical tasks, which is very different from passive learning in traditional classroom teaching (Fan, 2013). In terms of teaching methods, students in formal education mostly learn passively. In contrast students in project-based learning are more active and able to find learning methods that suit their characteristics and career goals. Regarding the relationship between theory and practice, traditional classrooms tend to focus on theoretical lectures first and then practice, often leading to a gap between skill learning and professional practice. Project-based learning, on the other hand, emphasizes operational knowledge in a natural professional environment, allowing students to accumulate relevant work experience while in school. Regarding teacher-student relationships, students in traditional classrooms are passive listeners who receive knowledge transmitted by teachers. In contrast students in project-based learning are apprentices who analyze and solve problems in a professional environment. Fan Shuilong also believed that project-based learning would have a significant impact on traditional teaching methods and would help alleviate the contradiction between school education and industry development in China, thus having a positive influence on modern vocational education in the country.

In 2016, researcher You Dansheng conducted a more in-depth analysis of the differences between the two methods, and his research concluded that project-based learning is a "great innovation" that can significantly improve the teaching quality of higher vocational colleges (You, 2016).

Firstly, the project teaching method indeed ensures the central position of students in the learning process, transferring the leading role from teachers to students and making the classroom more engaging through the "learn before teaching" model. As a result, teaching can better stimulate students' creativity.

Secondly, traditional textbooks may contain outdated industry regulations, leading to a gap between the learning content and market demand. In project teaching, the project itself serves as the "textbook," providing a vivid learning experience where students actively participate and engage with current industry practices.

Thirdly, project teaching offers a broader range of abundant and diverse learning resources, fostering higher student involvement. Students think critically and engage in

discussions while solving practical problems.

Overall, this study strongly affirms the current dominance of project teaching methods. However, the implementation of project teaching still faces several challenges. Existing research has demonstrated that China's reliance on single, outdated, and stereotypical traditional teaching methods has hindered the development of vocational education. In contrast, the emerging project teaching method is more flexible and adaptable to industry advancements, making it highly suitable for modern vocational education.

Table 2-1 Traditional teaching

Classification	Traditional teaching method
Teaching idea	Teachers are the impartors of knowledge, and students are the passive receivers of knowledge, emphasizing theory rather than practice
Content of courses	Teachers explain the knowledge according to the teaching plan system students passively accept the teacher's established knowledge, the teaching form is single, that is, the teacher speaks on the platform, the students listen to the following, the students lack of initiative, the traditional teaching method is usually called "cramming" teaching.
Teaching method	In the traditional teaching method, information transmission is one-way, generally teachers teach and students listen to lectures.
Instructional Objectives	Traditional teaching methods emphasize the understanding and memory of knowledge, and students learn through sensory perception, thinking, imagination, attention and memory, and master the knowledge.
Interaction	The traditional teaching method is that teachers speak, students listen, and the classroom interaction is less basically unilateral and passive. Teachers' acceptance of knowledge to students mainly depends on homework and exams, while the classroom mainly depends on observation and experience judgment.
Student participation	In the traditional teaching method, students often follow the teacher's teaching and participate in teaching activities, often forced, so it is easy to make some students lose interest in learning, and finally become "want me to learn".
motivator	In the traditional teaching method, the test result is mainly used as the incentive means, this external incentive means can only be maintained for a very short time, cannot last.

Table 2-2 Project teaching method

Classification	Project teaching method
Teaching idea	The teacher is the guide of the classroom, the students are the main body of the classroom, pay attention to the application of theory in practice
Content of courses	Project teaching method is that students basically complete a teaching project independently under the guidance of teachers. From the collection of information, the formulation of project plan, the design of project plan, project implementation and final evaluation, are all completed by the students themselves. Students acquire all the knowledge and skills during the completion through the practice of the project.
Teaching method	Project teaching method attaches not only great importance to the transmission of knowledge, but also to the application of knowledge. The activity between teachers and students are interactive. Teachers use the discovery method, guide the inquiry method to give full play to the students' subjective and active role in teaching, and mobilize the students' learning consciousness and initiative.
Instructional Objectives	Project teaching method of knowledge is not through a single understanding and memory, but through practical projects to achieve the realization of learning goals.
Interaction	Project teaching method, the information exchange between teachers and students is two-way. Teachers should not only teach theoretical knowledge, but also guide students in project practice; students should not only receive theoretical knowledge, but also participate in project activities. Teachers and students should communicate and discuss with each other in each link of the project implementation.
Student participation	Project teaching method, students have a high degree of participation. In the project activities hosted by teachers, students complete every link of the project independently, so that students can feel a sense of achievement and stimulate students' interest in learning.
motivator	The incentive means of project teaching method is internal, which is the joy of people after completing a task, and the sense of achievement that the success of the implementation of the project mainly depends on the implementation process of the project implementation, not just the results.

## 2.4 Research Framework

Any teaching method is developed under the guidance of specific teaching ideas and theories, and the exploration of project-based teaching methods in graphic design courses also has some theoretical foundation as the basis.

Project-based teaching is a method developed based on project learning theory, constructivism theory, social and cultural theory, task learning theory, and situational learning theory. The structure diagram is shown in Figure 2-1.

