



ERICA

DESIGN LECTURE SERIES #6

在21世紀，基于設計的學習 (Design-based Learning, DBL) 比基于問題的學習 (Problem-based Learning, PBL) 在對於設計學生的教學上更加適用

**DESIGN-BASED LEARNING (DBL) IS BETTER THAN PROBLEM-BASED LEARNING
(PBL) FOR EDUCATING DESIGN STUDENTS IN THE 21ST CENTURY**

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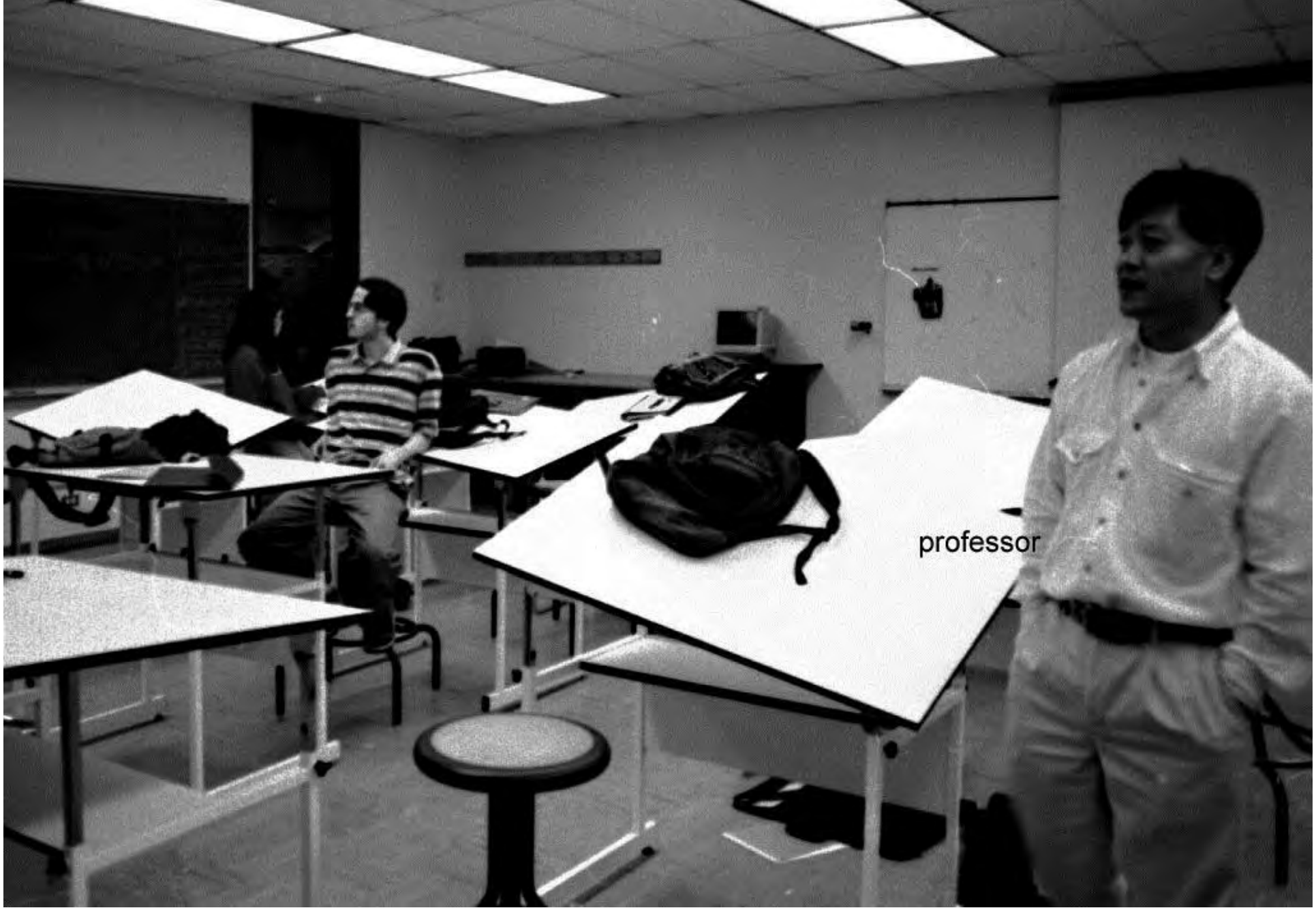
PROFESSOR OF BRAND DESIGN
DEPARTMENT OF COMMUNICATION DESIGN
COLLEGE OF DESIGN
HANYANG UNIVERSITY ERICA CAMPUS



www.designresearchlab.com

Wednesday, 27 September, 2017

People Square Center, Shanghai, CHINA



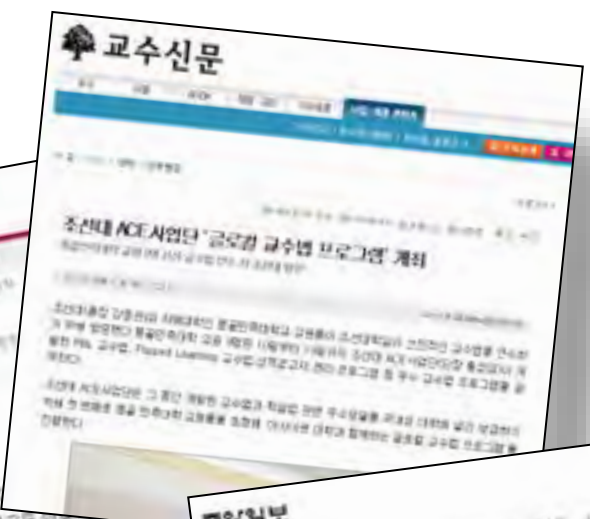
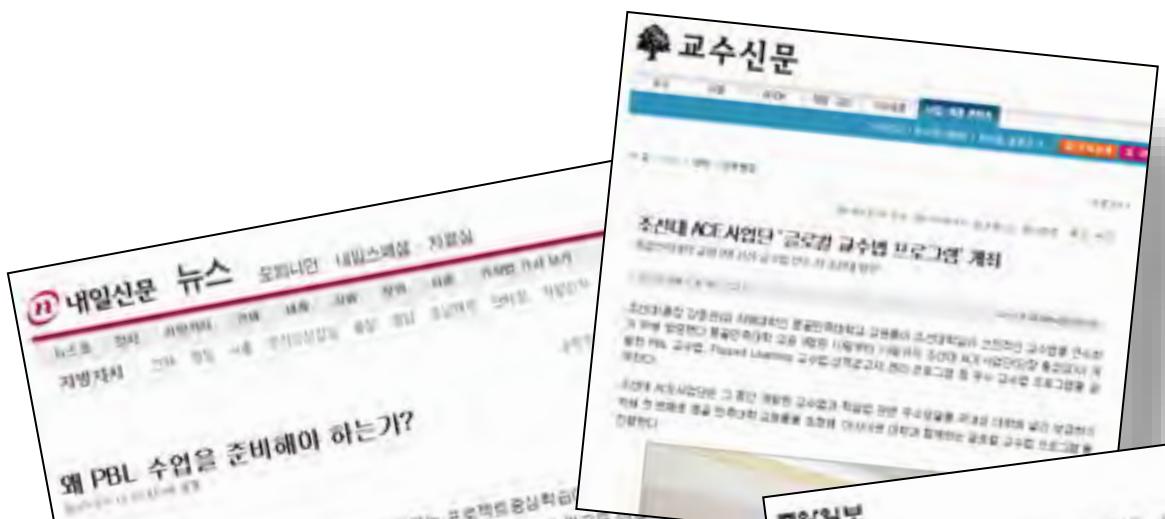
1999. University of North Texas, USA

1999年北德克薩斯大學, 美國









PBL 수업이란?
문제중심학습(PBL, Problem Based Learning) 또는 프로젝트중심학습(Problem Based Learning)을 기반으로 한 교육방식으로 4차 산업혁명 시대에 필요한 역량을 갖춘 창의 융합형 인재를 양성하기 위해서는 교육과정에 반드시 포함되어야 한다. 교육정책이 급격히 바뀌고 있는 한 시점에서 "사교육 억제 정책이다" 라고만 구실로 만들어 좋은 시스템이 정착하는 것을 반대할 것이 아니라 발 빠르게 준비해서 우리 아이들을 세계와의 미래경쟁에 양성하는데 앞장서는 것이 중요하다.

중학교 및 고교사 역시, 내신시험의 폐지 등으로 학습을 절제하고 '동자'만 올 풍주는 학생들에게 주고 있는 모습을 견줄 수 있는 한편, 교육의 흐름을 제대로 이해하고 시도는 교육 혁신의 일환인 PBL 학습과정을 가장 중점시하는 질서적인 학부님들도 계시다. 그러나, 사실 PBL 수업은 진보적인 학교에서는 오래전부터 진행되고 있었으며 철저적인 연대 협력을 필요로 하는 현상대중 진보적인 대학들은 이미 학교 교육 시스템과 과목시행 등을 PBL 수업이 가능하도록 하고 있다.



