

# Problem-based and Project-driven Teaching Reform of ' Guangdong Intangible Cultural Heritage Field Investigation' Course

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**Abstract:** This research takes the course of "Guangdong Intangible Cultural Heritage Field Investigation" as the research object, and discusses how to improve the photography creation ability and cultural self-confidence of photography students through problem-driven and project-driven teaching methods. This course combines social practice and ideological and political education, and takes Guangdong local intangible cultural heritage as the object of shooting, so that students can understand the intangible cultural heritage culture in practice and improve their professional skills. The teaching reform plan proposed in this paper includes taking the specific problems in the specific photography creation as the core and adopting the project-driven approach to teaching. This paper also emphasizes the application of CDIO concept in practical teaching, that is, through the four stages of conception, design, implementation and operation to guide students to create photography. Through problem-based and project-driven teaching methods, students can better understand and master photography technology, and enhance their awareness and confidence in Chinese traditional culture.

**Keywords:** Guangdong intangible cultural heritage; Photography professional education; Problem-driven

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## 1. Introduction

With the deepening of education reform, the traditional teaching mode has gradually been unable to meet the needs of students' individualized development and innovation ability training. As a practical teaching course combining regional cultural characteristics, the "Guangdong Intangible Cultural Heritage Field Investigation" course aims to enable students to experience and explore Guangdong's intangible cultural heritage through the practice of photography creation based on field investigation, so as to improve their understanding and protection awareness of local culture. In the actual teaching process, the course still faces many challenges, such as how to stimulate students' interest in learning, how to effectively integrate resources, how to improve the teaching effect and other issues to be solved<sup>[1]</sup>. In response to these problems, problem-based and project-driven teaching methods have been proposed and applied to the "Guangdong Intangible Cultural Heritage Field Investigation" course. This approach emphasizes student-centeredness, encourages students to actively explore and solve problems, and acquire knowledge and skills through practical operation. This not only helps to improve students' practical ability

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and innovative thinking, but also promotes the overall development of students' comprehensive quality.

Through the problem and project-driven teaching method, students' critical thinking and problem-solving ability can be better cultivated, students' awareness of the protection of intangible cultural heritage can be enhanced, and they can contribute to the inheritance and development of China's excellent traditional culture. This study will focus on the problem-based and project-driven teaching methods to conduct in-depth analysis and reform exploration of the "Guangdong Intangible Cultural Heritage Field Investigation" course, aiming to provide useful practical experience and theoretical support for improving the teaching effect of the course and students' learning experience. Through the reform of teaching, it is expected to provide valuable reference for teaching in related fields, and also inject new vitality into the combination of professional creation and intangible cultural heritage education<sup>[2]</sup>.

## 2. Course Description

This course takes Guangdong area as the research scope, relies on the local rich intangible cultural heritage resources, carries out activities such as field investigation, cultural experience and academic research, and aims to cultivate students' practical ability, innovative consciousness and interdisciplinary comprehensive quality<sup>[3]</sup>. The characteristics of the course are mainly manifested in the following aspects<sup>[4]</sup>:

1) Interdisciplinary integration : This course integrates multidisciplinary knowledge such as history, folklore, art, and sociology to provide students with a platform for comprehensive understanding and in-depth study of intangible cultural heritage. Through an interdisciplinary perspective, help students establish a comprehensive understanding of intangible cultural heritage.

2) Strong practicality: the course pays attention to practical operation, encourages students to participate in the field investigation of intangible cultural heritage, collects data by means of observation, recording and interview, and experiences the charm of intangible cultural heritage on the spot. This practical teaching mode effectively improves students ' interest in learning and practical operation ability.

3) Problem-oriented: The curriculum design is problem-oriented and encourages students to put forward their own opinions and solutions around the protection and inheritance of intangible cultural heritage. Through discussion, research and project implementation, students are guided to think deeply about the challenges and opportunities faced by intangible cultural heritage, and their innovative thinking and problem-solving ability are stimulated.

4) Project-driven: The course is project-driven, allowing students to learn how to plan, organize, and execute projects in the process of completing specific research or practical tasks. This project-centered teaching method helps students master the basic skills of project management and can be continuously optimized and improved in practical operation.

5) Emphasis on reflection and communication: The course encourages students to conduct in-depth reflection after field visits and share their own learning experiences and insights. At the same time, through the organization of academic lectures, seminars and other forms, to promote the exchange of knowledge and ideas between students, improve the interactivity and inspiration of the course.

6) Pay attention to the display of results: the course not only pays attention to the learning process of students, but also attaches great importance to the display of final results. By writing research reports, making exhibition boards, holding exhibitions and other forms, students ' research results are more widely recognized and disseminated.