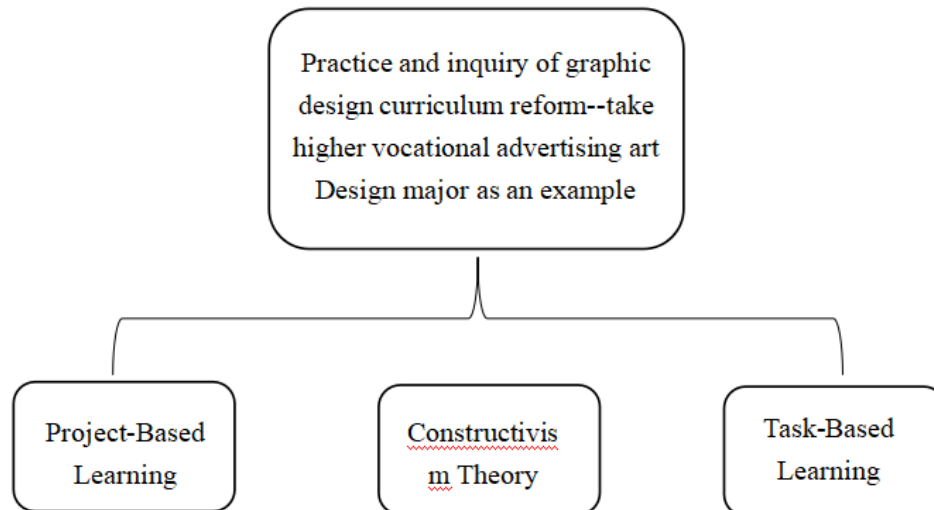


Figure 2-1 Research Framework

### 1. Project-Based Learning Theory

Project-Based Learning Theory emphasizes the promotion of learning through the design and implementation of real-world projects. Students acquire knowledge and skills while solving authentic problems or completing practical tasks, simultaneously developing problem-solving and collaboration abilities. The theory underscores the significance of students' learning experiences within actual project contexts, enhancing their motivation and engagement. In project-based learning, students work collaboratively in teams, often with guidance from teachers and professionals in the field. They are given a challenging task or problem that requires critical thinking, creativity, and problem-solving skills. Through the process of project work, students not only acquire subject-specific knowledge but also develop necessary transferable skills such as communication, collaboration, time management, and self-directed learning. In this process, students not only acquire relevant knowledge and skills but also foster problem-solving and collaboration capabilities (Thomas, 2000).

### 2. Constructivism Theory

Learning is an active process of constructing knowledge and understanding. Students build new knowledge and meaning through interactions with others and the influence of the social environment. The constructivist theory posits that learning is an interaction between individuals and their environment. In project-based learning, students construct knowledge and skills by collaborating with others, engaging in social practices, and applying knowledge to real-life contexts. Their learning process is closely intertwined with social and cultural backgrounds, as they construct new knowledge and meaning through interactions with others and societal engagement. In

project-based learning, students actively engage in hands-on experiences, inquiry, and collaborative activities, constructing new knowledge and meaning through interactions with others and social engagement (Vygotsky, 1978).

### 3. Task-Based Learning Theory

Task-Based Learning Theory emphasizes the promotion of learning through the completion of authentic tasks. Task-Based Learning Theory emphasizes the advancement of learning through direct involvement in solving real-world problems and completing practical tasks. By actively participating in problem-solving and task completion, students can gain a deeper understanding and application of their learned knowledge and skills. Task-based learning encourages students to actively explore and develop problem-solving abilities, providing them with a platform for practical application and utilization of their acquired knowledge. Through this approach, students can cultivate problem-solving skills, enhance self-directed learning and collaboration abilities, and apply their learning to real-life situations. Project-based learning provides meaningful tasks that stimulate students' motivation to learn and integrate knowledge with practical application (Willis & Willis, 2007).

## 2.5 Theoretical Application

This study first conducted a literature review to review the current situation of project-based learning, explore the teaching mode of introducing projects into graphic design courses, clarify the connotation of project-based teaching methods, and explore the factors that influence the development of project-based teaching mode (Zhong, 2002).

In addition, we analyzed the implementation process of project-based teaching in vocational education through a questionnaire survey, identified deficiencies and problems through data collection and sorting, and provided objective and detailed information and data for this article (Jiang, 2018).

Then, we provided more apparent theoretical support and practical guidance for other design courses in the advertising art major of vocational colleges (Sun, 2016).

Finally, we discussed the shortcomings of this study, looked forward to future research, and made recommendations.



## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 Overview**

This study adopts a mixed research method, hoping to analyze the project teaching method of higher vocational colleges, fully understand the excellent cases of project teaching mode in higher vocational colleges, analyze the current situation and practical problems of project teaching mode in higher vocational colleges, and propose effective countermeasures (Song, 2021).

The relationship between theory and research methods in this study is that theory guides the research methods. In contrast the research methods investigate the research questions under the direction of view (Li, 2021). This study is mainly based on the idea of cooperation, the idea of combining education and productive labor, and the theory of transaction costs. At the same time the literature research is primarily guided by the theory to dissect the literature and provide the direction of analysis for the questionnaire method and the statistical analysis method.

The main reasons for the mixed research methods are as follows: based on talent training of higher vocational colleges project teaching mode theory, literature analysis can better comb the theoretical information, discusses the application project teaching mode of higher vocational colleges, and the optimization of project teaching mode of higher vocational colleges put forward specific countermeasures (Wang, 2021). The questionnaire survey method can provide the research of functional materials, and can also obtain relevant data on the project teaching mode in higher vocational colleges. The statistical analysis method can reflect some characteristics of the data, provide necessary data support, summarize the problems existing in the implementation of the project teaching mode in higher vocational colleges, put forward corresponding measures, optimize the project teaching mode, and provide important support for the talent training in higher vocational colleges.

### **3.2 Research Design**

After determining the research methodology to be used in this study, a research design was conducted for this study as follows:

Step 1: Through literature analysis, focus on the research topic of project teaching methods in higher vocational colleges, review the relevant literature, and select the data suitable for this discipline, to achieve specific investigation and research purposes. Through the consultation and analysis of graphic design and project teaching, the theoretical information required for this study was compiled, and the literature review

was formed to provide the theoretical basis for the subsequent research (Duan, 2015). Through the literature data, the basic situation of the project teaching methods of higher vocational colleges is summarized. Combined with the project learning theory, constructivism theory, social and cultural theory, task learning theory, and situational learning theory, enterprise participation, school cooperative curriculum development, and teachers' teaching skills improvement are essential factors affecting the development of project teaching in higher vocational colleges.

Step 2: Through the questionnaire survey method, based on the object and Purpose of this study, in line with the idea of student development, for the introduction of graphic design course teaching, we marshaling questionnaire to the research object, get students' interest in visual design course training project, after the project for the basis and reference. Provide objective information and data from student participation, and school, and enterprise cooperation content (Ning, 2022).

Step 3: Through interview method, face-to-face interviews with students to understand the interest tendency and understanding of graphic design and the course of the project teaching method, after the implementation of students 'teaching process and determine the influence of the project teaching method on students' communication ability, collaboration ability, and innovation ability.