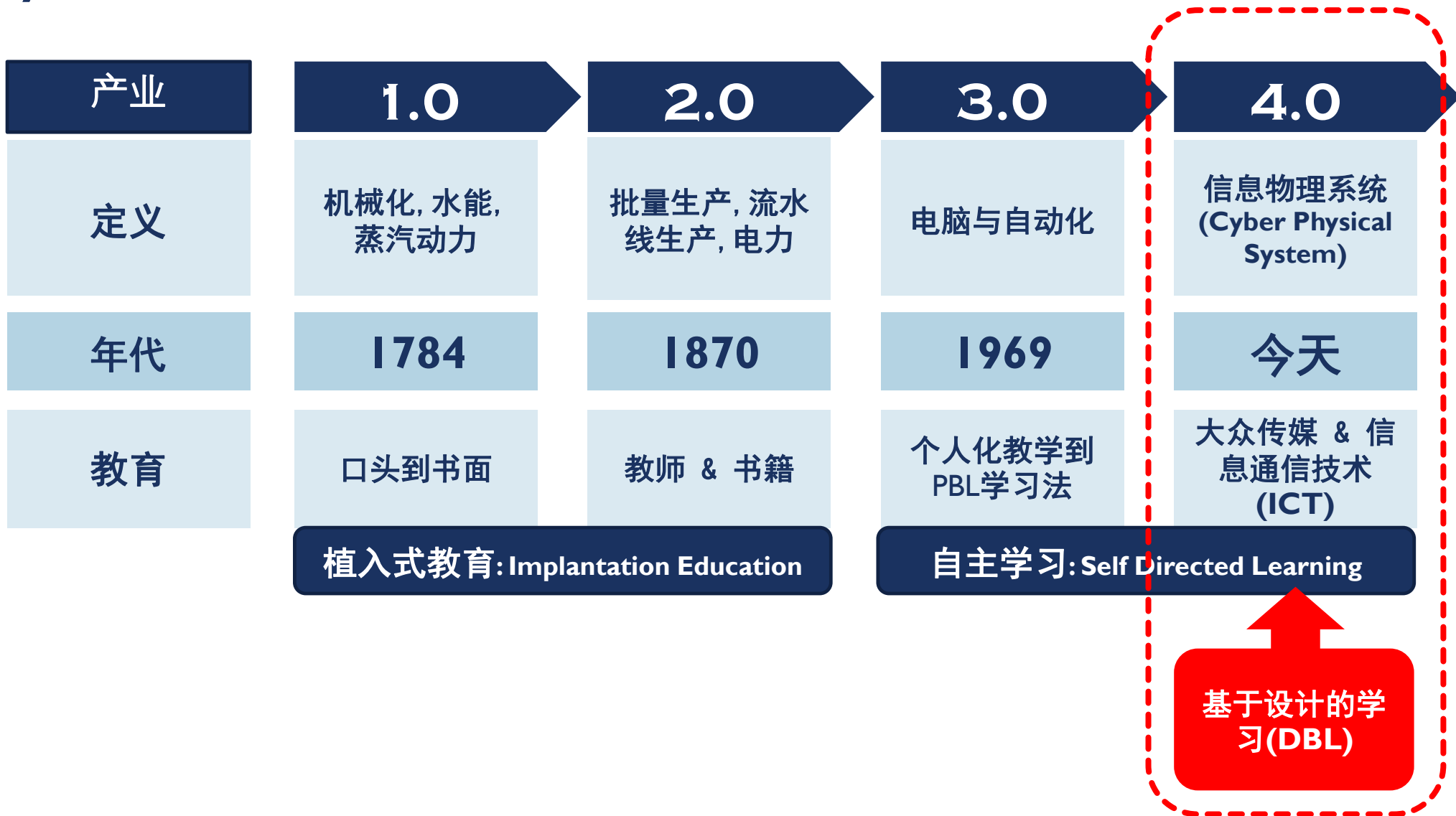
今天的韩国教育 Korea Now

PBL is used to change Implementation Learning to Self Directed Learning and Group Learning.

PBL用于將實施學習(Implementation Learning)改變為自主學習和小組學習.

工業業革命圖表

Industry Revolution Chart



世代比較圖表

Generation Comparison Chart

世代	出生年份	特征	社会地位	接受教育
Z-世代	2000~今天	数字原生 社交媒体 个体的 独立的 经济价值	2019年Z-世代开始步入社会	精通英语能力 大量的移动设备和互联网 多元化的文化体验
Y-世代	1980~2000	高等教育 大胆的 好奇的 个体的	初级教授 研究生 本科生	中级英语能力 书籍(部分教育方式使用电脑) 相对薄弱的互联网连接 选择性文化体验
X-世代	1960~1980	个人的 娱乐 自然 跨界 服务	高级教授	低英语能力 书籍(无电脑) 无文化体验 植入式教育

調查研究

Survey Research

傳達設計教育目標

Communication Design Education Objectives

Survey Duration:

2014.10~2015.03 (6 months)

Survey Respondents:

Selected 30 design professors and 30 professional designers with minimum 10 years experience from around the world

调查期限:

2014. 10~2015. 03 (6 个月)

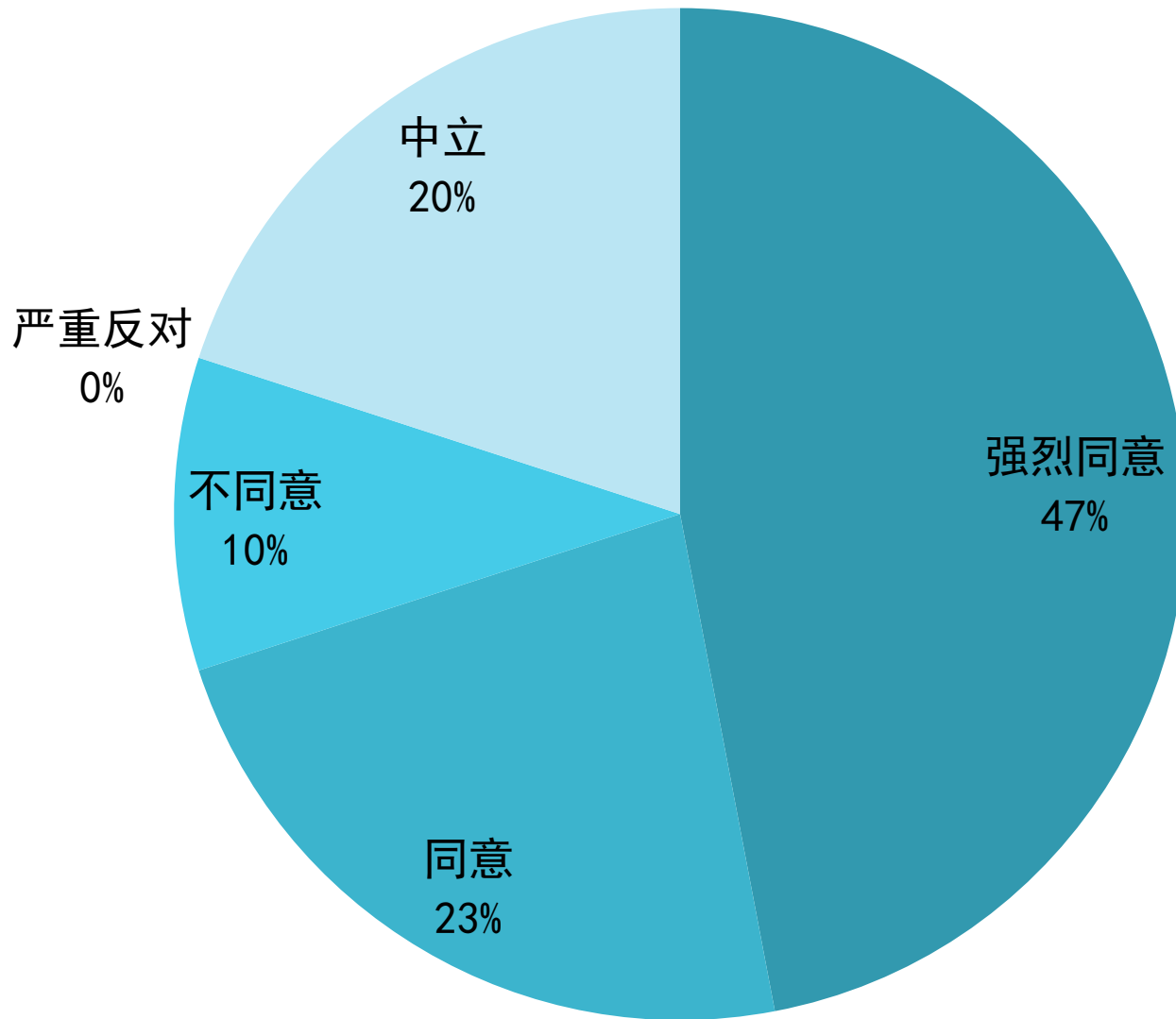
调查对象:

