

STUDY OF THE RESULTS OF THE GRADUATION DESIGN COURSE – THE EXAMPLE OF COURAGE GAMADIAM

RUI-LIN LIN

Department of Commercial Design
Chienkuo Technology University
No. 1, Chiehshou North Road, Changhua 500, Taiwan
linrl2002@gmail.com

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ABSTRACT. *The graduation design course is a compulsory course for business students who are in their senior year. As teams, the students drew up their theme, collected materials, created ideas, presented their results, and sold their works. The teacher helped the students carry out their ideas through the teaching process. After continuous discussion and revision, the students were able to fulfill their design ideas and put the concept of micro-entrepreneurship into practice. This process trained the students and gave them the ability to enter the workplace practically. The results of this study showed that students gained additional practical design ability. Furthermore, the profit from the sale of goods was able to enhance their confidence in turning ideas into money. The focus of this paper is to use courage as the design theme in the development of a series of fun and merchantable small products for the Gamadiam. These products could even have a healing effect.*

Keywords: Graduation design course, Micro-entrepreneurship, Creative design

1. Introduction. The graduation design course is a compulsory course for the development of the practical ability of senior students. In the process of teaching and learning of teachers and students, continuous discussion, revision, publication, evaluation, further revision, as well as the assistance of a lineup of industry teachers enabled the teachers and the students to have a better understanding of merchandise production. This process made it possible to avoid unnecessary errors at the beginning of design and reduced problems during subsequent manufacturing.

Secondly, the establishment of a good teacher-student relationship was also an important factor for the outcome of the graduation designs. The graduation design course is basically a model of teamwork. The design process was made smoother through team coordination, the division of labor, and communication. Nevertheless, the progress of information technology and the numerous unimpeded online software often hinder the establishment of good communication among people and indirectly affect the display of design results. Teachers need to pay attention to such issues.

The motivation for this paper is the expectation that students could learn to collaborate towards a common goal through teamwork. Its purpose is to cultivate in students the good character of working with others. The biggest contribution of this article is the presentation of the students' painstaking efforts in a series of designs which allowed students from different familial backgrounds and learning experiences to have a stronger team spirit. Moreover, their interpersonal relationship, the most important factor in design, was strengthened through the graduation design course integration training.

2. Literature Review. Scholars believe that the graduation design course can help students be ready to enter the workplace, which is the focus of the higher education learning experience. The graduation design course consolidates the subject knowledge acquired during architectural education and integrates the learning outcomes of the curriculum. It must be continuously monitored, reviewed, and developed to meet the needs of society and to maintain professional standards. However, implementation inconsistencies resulted in a lot of controversies, which is the current major problem. Therefore, the study conducted a survey of 105 architects and discussed with them the components of graduation, the investigation process, the results discussion, and the analysis. It is expected that solutions to existing problems that focus on the interests of individual development and impact the quality of architectural planning could be proposed [1]. Most scholars believe that the combination of theory and practice can enrich the learning experience of students. For example, architectural education-related issues also strive to effectively use energy for green energy environmental protection. It is hoped that the new concept of green regeneration can be conveyed to human beings through graduation designs [2].

Secondly, the graduation design course is a learning project completed through teamwork. When compared to the industry, the team leader acts as the supervisor who must know the expertise of each team member and the work that is suitable for each one. He then distributes, coordinates, and communicates the work. The team members can give a feedback about their opinions and these are processed accordingly. If not, they can be reported to the teacher in time. The teacher is likened to a team leader, who gives the students the necessary assistance from the sidelines to make their graduation design course go smoother and be more fruitful [3]. Scholars believe that teachers can use more innovative thinking materials during the graduation design guiding process. Furthermore, the establishment of friendly relationships in a team can help students in the aspect of interpersonal interaction and provide them with better learning opportunities on how to divide work as a preparation for the workplace [4].