Step 4 : Through the statistical analysis method, collect the relevant scales during the implementation of the project teaching, score the results according to the scoring rules, record the data of the diversified evaluation scales, and analyze them. After the completion of the learning of the graphic design course project, the teaching implementation effect of the project is explored through the students 'participation in the teaching process and the student's ability recognition (Dragon, 2015).

The scope of this study includes students, teachers, and partnering companies affiliated with the Advertising Design major at Quanzhou college of Technology. A total of 210 student questionnaires, 120 teacher questionnaires, and 100 company questionnaires were distributed, amounting to 430 questionnaires.

### **3.3 Hypothesis**

To study the project teaching mode of higher vocational colleges is mainly to check which paths can better cultivate higher education and innovative technical skills talents to meet the market demand. This study analyzes the project teaching mode of higher vocational colleges from the aspects of student, teacher, and enterprise project teaching, and proposes the following three hypotheses.

H1 : The project teaching mode can effectively improve the students' practical

ability and professional abilities.

H2 : Introduce real projects to graphic design courses can cultivate students' innovation and problem-solving ability.

H3 : The project-based teaching mode can improve students' vocational adaptability, enabling them to meet market demands better and become innovative technical talent.

### 3.4 Population and Sampling

#### 3.4.1 Purpose of the Survey

In line with the idea of student development as the center, through the questionnaire design, for different application fields, the questionnaire survey is conducted on the research object, to obtain the students' interest in the course training project, as the basis and reference for the subsequent task.

#### 3.4.2 Survey Subjects

The structure of the questionnaire consisted of surveys on three different topics, namely, students, teachers, and businesses. Each version contains two theme parts, namely the basic information of the investigators, as well as the influencing factors of the introduction of project teaching in a higher vocational advertising primary graphic design course in Quanzhou under the background of the cultural and creative industry. In the personal information section, according to the basic design of most respondents, the basic information of age, gender, and interest of the respondents is collected; based on literature analysis and interview analysis, the method of advertising design teaching in higher vocational colleges is listed. Finally, 210 student questionnaires were distributed, 210 collected papers, 205 valid papers; 120 teacher papers, 120 papers, 118 valid papers; 100 enterprise papers, 90 valid papers; 430 electronic questionnaires were issued, 430 recovered, and 413 valid questionnaires were obtained after processing and checking.

Project	Number of Questionnaires	Number of questionnaires already recovered	Effective questionnaire	Rate of recovery	Effective percentage
Teacher	120	120	118	100%	98.33%
Student	210	210	205	100%	97.62%
Enterprise	100	100	90	100%	90%
Total	430	430	413	100%	96.05%

Figure 3-1 Survey

### **3.4.3 Questionnaire design**

The study used a combination of questionnaire surveys and interviews to investigate the topic. Based on a literature review and investigation of actual industry projects, the author concluded that simply integrating industry projects into the curriculum is insufficient. In the context of the cultural and creative industries, it is necessary to strengthen cooperation between vocational colleges and enterprises. This led to a preliminary understanding of incorporating project-based teaching into the advertising design curriculum of vocational colleges. Therefore, during the questionnaire survey stage, a closed survey method was used to quantify the impact of various factors, including course offerings, student abilities, and project selection.

### **3.4.4 Reliability and validity validation of the Questionnaire**

#### **3.4.4.1 Reliability test**

Reliability, that is, reliability, is the degree of consistency of the results obtained by repeated measurement of the same object using the same method. It refers to the degree of feeling in the results obtained from repeated measurements of the same thing using the same way, i.e., reliability reflects the scientific degree of survey data (Li & Xin, 2008).

Cronbach's coefficient, as a statistic, is the most commonly used reliability test, which refers to the average of the discounted half reliability coefficients obtained from all possible methods of question item division of the scale. Usually the value of Cronbach's coefficient is between 0 and 1. If  $\alpha < 0.6$ , it means that the reliability is not enough; if the  $\alpha$  coefficient is in the region of 0.7-0.8, it means that there is good reliability, and if the value of  $\alpha$  is 0.8-0.9, it means that the reliability is very credible.

From Table 3-1, the Cronbach's alpha coefficient of the questionnaire for students of higher education institutions is  $0.806 > 0.8$ , the Cronbach's alpha coefficient of the questionnaire for teachers of higher education institutions is  $0.786 > 0.7$ , and the Cronbach's alpha coefficient of the measurement items of school-enterprise cooperation enterprises is  $0.782 > 0.7$ , which indicates that the reliability of the data is high.

Table 3-1 Cronbach reliability analysis of the student, teacher, and enterprise questionnaires

Questionnaire	Sample Capacity	Cronbach $\alpha$ Coefficient
Student Questionnaire	211	0.806
Teacher	130	0.786
Enterprise	90	0.782

### 3.4.4.2 Validity test

Validity refers to the degree to which the measurement instrument or method can accurately measure the thing to be measured, and the degree to which the measurement results reflect the content of the survey. If the results are more consistent with the content to be surveyed, the higher the validity, and vice versa, the lower the validity. Generally, the KMO value between 0.6-0.7 fact is acceptable. KMO value between 0.7-0.8, truth is good. KMO value between 0.8-0.9, truth is good, KMO value between 0.9-1, reality is excellent.

Table 3-2 Student questionnaire KMO and Bartlett's test

KMO value		0.79
Bartlett Sphericity test	Approximate Cardinality	766.717
	<i>df</i>	45
	P-value	0.00

Table 3-3 KMO and Bartlett's test for the teacher questionnaire

KMO value		0.765
Bartlett Sphericity test	Approximate Cardinality	308.935
	<i>df</i>	28
	P-value	0.00

Table 3-4 KMO and Bartlett's test for corporate questionnaires

KMO value		0.729
Bartlett Sphericity test	Approximate Cardinality	221.011
	<i>df</i>	15
	P-value	0.00

### 3.4.5 Sampling method

This study mainly used the random sampling method. The reason is that there are many of higher vocational colleges, and it is impossible to understand the project teaching mode of all higher vocational colleges one by one. In addition, the total number of surveys using project teaching methods in advertising design courses in higher vocational colleges is huge, and it isn't easy difficult to carry out surveys one by one. It is difficult to investigate and try all individuals in the population, and it is impossible to test them individually (Chen, 2019).