选择来自世界各地30位设计教授和30位专业设计师,
至少10年教育和工作经验

調查研究

Survey Research

設計師應當積極活躍并具有社交能力
Designers are active and social people

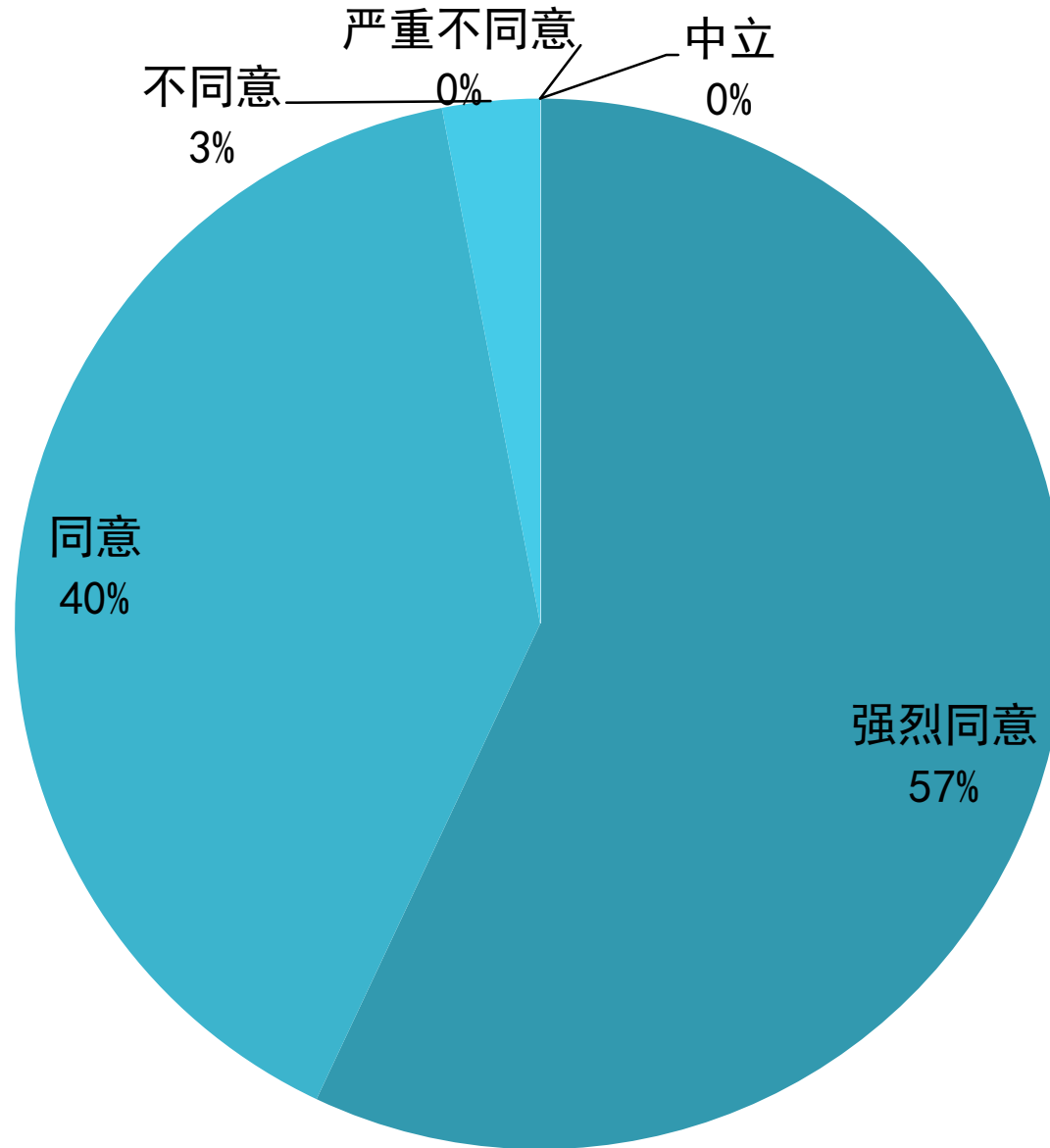


同意: 70%
不同意: 10%

調查研究

Survey Research

文化與經濟會影響設計師 Culture and economy influence designers



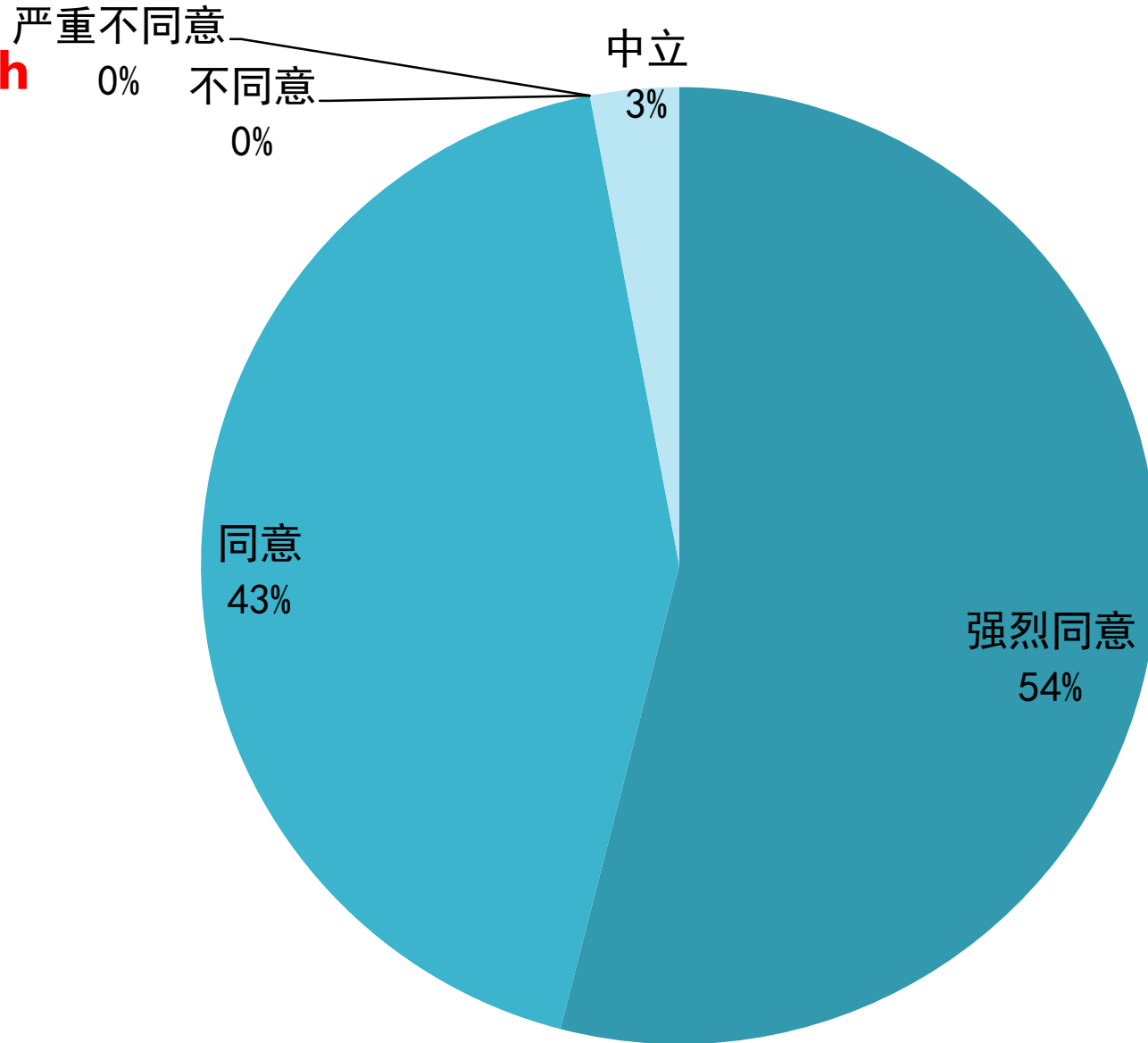
同意: 97%
不同意: 3%

調查研究

Survey Research

應當在設計領域重視并關注下一世代

Important to concern the next generation in design

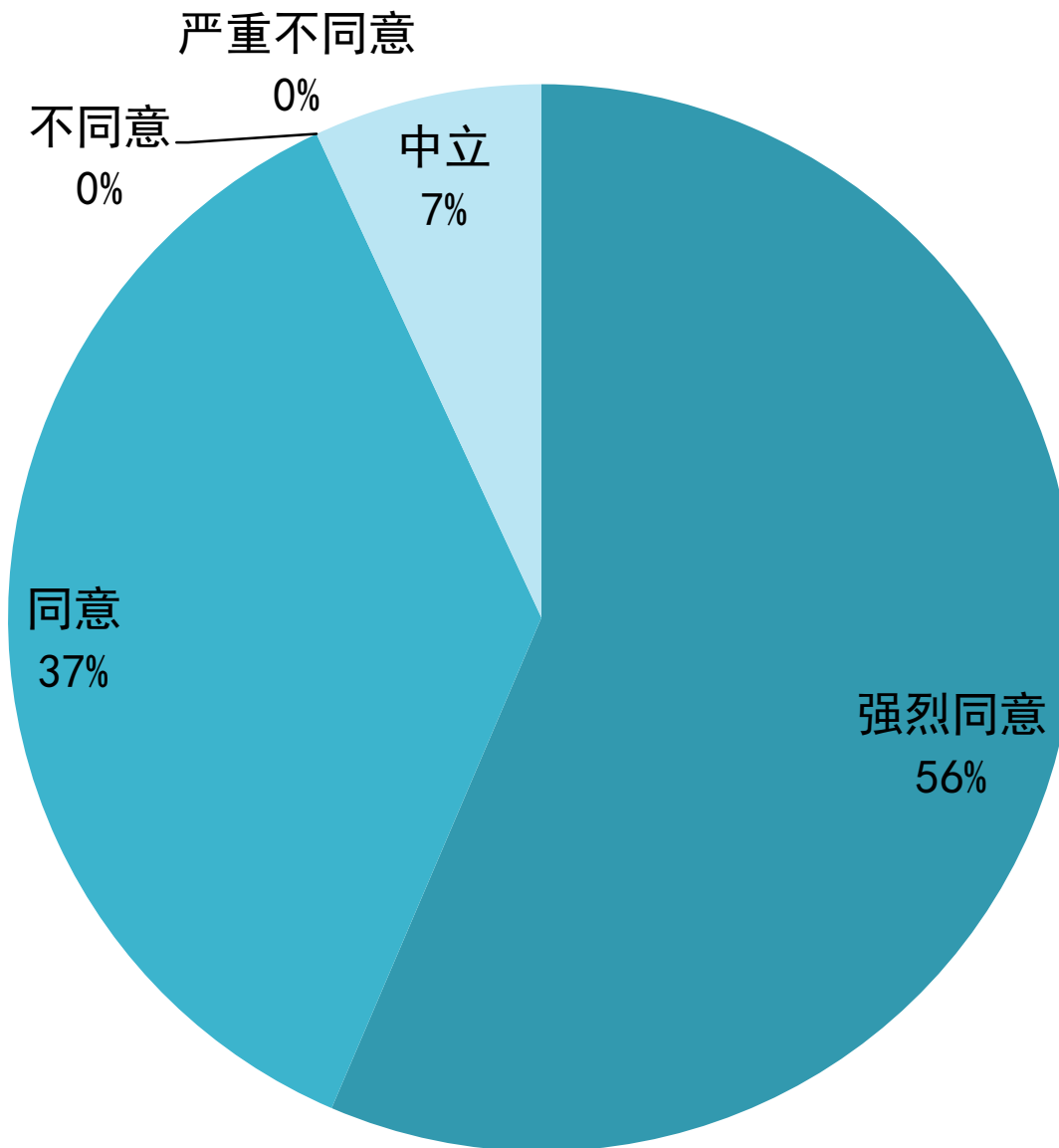


同意: 97%
不同意: 0%

調查研究

Survey Research

成爲導師十分重要 Become a mentor is important

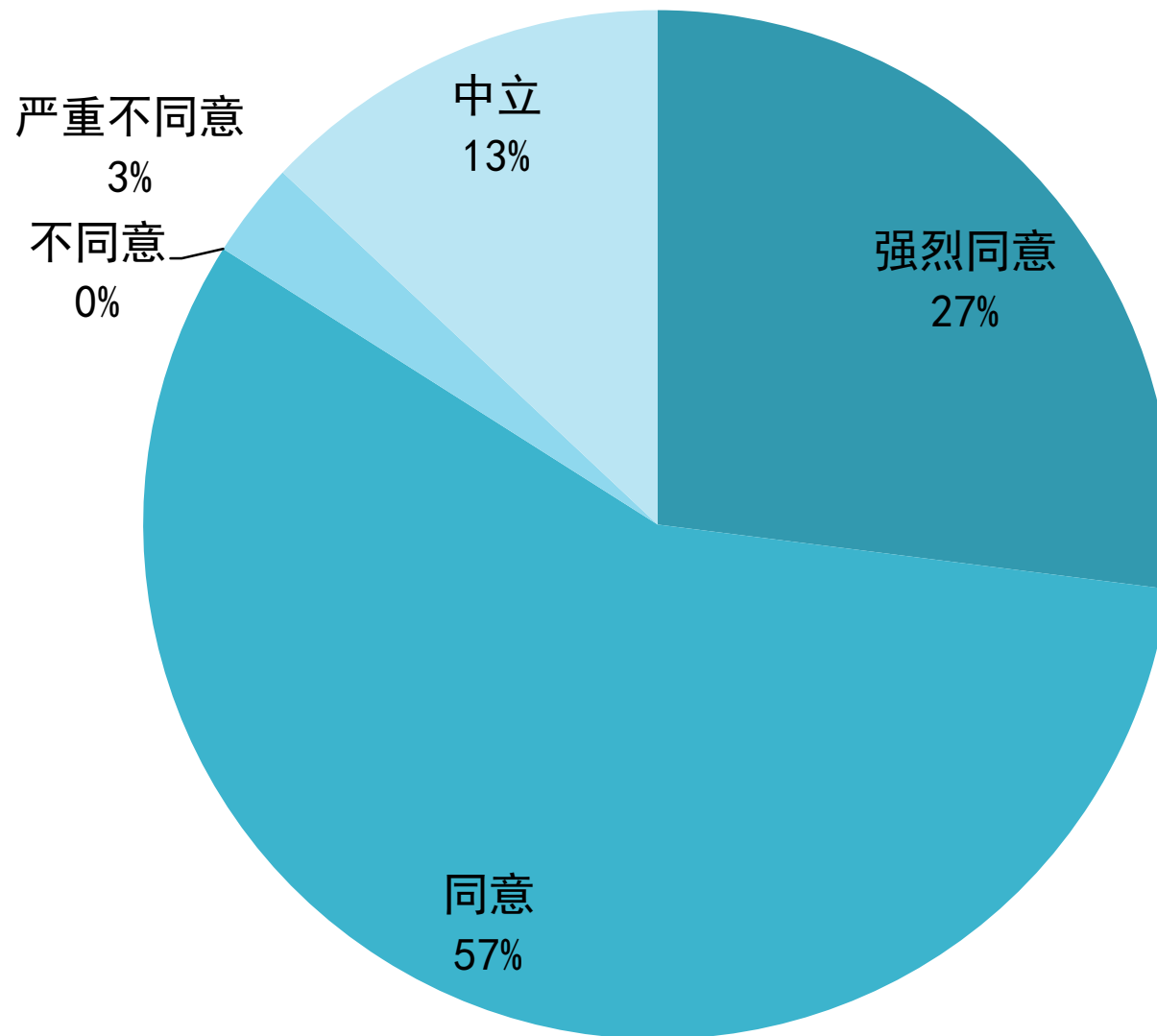


同意: 93%