The teaching concept of this course is based on the two core principles of "problem-driven" and "project-

oriented." It aims to stimulate students' interest in learning, cultivate their critical thinking, problem-solving ability and team spirit through practical activities. The curriculum design focuses on starting from the actual needs of students, emphasizing the application of learning. Through the field investigation of intangible cultural heritage, students can gain an in-depth understanding of the rich intangible cultural heritage in Guangdong, and at the same time cultivate their sense of identity and protection of traditional culture. Under the guidance of this teaching concept, the course content not only covers the basic knowledge such as the historical background and cultural value of intangible cultural heritage, but also enables students to experience the intangible cultural heritage culture and enhance their understanding and participation in the protection of intangible cultural heritage through case analysis, field investigation and other teaching methods. The course also emphasizes interdisciplinary integration, integrating knowledge from history, art, sociology and other fields into teaching to promote students' all-round development<sup>[5]</sup>. In order to achieve this teaching concept, the course adopts flexible and diverse teaching methods, including but not limited to group discussions, role-playing, project research, etc. Through these interactive and highly participatory teaching methods, students' learning enthusiasm and desire for active exploration are effectively improved. At the same time, the course also encourages students to use modern information technology, such as digital media production, network resource search, etc., to collect and analyze data related to intangible cultural heritage, further broadening students' horizons and improving their ability to use modern technical means to solve problems.

The teaching content of the "Guangdong Intangible Cultural Heritage Field Investigation" course is designed and implemented around the rich intangible cultural heritage in Guangdong. The course aims to enable students to experience and understand intangible cultural heritage projects through field investigation, and integrate photography creation into the inheritance and development of traditional culture, so as to achieve the teaching effect of combining theory with practice.

### **3. Curriculum Implementation Strategy**

#### **(1) Curriculum reform ideas**

The reform of the "Guangdong Intangible Cultural Heritage Field Investigation" course aims to improve students' practical ability, innovative consciousness and deep understanding of intangible cultural heritage through problem-driven and project-driven teaching methods. To this end, we have adopted a series of strategies to promote curriculum reform<sup>[6]</sup>. This course will pay attention to the diversity of students' individual differences and interests. The traditional teaching mode often ignores the differences between students, while the problem-based and project-driven teaching method allows each student to choose or design specific projects according to their own interests, so as to better stimulate their enthusiasm and initiative in learning<sup>[7]</sup>. Curriculum reform emphasizes the cultivation of problem-solving ability. When designing the course content, we will focus on the problems related to Guangdong's intangible cultural heritage in the real world, and encourage students to find solutions to the problems through group cooperation, research and practical activities. This method can not only enhance students' ability to solve complex problems, but also enable them to have a deeper understanding of the value and significance of intangible cultural heritage<sup>[8]</sup>.

Curriculum reform focuses on interdisciplinary integration. By combining the knowledge and methods of history, sociology, art and other disciplines, students can understand and analyze the phenomenon of intangible cultural heritage from different angles, so as to cultivate their comprehensive literacy and critical thinking ability. The curriculum reform is also committed to improving the interactivity and practicality of teaching. By introducing various teaching methods such as field investigation, interview and literature research, students can not only directly contact with intangible cultural heritage resources, but also deepen their understanding and application of the

course content through practical operation. The curriculum reform also includes the optimization of the evaluation system. In addition to traditional examinations and tests, we will also adopt diversified evaluation methods such as project evaluation and peer review to comprehensively and objectively reflect students' performance and growth in the course learning process.

## **(2) Curriculum design ideas**

In the design of the "Guangdong Intangible Cultural Heritage Field Investigation" course, the problem-driven and project-driven teaching methods are adopted to stimulate students' interest in active learning and cultivate their practical ability and innovative consciousness. The curriculum design follows the following principles<sup>[9]</sup>:

1) Combined with regional characteristics and cultural heritage needs. Guangdong Province has rich intangible cultural heritage resources. The course content revolves around these unique cultural heritages, which not only allows students to understand the historical background of Guangdong's intangible cultural heritage, but more importantly, to understand its value and significance in contemporary society.

2) Emphasize problem orientation and promote students' critical thinking. By proposing practical problems related to Guangdong's intangible cultural heritage, students are guided to conduct in-depth discussion and research. For example, to explore how to protect and pass on the endangered handicraft technology, or to analyze the sustainable development strategy of an intangible cultural heritage project in modern society.