Therefore, the author uses the random sampling method, randomly selects some individuals from the population, conducts experiments on these individuals, and finally uses the situation of some individuals to reflect the overall condition.

### 3.4.6 Data collection

This survey is based on the cooperation between the actual enterprise project and the advertising design major of a higher vocational college, the two sides negotiate to formulate the project plan, and the teacher guides the students to complete some practical project tasks, improves the students' market awareness and functional ability, and pave the way for the smooth work after graduation. This survey adopts the online survey method, sending the teacher electronic questionnaire link to the relevant department head of the school, the student electronic questionnaire, and the enterprise electronic questionnaire are directly sent to the appropriate person in charge of the enterprise. All data recovered in the questionnaire were statistically processed with SPSS software and EXCEL. Finally, 210 student questionnaires were distributed, 210 collected papers, 205 good papers; 120 teacher papers, 120 papers, 118 good papers; 100 enterprise papers, 90 good papers; 430 electronic questionnaires were issued, 430 recovered, and 413 useful questionnaires were obtained after processing and checking.

Table 3-5 Questionnaire recovery

Project	Number of Questionnaires	Number of questionnaires recovered	Effective questionnaire	Rate of recovery	Effective Percentage
Teacher	120	120	118	100%	98.33%
Student	210	210	205	100%	97.62%
Enterprise	100	100	90	100%	90%
Total	430	430	413	100%	96.05%

### 3.4.7 Data analysis method

The author uses data analysis software (Questionnaire Star, Excel, SPSS) to process the data of the returned questionnaires, and analyzes the data through two analysis methods: percentage analysis and descriptive statistics analysis.

Among them, the percentage analysis method can make the data more clearly and intuitively reflect the cognition of enterprises, teachers, and students in the school-enterprise cooperation mode and the cultivation of dual-qualified teachers in the talent training mode. Through descriptive statistical analysis, it is possible to summarize and summarize the acquired information, understand the problems existing in the ideological and political construction of the course, and condense multiple analysis items into key general factors. On this basis, logical reasoning is carried out to provide valuable ideas for vocational colleges to optimize talent training programs (Zhou & Li, 2022).

# CHAPTER 4 FINDING

## 4.1 Introduction

Through data analysis and integrating of project-based learning theory, constructivist theory, sociocultural theory, task-based learning theory, and situated learning theory, this study aims to analyze the issues that need to be addressed in the project-based teaching mode of graphic design courses in advertising design majors in vocational colleges. The analysis will focus on the perspectives of students, teachers, and the actual involvement of enterprises in projects, validate this hypothesis.

Based on the analysis, it can be concluded that project-based teaching is an instructional method and strategy implemented to enhance the comprehensive abilities of students in advertising design majors in vocational colleges, enabling them to better adapt to the development needs of the information age. In project-based teaching, students are immersed in an environment that closely resembles actual project development. They acquire and apply new and existing knowledge, master graphic design skills, and cultivate critical abilities and essential qualities, gradually growing into talents who meet the demands of society.

## 4.2 Description of statistical variables

### 4.2.1 Theory guides project teaching

The theory of project-based learning emphasizes the promotion of learning through practical project design and implementation, cultivating problem-solving and collaboration abilities. Students acquire knowledge and skills by addressing real-world problems and gain transferable skills through teamwork. Learning is an active process of constructing knowledge, as constructivist theory suggests that students build knowledge through social interactions. Project-based learning, in practice, constructs knowledge and meaning. The theory of task-based learning promotes a deeper understanding through real tasks, encouraging problem-solving skills and real-world application. Project-based learning ignites motivation, seamlessly integrating learning and application.

### 4.2.2 Graphic Design course

course content: The curriculum includes basic design concepts such as color theory, composition principles, proportions, and balance. Learn to use professional design software such as Adobe Photoshop, Illustrator, for image processing, illustration and typesetting. Study how to convey information and emotion through images and words to design effective visual communication works. Learn how to design and shape a visual



image of a brand, including signs, logos, and brand manuals.

program objective:

1. Cultivate students' understanding of design principles and techniques, and create works that are attractive and effectively convey information.
2. Cultivate students' creative thinking, so that they can provide unique design solutions.
3. Cultivate students' visual perception ability, so that they can capture details and understand the influence of visual elements.
4. Develop students' teamwork and communication skills, as design usually requires working with others.
5. Enable students to adapt to the changing design technology and market needs.

teaching method:

Lectures and demonstrations: teachers introduce the basic design concepts, software operation skills, etc., and demonstrate through the demonstration.

Practice projects: Students apply what they learn by designing practical projects, such as design signs, advertising, publicity materials, etc.

Case analysis: study to analyze and discuss practical design cases, and understand successful design strategies and skills.

Feedback and criticism: Students improve their work through mutual evaluation and feedback from teachers.

Discussion and sharing: Students share their design ideas, inspiration and experience to promote the communication and inspiration of creativity.

These course content, objectives, and teaching methods are designed to develop practical design skills, creative thinking, and skills for visual communication in different media contexts.

### **4.2.3 Graphic Design Course Enterprise Project Analysis**

Graphics design teaching projects generally participate in the graphic research and development of artistic and innovative products of enterprises or studios, participate in the cultural and creative product design competition or design the illustration for the

established brand, covering the professional skills and knowledge system that students must master. This course adopts real enterprise projects and studio projects, which enable students to carry out project tasks in a natural working environment, and apply the classroom knowledge and creativity they have learned to the actual projects and competition projects, which not only exercises students' practical ability, but also understands the realization process from works to products. So the actual project, its project plan, scheme design, implementation process and assessment procedures, and other procedures should be consistent with the actual enterprise project. On the one hand, the selection of teaching projects should be targeted according to the teaching objectives, according to different teaching contents, to solve the comprehensive knowledge and skills required in the teaching objectives; on the other hand, the selection of teaching projects should be based on the individual characteristics of students to form a hierarchical and differentiated project teaching. Different students have different personal abilities, interests, and aspirations. The choice of projects should fully consider the personality characteristics of students and teach students by their aptitude, so that they can better implement project teaching and indeed combine theoretical education with practical instruction teaching to better achieve the established teaching goals.