不同意: 0%

調查研究

Survey Research

達到并擁有世界級名譽十分重要
Important to achieve international reputation

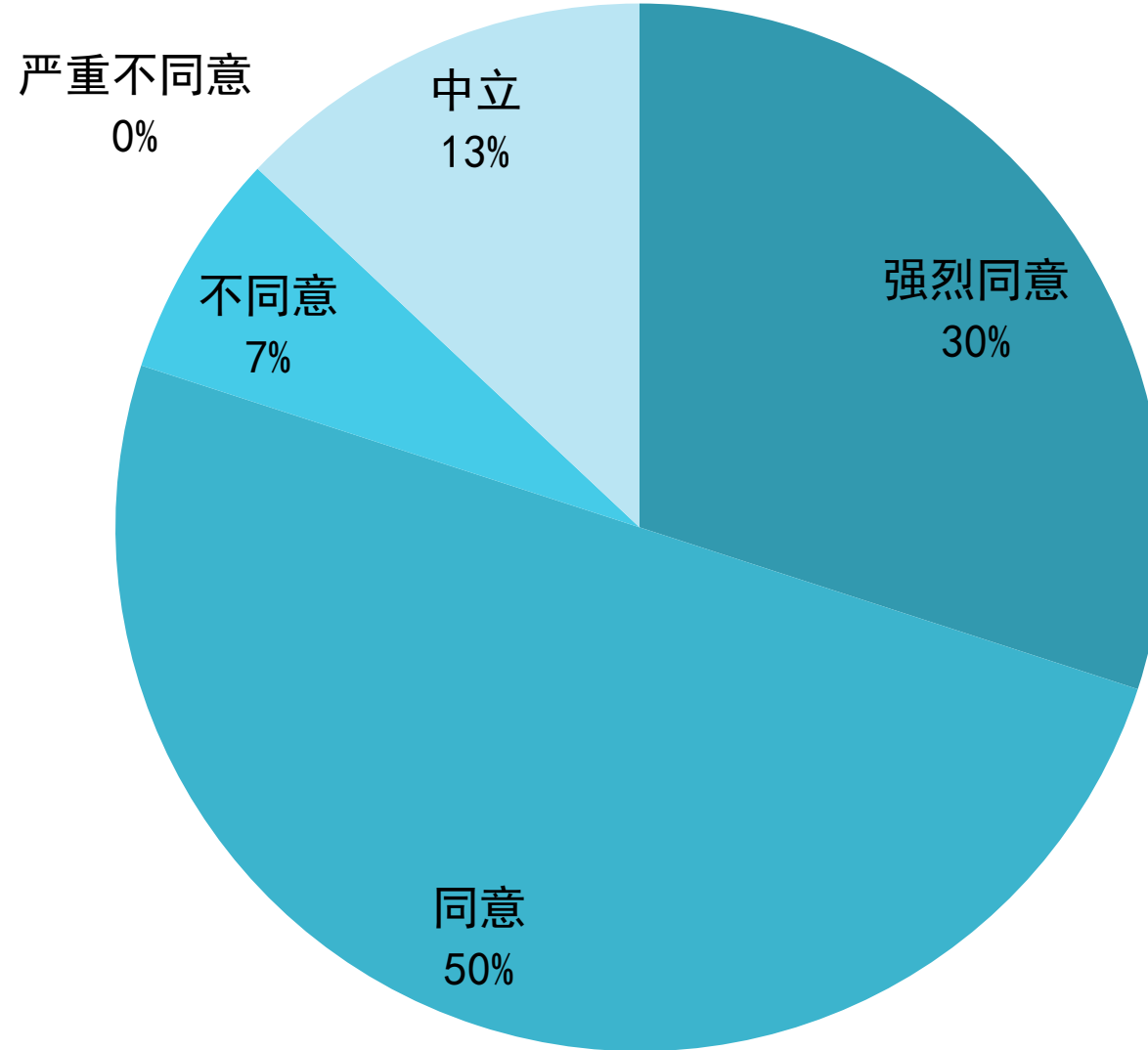


同意: 84%
不同意: 3%

調查研究

Survey Research

需要全新的全球設計組織 New global design organization is needed

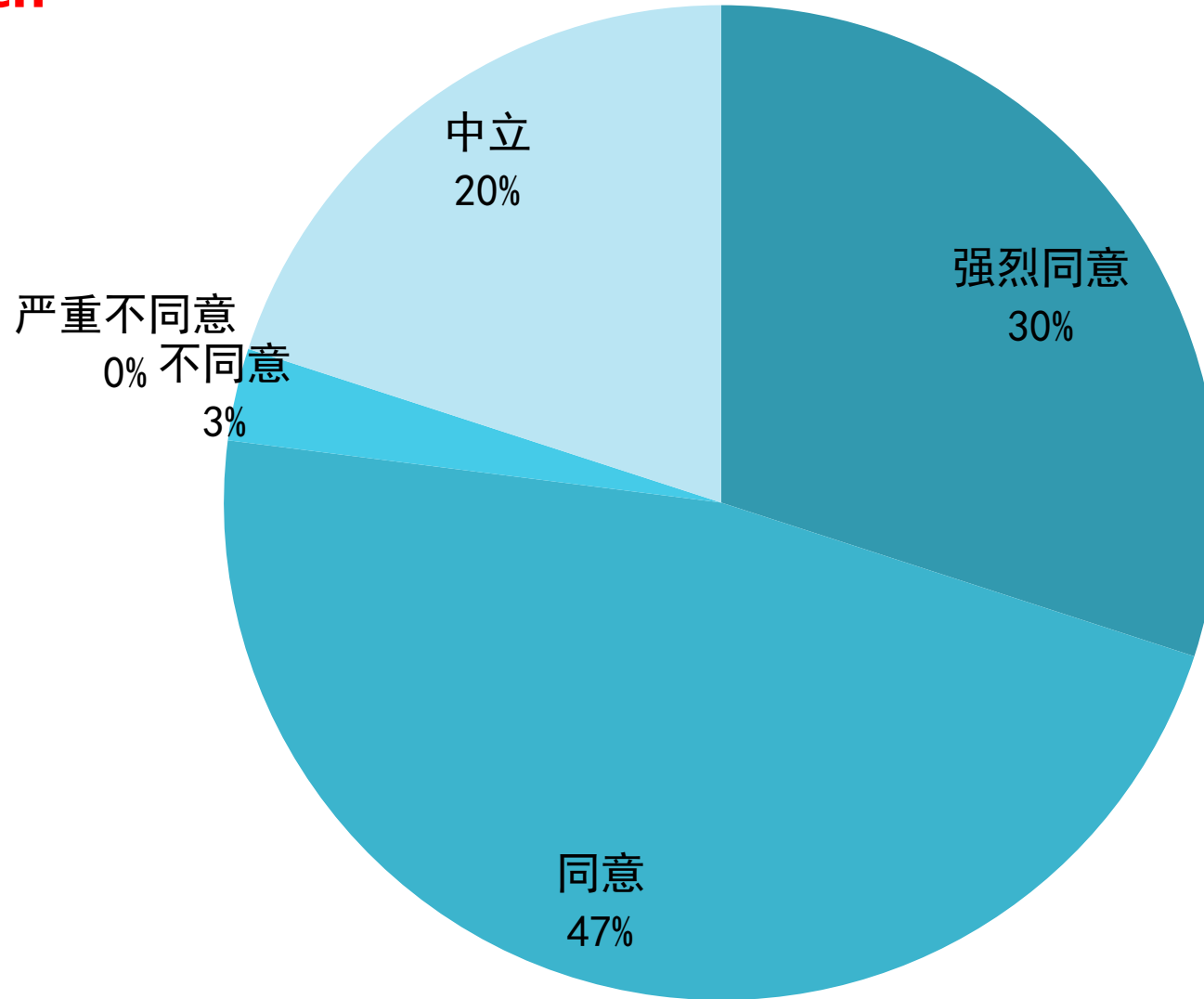


同意: 80%
不同意: 7%

調查研究

Survey Research

需要全新的商業道德和結構
New business ethics and structure are needed



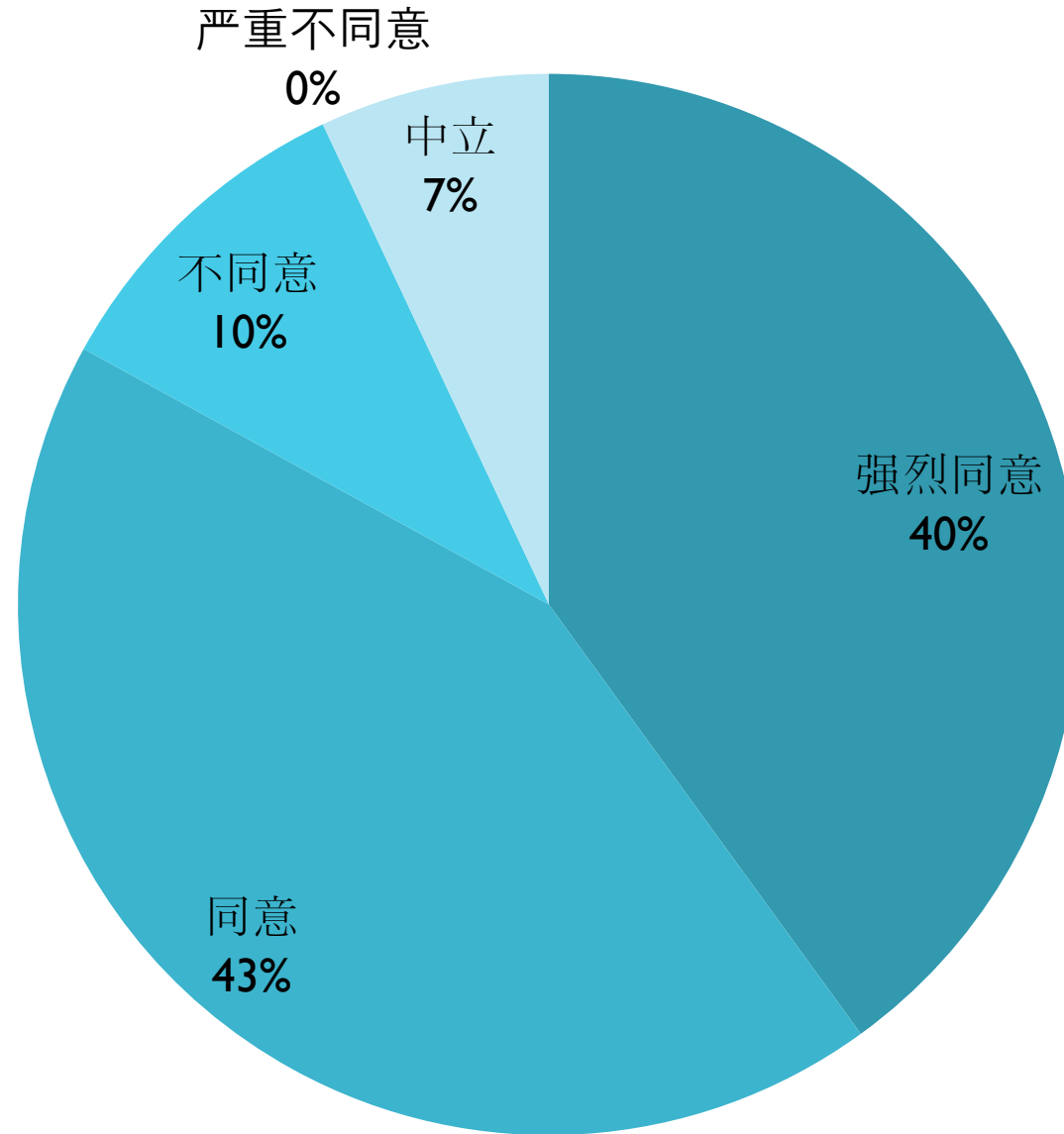
同意: 77%
不同意: 3%

Communication Design Education Objectives

調查研究

Survey Research

營銷類知識的教育對於設計教育十分重要 Marketing education is important for design education