Some scholars use the C language development system to facilitate student discussion on the decision of their graduation design choice. The results show that the decision-making is related to difficulty, topic, and professional direction. It is important to guide students to choose the right theme promptly. Furthermore, improving quality and quantity is also very crucial [5], as well as systematic design, improvement of the learning content and the students' academic achievement in graduation design courses [6]. When the graduation topic is applied to management level, scholars believe that excellent management talents can be cultivated through the training process of management education. However, when educational institutions cultivate future managers, they should consider not only the application of simple management skills but also the critical thinking of complex affairs [7]. In a related research, in physical therapy graduation courses in medical schools, there are many discussions with the professors during the planning period. It is expected that through the observation and recording of experimental research, the needs in actual practice can be met more specifically [8].

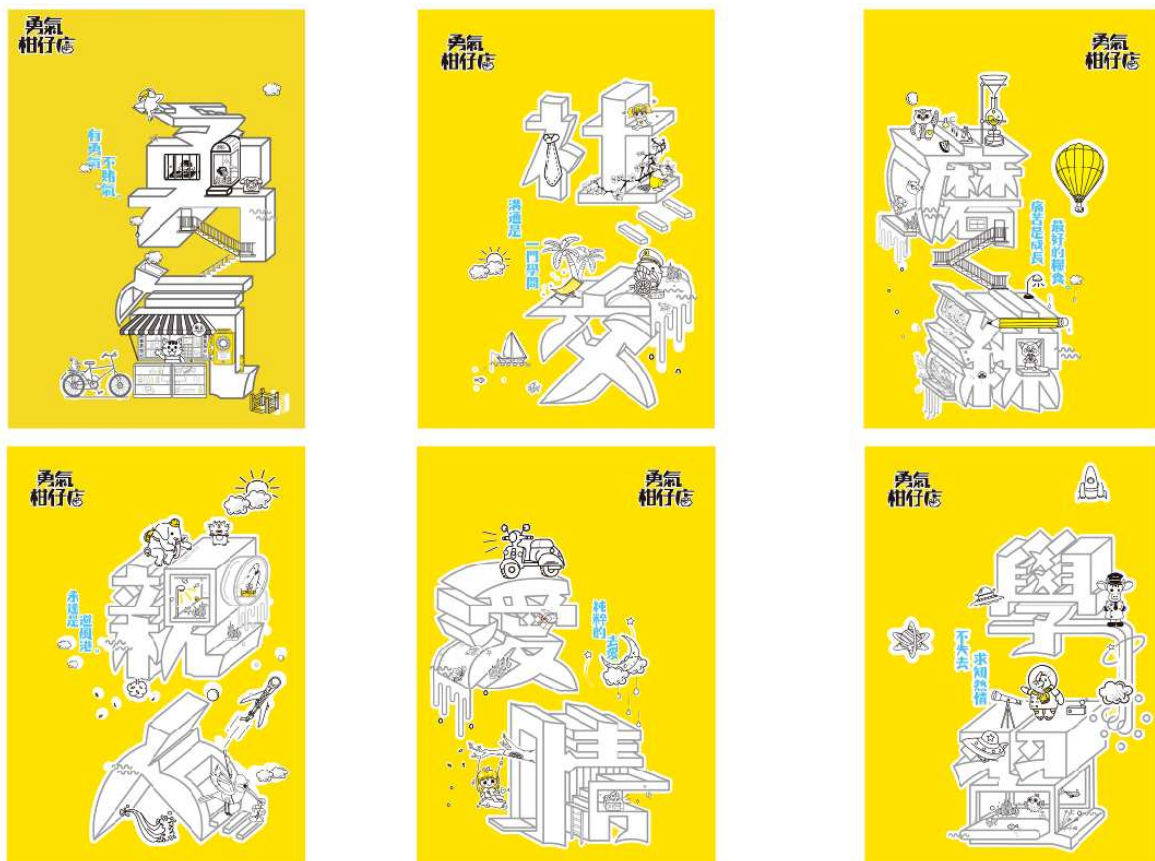
3. Creative Design Process. The department and unit involved in this article have a preparatory meeting between a dedicated general instructor and students for the graduation design course. They are responsible for communicating all arrangements for the layout and venue, the dismantling of the exhibits, and scheduling of personnel during the school year. The teacher guides the graduation design creative process of the group and schedules weekly discussions, and if necessary, more time is allotted to it. However, teachers require that the group must have new ideas and works during discussions in order to keep up with the progress of the entire class.