The actual enterprise project is based on school-enterprise cooperation, the two sides negotiate to make the project plan, and the teacher guides the students to complete some practical project tasks, improve the students' market awareness and ability, and pave the way for the smooth work after graduation. The difficulty of this course is to find cooperative enterprises to cooperate, with and avoid violating the original intention of teaching to cater to the enterprises and introduce irrelevant enterprise projects into the classroom. As a world cultural heritage city, Quanzhou provides excellent convenience for the teaching of advertising design majors in a higher vocational college. Graphic design introduced Quanzhou cultural tourism, hand gift product project to teach, remarkable results. Teachers are responsible for each studio, and teachers and students are encouraged to accept orders from society and participate in various design competitions, which gives students more opportunities to practice.

Table 4-1 Structural Framework of Graphic Design Course

	Main teaching activities	The required class hours	work product
previous preparation	Teacher inspiration: Through the case sharing and the existing experience, determine the project theme, form the activity rules, and determine the evaluation criteria	4 Class hours	Project theme
market research	Quanzhou an enterprise culture survey Graphic and cultural and creative products market research Prevalence prediction and analysis	8 Class hours	Investigation and analysis report
Design link	Creative inspiration from the determination of the theme style sketch and renderings drawing	18 Hours	contrivance
Process implementation	Selection of materials and process realization of test products	14 Hours	Complete the product
Display and evaluation of the works	Work display: language display, achievement evaluation: group self-evaluation group mutual evaluation enterprise expert evaluation teacher summary	4 Class hours	Work presentation, summary report

#### 4.2.4 Course master analysis

Through project teaching, students can participate in actual graphic design projects and apply the knowledge and skills learned to practice. This practical learning method helps students to apply and consolidate explicit design theories and skills in practical situations. Through engagement with real projects, students can better understand customer needs, project constraints, and design goals, and incorporate these elements into their design.

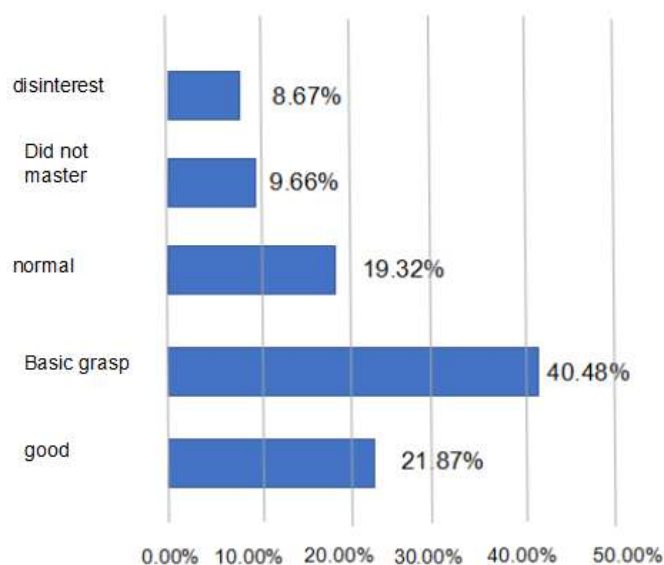


Figure 4-1 Mastering "Graphic Design" through project-based learning

#### 4.2.5 Student ability analysis

Through the survey and analysis of students' responses to the project-based teaching approach in graphic design courses, it was found that 38 students (82.6%) believed that their self-learning ability had been improved after the project-based teaching approach; 28 students (60.9%) believed that their exploratory ability had been enhanced through project-based teaching in graphic design courses; 30 students (65.2%) believed that their ability to collaborate with others had been improved during the project development; 25 students (54.3%) believed that their communication skills had been improved; 21 students (45.6%) thought that they had improved their analytical and problem-solving skills to some extent; and 22 students (47.8%) believed that their innovation ability had been enhanced. None of the students reported no significant improvement in their abilities.

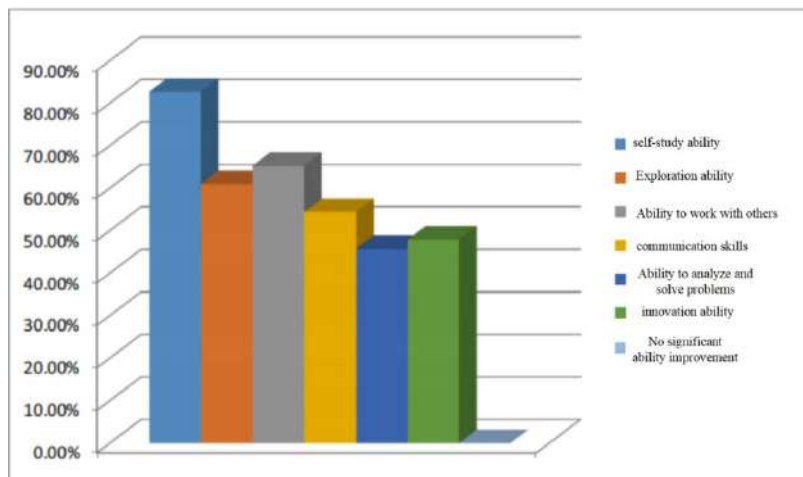


Figure 4-2 Analysis results of students' comprehensive ability improvement

#### 4.2.6 Satisfaction Analysis of the course content

The teaching of graphic design courses is divided into two stages: primary theory teaching and practice teaching. Theoretical teaching stage: basic theoretical knowledge of graphic design, including an introduction to graphics, comparison and appreciation of Chinese and foreign graphics, form and beauty law of graphic design, sketching and changing of pictures, etc. Practical teaching stage: graphical design application of various technology expression techniques, including hand-painted, printing, etc. The design and application of graphics, including the design principles and procedures, the form and essentials of creation, etc. The two parts of the teaching content are essential important, when teaching can make classroom teaching and project teaching, and according to the teaching content to good reference actual enterprise project, studio project, competition project, and virtual project, phased modules to solve teaching problem, realize the project in the graphic design course teaching.