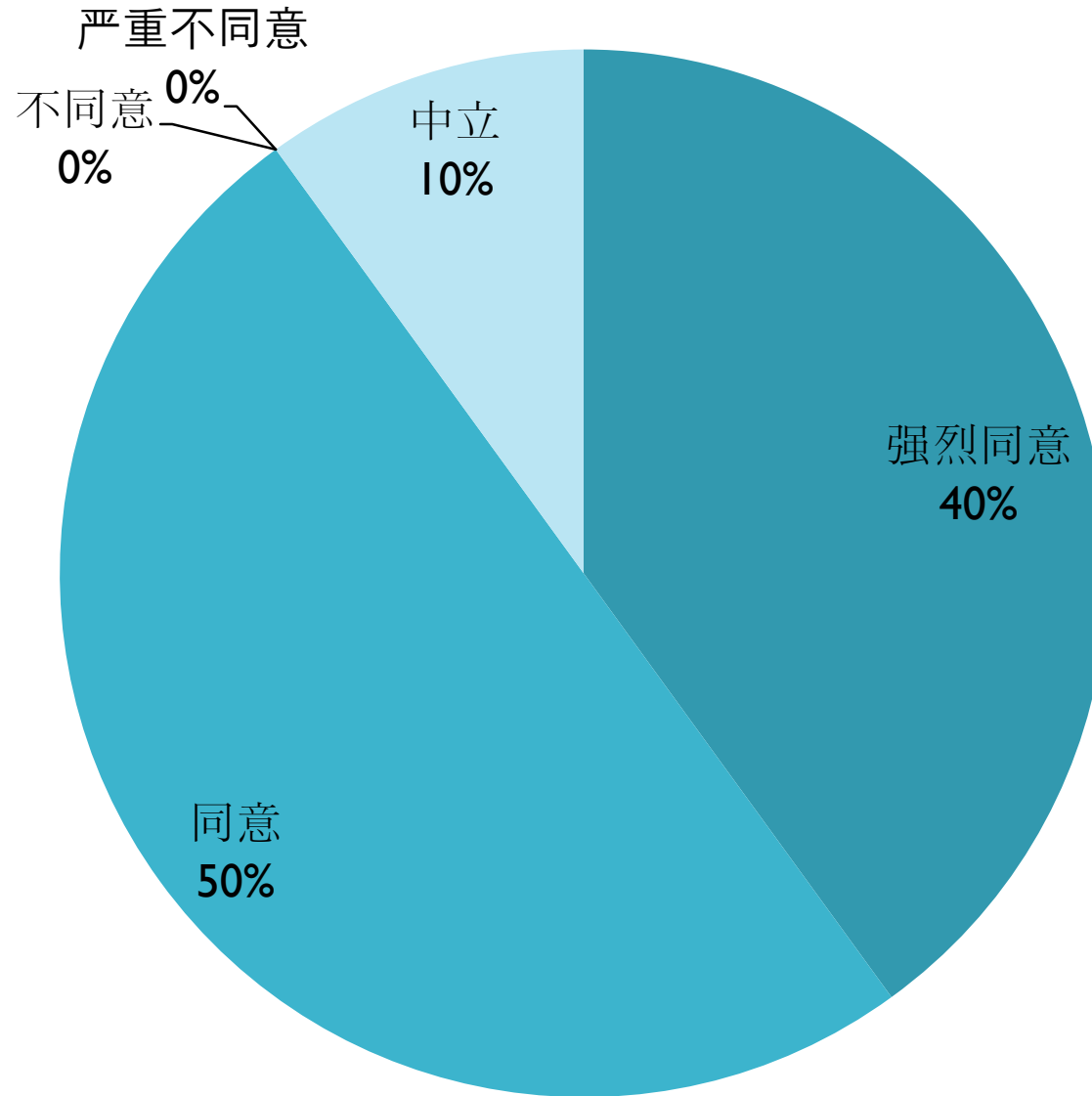


同意: 83%
不同意: 10%

調查研究

Survey Research

設計師應當了解如何進行戰略策劃 Designers must know how to write a strategy planning

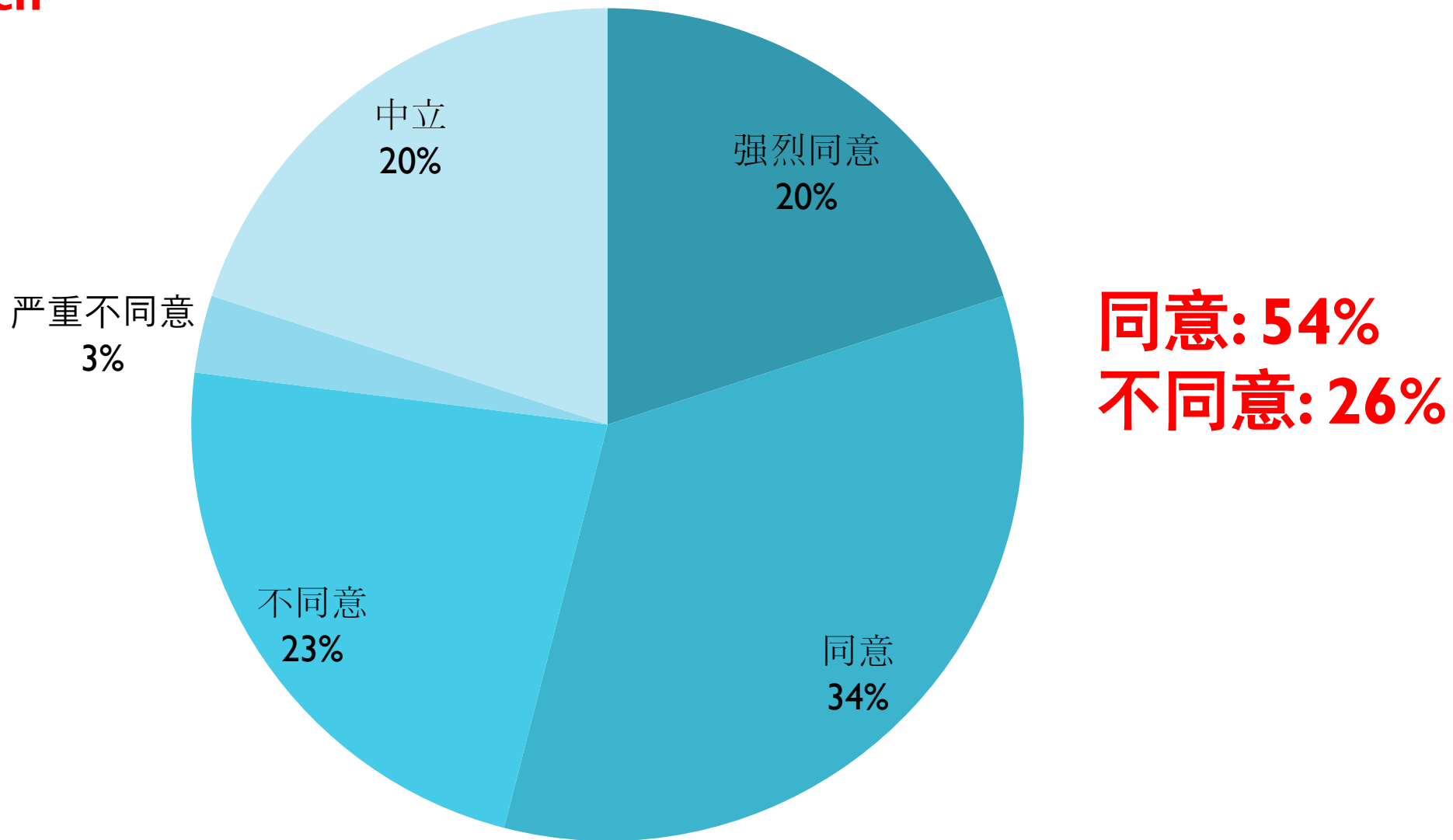


同意: 90%
不同意: 0%

調查研究

Survey Research

設計師們應當使用統一并具有共同標準的設計術語
Designers use unified design terminology

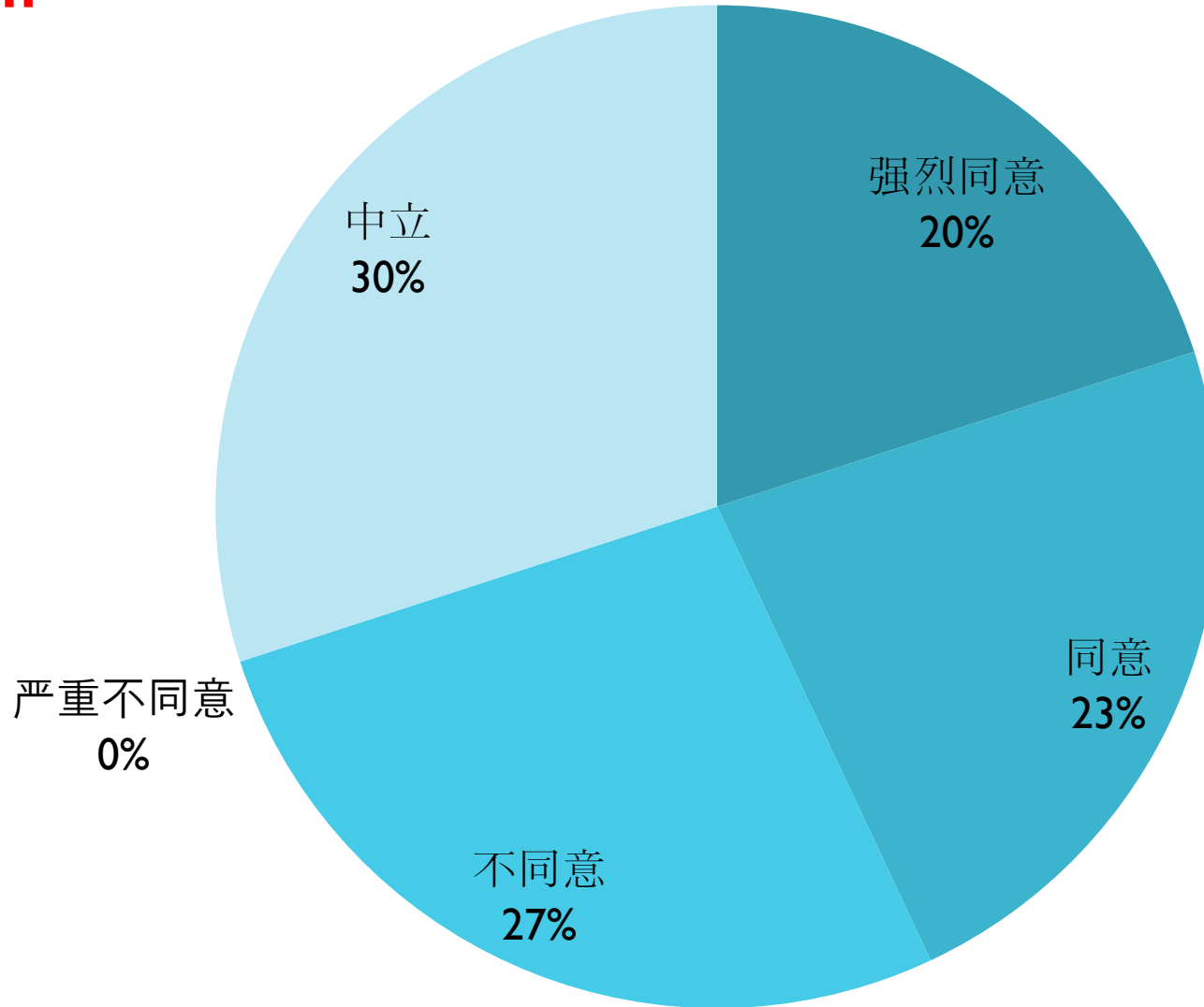


Communication Design Education Objectives

需要全新并具有統一標準的設計術語
New unified design terminology is needed

調查研究

Survey Research

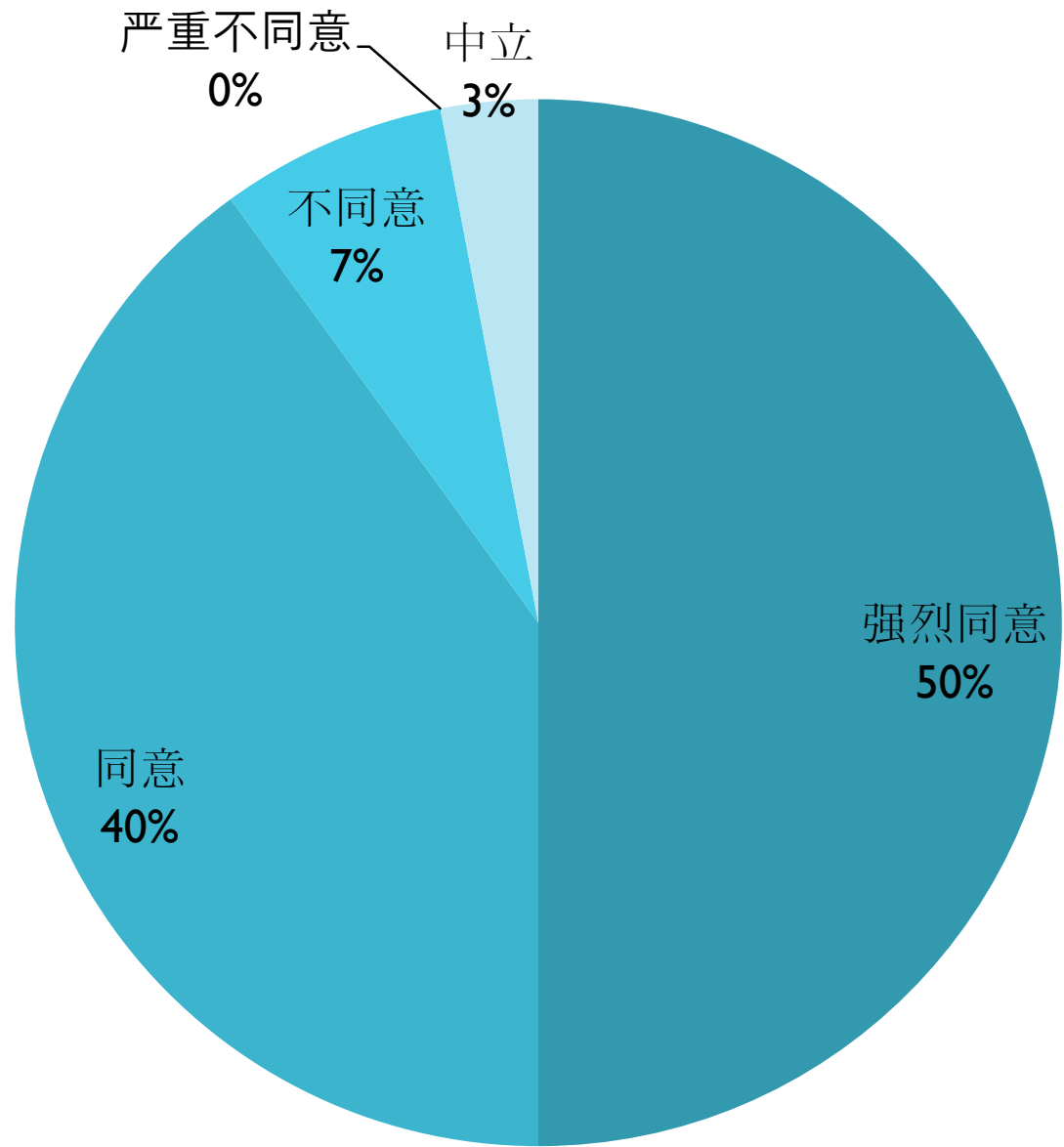


同意: 43%
不同意: 27%

調查研究

Survey Research

設計必須在學術界的中心
Design must be in the center of the academia