3) Project-driven, to achieve the application of knowledge and skills. Students will be grouped to complete specific project tasks, such as making a research report on an intangible cultural heritage project, or developing a marketing plan to promote the intangible cultural heritage project. Through the implementation of the project, students can combine theoretical knowledge with practical operation to deepen their understanding and understanding of intangible cultural heritage.

4) Focus on interdisciplinary integration, broaden the horizons of learning. The curriculum design integrates the knowledge of history, culture, art, economy and other disciplines, and encourages students to analyze and solve problems from multiple perspectives. In addition, inheritors of intangible cultural heritage can also be invited to participate in classroom teaching, so that students can directly experience the charm of intangible cultural heritage.

5) Use flexible and diverse teaching methods. In addition to the traditional teaching and discussion, it also includes case analysis, field investigation, group cooperation, interactive demonstration and other teaching forms. These methods can enhance students' sense of participation and experience, and make the learning process more vivid and interesting.

6) Pay attention to evaluation feedback and continuously improve the teaching effect. The curriculum evaluation mechanism not only pays attention to the students' final results, but also pays attention to the performance and progress in the process. Through regular feedback and evaluation, timely adjustment of teaching strategies to ensure the realization of curriculum objectives.

This curriculum design follows the problem and project-driven teaching concept, through interdisciplinary integration, practical operation and flexible and diverse teaching methods, aims to improve students' understanding and understanding of Guangdong intangible cultural heritage culture, while cultivating their research ability and innovative spirit<sup>[10]</sup>.

## **(3) Curriculum implementation steps**

In the teaching reform of the "Guangdong Intangible Cultural Heritage Field Investigation" course, the curriculum implementation steps are the key link to ensure that the teaching objectives are achieved. This part will elaborate on the whole process from curriculum preparation to implementation to evaluation, so as to ensure that each step can effectively promote students' learning and development.

1) Pre-course preparation: Before the formal start of teaching, teachers need to conduct in-depth research on the course content and determine the teaching objectives and learning objectives. In addition, teachers also need to collect and collate relevant intangible cultural heritage materials to provide students with rich learning materials. At the same time, a detailed teaching plan and timetable are formulated to clarify the learning focus and difficulties at each stage.

2) Starting problem-based learning: At the beginning of the course, teachers should guide students to ask questions related to intangible cultural heritage field visits. These questions can be exploratory or specific investigation tasks. Through the question, stimulate students' interest and initiative in learning.

3) Design project-driven activities: Based on the questions raised by students, teachers need to design a series of project-driven activities. These activities should be carried out around the theme of intangible cultural heritage field investigation, such as field investigation, data collection, data analysis and so on. In the design of activities, teachers should encourage students to work together and cultivate their collaborative spirit and problem-solving ability.

4) Field investigation: In the middle or late stage of the course, it is necessary to organize students to carry out field investigation. Through personal experience and observation, students can more intuitively understand the characteristics and values of intangible cultural heritage. In the process of field investigation, teachers should guide students how to carry out scientific observation records and data collection.

5) Results display and reflection: After the field investigation, students need to sort out and analyze the collected data to form a report or display. In the process of achievement display, it can not only enhance students' expression ability, but also promote students' reflection and summary of their work through peer evaluation and teacher feedback.

6) Curriculum evaluation and feedback : Finally, the effect of curriculum reform is tested by evaluating students' learning outcomes and performance. The evaluation methods can include students ' homework, project report, field investigation report and oral report. Teachers should give students specific feedback according to the evaluation results, and put forward suggestions for improvement.

Through the implementation of the above steps, the "Guangdong Intangible Cultural Heritage Field Investigation" course can effectively combine the problem and project-driven teaching mode, which can not only improve students' interest and participation in learning, but also cultivate their practical ability and innovative thinking.

#### **4. Conclusion**

Through the problem-driven and project-driven teaching mode, the "Guangdong Intangible Cultural Heritage Field Investigation" course effectively improves students' practical skills and innovative thinking, and deepens their understanding of intangible cultural heritage. The experimental results show that compared with traditional teaching, this interactive and highly participatory method can stimulate students ' enthusiasm for learning, promote their active application of theoretical knowledge in field visits, and propose innovative solutions. The students' participation and achievements have been significantly improved, reflecting their deepening understanding of intangible cultural heritage and the enhancement of awareness of cultural diversity protection. Students' feedback shows that this teaching mode has greatly improved their autonomous learning ability and knowledge absorption efficiency. They look forward to more courses using such methods in the future to promote their overall growth. The successful practice of the "Guangdong Intangible Cultural Heritage Field Investigation" course provides valuable experience for the teaching reform of other disciplines, and shows the great potential of the problem and project-driven teaching model in improving the quality of education.

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