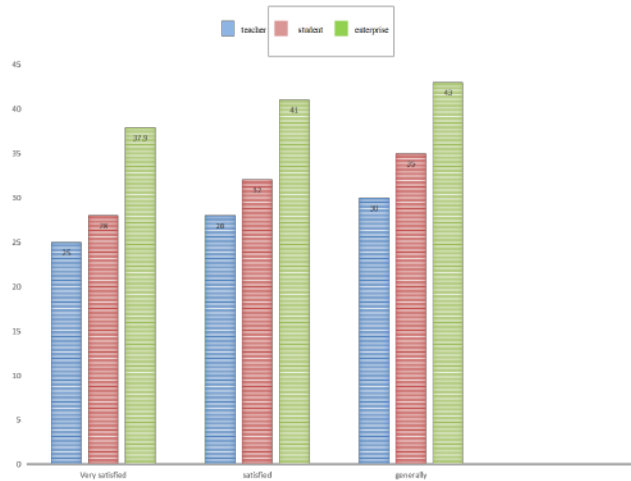


Figure 4-3 Content satisfaction of graphic design course projects

## 4.3 Results of the Study

### 4.3.1 Factor difference analysis

According to the data analysis, students believe that the projects set by teachers can arouse learning interest and improve learning initiative. This shows that project teaching can improve students' learning effect.

Table 4-2 Self-oriented statistics in learning

	Completely suitable	Conform	Generally	Incompatible	Very inconsistent
A1	21.59%(38)	33.52%(59)	22.73%(40)	12.50%(33)	9.66%(17)
A2	17.61%(31)	34.09%(60)	23.86%(42)	12.50%(22)	11.93%(21)
A3	24.43%(43)	35.32%(62)	18.75%(33)	10.23%(18)	11.36%(20)

Table 4-3 Statistics of course content consistency

	Completely suitable	Conform	Generally	Incompatible	Very inconsistent
B1	22.16%(39)	31.25%(55)	23.30%(41)	12.50%(33)	10.80%(19)
B2	27.27%(48)	33.52%(55)	15.91%(28)	13.07%(23)	10.23%(18)
B3	24.43%(43)	35.32%(62)	17.61%(31)	11.36%(20)	11.36%(20)

Table 4-4 Statistics of study interests

	Completely suitable	Conform	Generally	Incompatible	Very inconsistent
D1	26.14%(46)	30.11%(53)	18.75%(33)	13.64%(24)	11.36%(20)
D2	23.86%(42)	31.25%(55)	21.59%(38)	10.23%(18)	13.07%(23)
D3	26.14%(46)	28.41%(50)	21.02%(37)	11.36%(20)	13.07%(23)

Table 4-5 Statistics of Teacher Specialization

	Completely suitable	Conform	Generally	Incompatible	Very inconsistent
C1	25.00%(44)	34.66%(61)	17.61%(31)	11.36%(20)	11.36%(20)
C2	22.73%(40)	38.07%(67)	15.34%(27)	13.07%(23)	10.80%(19)
C3	25.00%(44)	39.20%(69)	12.50%(22)	11.93%(21)	11.36%(20)
C4	26.70%(47)	32.95%(58)	19.32%(34)	11.93%(21)	9.09%(16)

### 4.3.2 Project performance evaluation

The interview results show that the project teaching method can improve the learning effect, but there are still some problems in practice. Teachers must invest more time and energy and have multiple skills. Meanwhile, students have weak self-discipline and need to carefully select projects and make various evaluations in the teaching process.

Table 4-5 Faculty interviews

number	Interview content
1	What do you think is the greatest value of using project teaching in the graphic design course of higher vocational advertising major?
2	What do you think of the effectiveness of implementing the project teaching?
3	What are the advantages and disadvantages of project teaching?
4	What do you think should be paid attention to in project teaching?
5	What difficulties have you encountered in the actual process of project teaching implementation?
6	Please make some suggestions on the application of project teaching.
The teacher's answer	
Q1-Q9	Miss Li: I think the greatest value of using project teaching methods in higher vocational teaching is that we can get timely data feedback, because we can know the students' learning situation in real time according to the online learning platform.
	Mr. Zheng: It is best to find out the differences between students and teach them according to their aptitude.
	Mr. Zhang: When designing teaching, we should pay attention to the coordination between online and offline. Pay attention to which links are suitable for online and which links are suitable for offline.
	Mr. Wang: Compared with traditional teaching methods, project teaching adds self-learning guidance before class and improvement and consolidation guidance after class.
	Mr. Ding: The difficulty of using project teaching in graphic design courses is to guide each student's design scheme, which takes a lot of time.
	Mr. Xiao: Project teaching can record each student's learning situation through the online platform, but the thing that is more troublesome is that it takes a lot of energy to prepare a lot of materials.
	Mr. Lin: Project teaching needs to pay attention to teaching management. The course of graphic design is both theoretical and practical, and it needs to be completed through computer design software, so we need to do a good job in teaching management.
	Mr. Huang: In the application of project teaching methods in the graphic design course, teaching resources should be fully explored, such as the recording of micro-class and skill operation demonstration, so as to help students more intuitively independent

Table 4-6 Interviews with the students

number	Interview content
1	Which one do you prefer to the traditional teaching methods?
2	Do you think the learning resources on the Internet can improve your study?
3	Do you like the combination of online and offline teaching activities?
4	What do you think of the interaction between teachers and students in the project teaching?
5	What do you think that project teaching helps in graphic design courses?
6	What do you think needs to be improved to graphics design courses?
The student answer	
Student Chen: In project-based teaching, the greatest advantage I believe is the integration of theoretical knowledge with practical applications.	
Student Lin: Through these projects, I have learned the importance of teamwork, collaborating with classmates to complete projects, and learning from each other.	
Student Zhang: Through project-based practice, my proficiency in using design software and tools has greatly improved. These skills are highly beneficial for my future learning and career development, making me more competitive and adaptable.	
Student Wang: In project-based teaching, I have experienced more opportunities for self-directed learning and teamwork.	
Student Hang: In project-based teaching, I have encountered various challenges such as time management, task allocation, and communication coordination.	