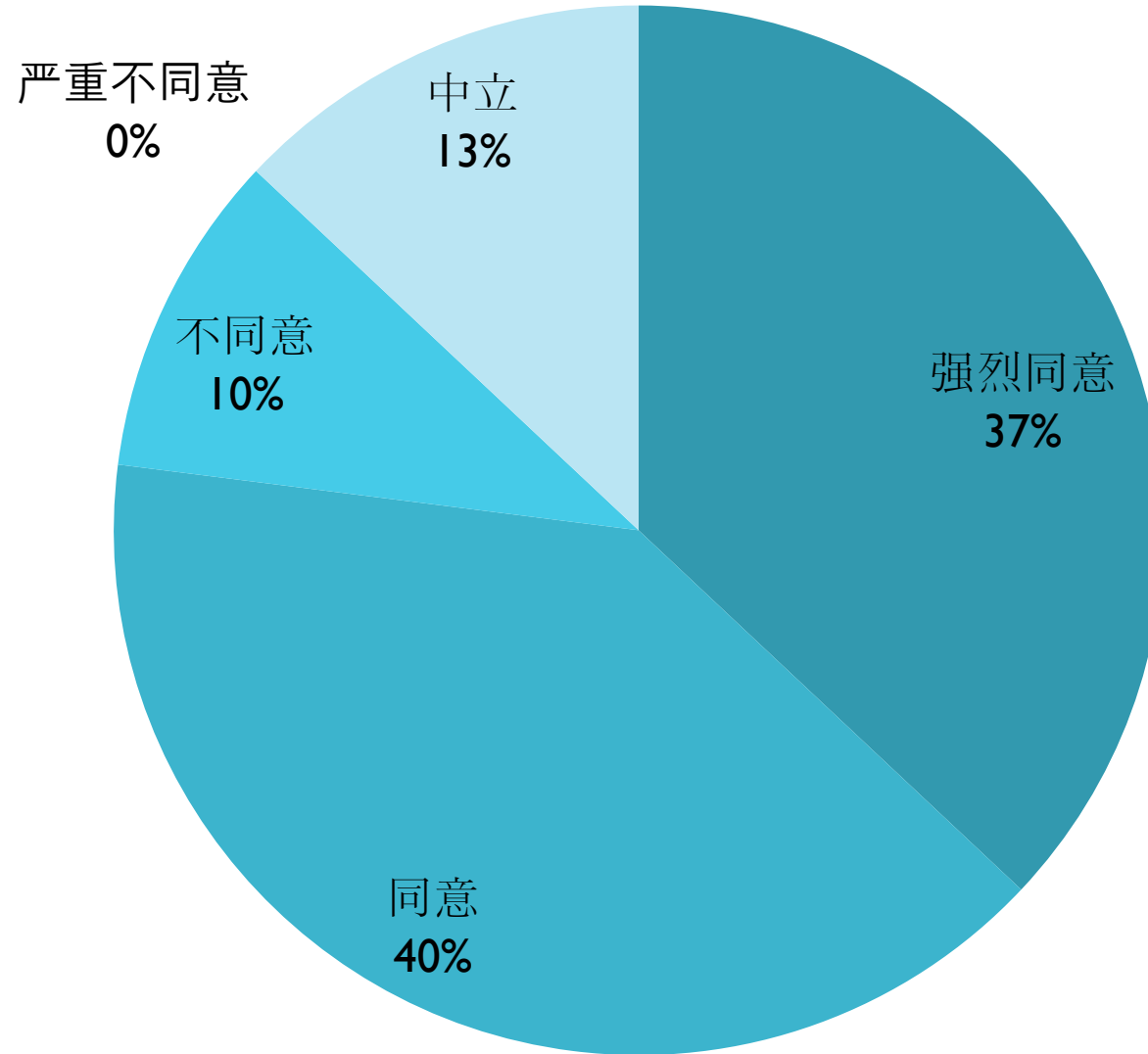


同意: 90%
不同意: 7%

調查研究

Survey Research

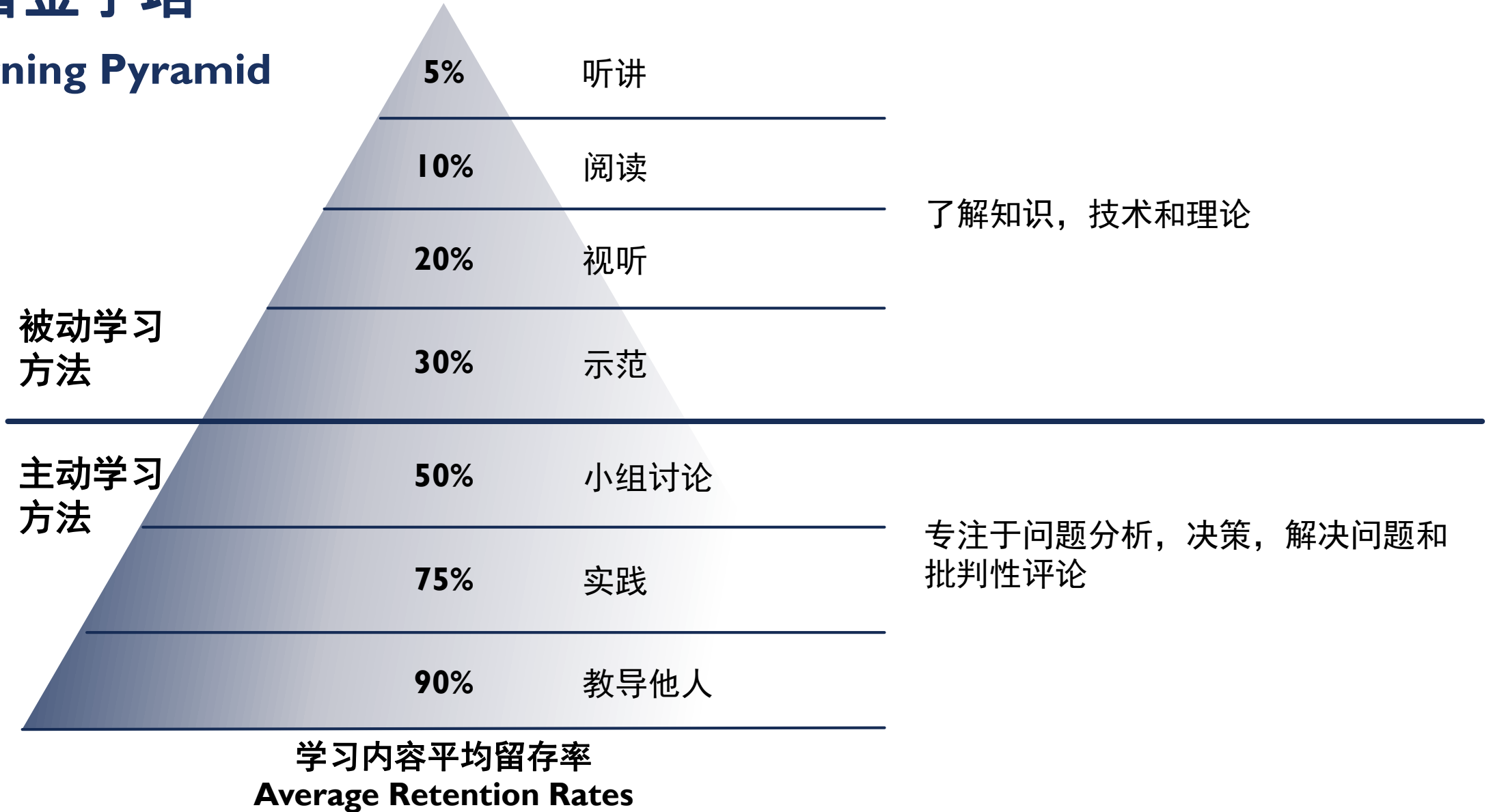
需要新的設計教育系統 New design education system is needed



同意: 77%
不同意: 10%

學習金字塔

Learning Pyramid



學習金字塔

Learning Pyramid

过去:
分离式

被动学习
方法

主动学习
方法

5%

听讲

10%

阅读

20%

视听

30%

示范

50%

小组讨论

75%

实践

90%

教导他人

其他学科

艺术 & 设计

了解知识, 技术和理论

专注于问题分析, 决策, 解决问题和
批判性评论

学习内容平均留存率
Average Retention Rates

學習金字塔

Learning Pyramid

现在：
多学科
跨学科

被动学习
方法

主动学习
方法

5% 听讲

10% 阅读

20% 视听

30% 示范

50% 小组讨论

75% 实践

90% 教导他人

学习内容平均留存率
Average Retention Rates