Secondly, the members of the group recommend and select a person who they think can serve as the team leader, assign administrative affairs, designate task for the theme

design, communicate with members, and coordinate matters. The teacher and the team leader stay in contact at all times so that problems can be dealt with or assistance can be given immediately. This promotes the harmonious development of the group. Of course, occasionally, there are students who are unable to adapt. The team leader and the teacher can first give counseling. If this does not work, it can be reported to the department, and the department head and teachers can discuss how to deal with the student. The study found that when the teachers have a consistent view, the students will regard the learning and achievement of the graduation design course as important.

After expressing the results of the graduation design course discussed in this article in various forms and techniques, attempts were made to find design points that can be made both novel and attractive to consumers so as to achieve the spirit of micro-entrepreneurship. After the guidance of a number of academic and industry teachers, the group finally received insight and found an outlet for their creation – a convenience store commonly known as Gamadium (a convenience store similar to 7-11 in early Taiwan) that sells courage. After the commodities were displayed, they were received with affirmation and fondness. This was the most gratifying matter for the group. The purpose of this paper is to help students define their design theme ideas with greater explicitness and clearness. These ideas had to go through the review of all professional teachers and industry mentors before they could be passed.

4. Design Results. The place where small commodities were sold in the early days in Taiwan is called a Gamadium. It is mainly for the retail sale of life’s daily necessities such as firewood, rice, oil, salt, soy, vinegar, tea, and of course, children’s favorite snacks. This group used the childhood memory of a Gamadium to suggest to current young people that they should have more courage when selling their perceptions or decisions about



Animated poster design

(Continued)



Cool card design



(Continued)



Designers: Xin-Hua He; Guan-Ting Chen; Jia-Ling Chen; Wei-Ting Jua
Yen-Chun Lin; Zheng-Xing Yuan; and Yi-Ru Lin

FIGURE 1. Design results

things. They created visual packaging designs for candies, sodas, brooches, coasters, key rings, coin purses, backpacks, T-Shirts, and other products in order to encourage the young people to think more, listen more, see more, express their own ideas, and achieve a positive cycle with their teachers through the way of communication, thus reducing unnecessary misunderstandings and regrets.

The graduation design course emphasizes the training of the ability for teamwork. The teacher uses group face-to-face discussions, online Line group discussions, and other teaching methods to transform traditional teaching methods into learning methods that the young people like. Figure 1 is the presentation of the graduation design results of this group of students.

5. Conclusions. This group has worked together since their freshmen year for group assignments. In their senior year, they inevitably worked as a group in the graduation design course. Although they were familiar with each other, they still had many disputes that needed the assistance of the teacher. Even more so, a longer time is necessary for members to get used to one another for other teams who cooperated for the first time.

Through the year-long discussions and training in the graduation design course, students were able to make great progress in their oral presentation, implementation, marketing, promotion, and sales skills. In the future, this paper will continue to present research reports on students' creative works regarding related design topics as cumulative experience and reference for the field of design education. In general, the results for the innovative research and development of this study are summarized and illustrated below.

1) Teamwork: The establishment of interpersonal relationship in the group, the building of speaking and communication skills, and the spreading of professional competence are all important factors in teamwork.

2) Facing the dilemma: When the group encounters a design dilemma or members have a dispute with one another, the teacher must lead them to face and deal with the issues immediately. This effectively solves the problem and makes it possible to continue the creative work as soon as possible.

3) Affirmation and encouragement: During mentorship, teachers should give a timely affirmation and encouragement to each member to help them develop their creativity and know why they do what they are doing.

4) Micro-entrepreneurship: The display of the teacher's achievements in the graduation design course should be more toward the spirit and practice of micro-entrepreneurship by helping students produce and sell their own creations in small quantities. This is beneficial to self-learning, design, and creative motivation.

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