From the following project teaching process, students from the project plan, project investigation and analysis report, design creativity, project completion time and schedule, finished product process quality and project participation, responsibility and cooperation research, summarizes the students of course learning is active, However are still some students need to enhance learning interest further. To strengthen students' learning styles and thinking training, it is also necessary to establish a more perfect project process system.

Table 4-7 Project performance evaluation table

order number	Evaluation content	Percentage	Evaluation method
①	Project Plan	5%	Group self-assessment of 20% Group mutual evaluation 20% enterprise experts evaluation 30% teachers' evaluation of 30
②	Investigation and analysis report	5%	
③	Design scheme creativity	46%	
④	Project completion time and progress	8%	
⑤	Finished product process quality	24%	
⑥	Participation level, responsibility, and cooperation situation	6%	
⑦	language performance	6%	



# CHAPTER 5 CONCLUSION AND RECOMMENDATION

## 5.1 Conclusion

This study focuses on the reform and implementation of graphic design courses in the context of the cultural and creative industries, using the example of an advertising design teaching project based at Quanzhou College of Technology. The research explores the benefits of project-based learning in cultivating students' practical abilities, innovative thinking, interdisciplinary knowledge integration, market awareness, and career planning.

Through the comprehensive analysis of the study results, this study has reached the following conclusions:

1. The findings of this study indicate that optimizing teaching content can enhance students' learning interests. Reevaluating and adjusting the course content to align with practical demands and industry trends can stimulate students' motivation and engagement in graphic design courses. Updating teaching methods can effectively harness students' subjective initiative in learning. By incorporating project-based learning and other innovative teaching approaches, students can actively participate in real-world projects, fostering their autonomous understanding and exploratory abilities, and igniting their interest and motivation to learn.

2. Teaching through real-world projects, virtual enterprise projects, and competition projects can provide a solid foundation for students learning and development. Engaging in real projects enables students to gain practical experience, understand industry operations and demands, and cultivate practical skills. Additionally, participating in competition projects allows students to refine their innovative abilities and competitive awareness, enhancing their professional competitiveness.

3. In conclusion, implementing project-based learning in graphic design courses for advertising design majors of Quanzhou College of Technology effectively enhances students' learning interest, autonomy, practical skills, and innovative thinking, while better meeting market demands. This has significant implications for cultivating advertising art professionals with suitable skills, innovative thinking, and market adaptability. The study also provides valuable insights and references for the teaching reform of graphic design courses. The results demonstrate that project-based learning is an effective approach to cultivating students' practical abilities and innovative thinking, and improving their comprehensive competence and professional competitiveness. Therefore, it is recommended to introduce project-based learning into graphic design courses in advertising design majors and other related disciplines, providing students with a learning experience that aligns closely with practical and market demands.

## 5.2 Recommendations

There are also some deficiencies in this study. Firstly, the research sample was limited to students in the advertising design major of Quanzhou College of Technology, which may restrict the generalizability of the findings. Secondly, due to time and resource constraints, the study did not investigate the long-term effects of project-based learning in depth. Future research could explore the application of project-based learning in other fields of study and track students' comprehensive abilities and career development to comprehensively evaluate the effectiveness of project-based learning.

Here are some implementation suggestions to address the limitations and shortcomings of this study:

1. Expand the research sample: Future studies can broaden the sample range by including students from different colleges and majors. This will increase the representativeness and generalizability of the research findings, providing a more comprehensive understanding of the impact of project-based learning on students in the advertising design major significant and other related fields.

2. Conduct in-depth research on the long-term effects of project-based learning: To gain a better understanding of the long-term effects of project-based learning, future studies can extend the research timeframe and track students' learning outcomes, comprehensive abilities, and career development over an extended period. This longitudinal approach will provide a more comprehensive and in-depth understanding of the actual impact of project-based learning on students' development.

3. Explore the application of project-based learning in other disciplinary fields: Besides the advertising design primary, future research can explore the application of project-based learning in other disciplinary areas such as graphic design, industrial design, digital media, and more. By comparing the implementation effects of project-based learning in different disciplines, the applicability and effectiveness of this approach in various fields can be further validated.

4. Combine quantitative and qualitative research methods: To comprehensively evaluate the effects of project-based learning, future research can adopt a mixed-methods approach, combining quantitative and qualitative research methods. Quantitative methods can provide statistical support, while qualitative methods can delve into students' experiences and perspectives, yielding more comprehensive research findings.

5. Utilize richer resources to support the research: To overcome the limitations of time and resources, future research can seek additional support from resources such as collaborative companies, industry organizations, or other research institutions. This will

provide more practical opportunities and data support, enhancing the reliability and credibility of the research.

In conclusion, by expanding the sample range, conducting in-depth research on long-term effects, exploring applications in other disciplinary fields, utilizing mixed-methods research, and leveraging richer resources, the limitations of this study can be addressed, and the research on project-based learning can be further enhanced. These implementation suggestions will improve the feasibility and generalizability of the research and provide valuable guidance for future related studies.

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## APPENDIX A

### Topic selection questionnaire of graphic design practical training project (Student volume)

Dear student,

Thank you for taking the time to participate in this survey on project-based learning. The purpose of this questionnaire is to gather information on your opinions and preferences regarding project-based learning.

Your feedback will be valuable for us to understand your expectations, interests, and suggestions for the development and implementation of project-based learning courses. Your responses will be kept confidential and anonymous.

Please answer the following questions honestly and to the best of your ability. Your participation in this survey is voluntary, and you may choose to skip any questions you feel uncomfortable answering.

Thank you for your cooperation, and we appreciate your input.

1. Are you familiar with project-based learning?

Yes

No

2. Have you ever participated in any form of project-based learning?

Yes

No

3. What are your expectations for participating in project-based learning?

---

4. Which of the following project-based learning themes are you most interested in? (Select all that apply)

Technology (e.g. programming, app development, etc.)

Creative design (e.g. product design, graphic design, etc.)

Social practice (e.g. community service, environmental protection, etc.)

Art (e.g. music, drama, etc.)

Other (please specify) \_\_\_\_\_

5. What suggestions do you have for the scheduling of project-based learning?

---

6. How do you think project-based learning will benefit your future development?

Help me better understand my interests and potential

Improve my practical skills and problem-solving abilities

Help me better adapt to the needs of future career development

Help me gain practical work experience and social experience

Other (please specify) \_\_\_\_\_

7. If the school offers a variety of different types of project-based learning courses, would you choose to participate?

Yes

No

Unsure

8. What are your expectations for the quality of project-based learning courses?

---

9. Would you be willing to actively participate in the organization and management of project-based learning?

Yes

No

10. Do you have any other comments or suggestions regarding project-based learning?

---

Thank you very much for taking the time to fill out this survey!

## APPENDIX B

### Graphic design course project teaching questionnaire (Student volume)

Dear Student,

Thank you for taking the time to participate in this survey. The purpose of this survey is to gather your thoughts and experiences regarding project-based teaching, so that we can improve our teaching methods and enhance the quality of education we provide. Please answer the following questions honestly, and select the answer that best represents your situation. Your personal information will be kept strictly confidential, and the data will only be used for statistical analysis.

Thank you for your cooperation and support!

1. What is your gender?

- A. Male
- B. Female
- C. Other

2. What is your age range?

- A. Under 18
- B. 18-25
- C. 26-35
- D. 36-45
- E. Over 46

3. What is your current occupation?

- A. Student
- B. Full-time employment
- C. Part-time employment
- D. Self-employed
- E. Other

4. How would you rate the difficulty of the project?

- A. Very easy
- B. Easy
- C. Average
- D. Challenging
- E. Very challenging

5. Did you learn the knowledge and skills you expected from this project?

- A. Completely
- B. Mostly

- C. Somewhat
- D. A little
- E. Not at all

6. How satisfied are you with the overall project?

- A. Very satisfied
- B. Satisfied
- C. Average
- D. Dissatisfied
- E. Very dissatisfied

7. Are you satisfied with the teaching methods and tools used in this project?

- A. Very satisfied
- B. Satisfied
- C. Average
- D. Dissatisfied
- E. Very dissatisfied

8. Do you believe this project has helped your career development or learning?

- A. Very helpful
- B. Helpful
- C. Somewhat helpful
- D. Not very helpful
- E. Not helpful at all

9. Would you be willing to participate in similar projects in the future?

- A. Definitely willing
- B. Willing
- C. Unsure
- D. Unwilling
- E. Definitely unwilling

10. Would you recommend this project to others?

- A. Definitely recommend
- B. Recommend
- C. Unsure
- D. Do not recommend
- E. Definitely do not recommend

## APPENDIX C

### Graphic design course project teaching questionnaire (Teacher's volume)

Dear Teacher,

Thank you for taking the time to participate in this survey. The purpose of this survey is to gather your thoughts and experiences regarding project-based teaching, so that we can better understand your needs and improve our teaching methods. Please answer the following questions honestly, and select the answer that best represents your situation. Your personal information will be kept strictly confidential, and the data will only be used for statistical analysis.

Thank you for your cooperation and support!

1. What is your gender?

- A. Male
- B. Female
- C. Other

2. What is your age range?

- A. Under 18 years old
- B. 18-25 years old
- C. 26-35 years old
- D. 36-45 years old
- E. Over 46 years old

3. What is your educational background?

- A. Bachelor's degree
- B. Master's degree
- C. PhD
- D. Other

4. What is your current profession?

- A. Teacher
- B. Teaching assistant
- C. Education administrator
- D. Other

5. What subject area do you teach?

- A. Humanities
- B. Social sciences
- C. Natural sciences

- D. Engineering and technology
- E. Medical and health sciences

6. Have you ever participated in project-based teaching?

- A. Yes
- B. No

7. If you have participated in project-based teaching, do you think it helps to improve students' comprehensive qualities and career abilities?

- A. Very helpful
- B. Somewhat helpful
- C. Neutral
- D. Not very helpful
- E. Not at all helpful

8. Do you think the difficulty level of the project-based teaching is appropriate?

- A. Very appropriate
- B. Appropriate
- C. Somewhat inappropriate
- D. Very inappropriate
- E. Completely inappropriate

9. Are you satisfied with the teaching methods and tools used in the project-based teaching?

- A. Very satisfied
- B. Satisfied
- C. Neutral
- D. Not very satisfied
- E. Not at all satisfied

10. Would you be willing to participate in project-based teaching again?

- A. Definitely willing
- B. Willing
- C. Not sure
- D. Unwilling
- E. Definitely unwilling

## APPENDIX D

### Graphic design course project teaching questionnaire (Enterprise volume)

Dear Sir/Madam,

We are conducting a survey to better understand the impact of project-based learning on enterprises. Your participation in this survey is greatly appreciated and will help us gain valuable insights into the benefits and challenges of project-based learning.

Please take a few minutes to complete the following questionnaire. Your responses will be kept confidential and only used for research purposes. Your participation is voluntary and you may choose to withdraw at any time.

Thank you for your time and valuable feedback.

1. Do you think project-based learning has had a positive impact on your enterprise?

- Yes
- No
- Unsure

2. Which of the following do you think are the most helpful aspects of project-based learning for your enterprise? (Select all that apply)

- Improved teamwork skills among employees
- Increased innovation skills among employees
- Increased professional skills among employees
- Improved work efficiency among employees
- Increased profitability of the enterprise
- Other (please specify) \_\_\_\_\_

3. Have you ever hired students who have received project-based learning? If so, did they perform better than other applicants?

- Yes, they performed better
- Yes, their performance was equal to other applicants
- No, I have not hired students who have received project-based learning
- Unsure

4. What advantages do you think students who have received project-based learning have? (Select all that apply)

- Stronger teamwork skills
- Stronger self-learning skills
- Stronger problem-solving skills
- Stronger innovation skills
- Higher professional qualities
- Other (please specify) \_\_\_\_\_

5. Would you be willing to collaborate with schools or teachers to implement

project-based learning?

Yes

No

Unsure

6. If you are willing to collaborate with schools or teachers to implement project-based learning, please list the project themes or areas you would like to collaborate on:

---

7. Do you have any suggestions or feedback on project-based learning?

---

Thank you for your participation and feedback!



# APPENDIX E

(Student work display)

graphic design :



The application of graphic design in cultural and creative products :



# APPENDIX F

(Student work display)

graphic design :



The application of graphic design in cultural and creative products :