PBL

DBL

其他学科

艺术 & 设计

了解知识，技术和理论

小组项目

个人项目
团体项目

专注于问题分析，决策，解决问题和
批判性评论

应用

什麼是基於問題的學習 ？

以學生為中心的教學法，學生通過解決學習契機材料(trigger material)中發現的開放式問題而累積經驗來學習一門課程。

What is PBL (Problem-based Learning)?

A student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material.

PBL was pioneered in medical school programs McMaster University in Hamilton in 1950s.

什麼是基於設計的學習？

基於設計的学习(Design-based Learning, DBL)是一種以學生為中心的学习方法，我通過實踐來教授設計學生。這種方法以設計過程與認知過程為基礎。
融合與發散思維

What is DBL (Design-based Learning)?

A student-centered learning methodology which I practice it to teach design students. It is based on the design process and the cognitive process.
Convergent and Divergent Thinking

What is Design?



动名词 美学，艺术作品，物理性成果
创意，创新过程，创意过程
-从无到有
-从问题到解决方案
-从未加工原料到功能性事物

Noun Aesthetics, Work of Art, Physical Outcome
Verb Creativity, Innovative Process, Creative Process
- From nothing to something
- From problem to solution
- From a raw material to a functional thing

DBL是一种以学生为中心的教学方法。可以帮助学生确定创意、制作、动机以及如何创造出作品。过程中涉及美学、功能和策略，并互相影响，相互作用。

DBL is a student centered pedagogy which helps students determine what to make and do, why do it and how to innovate contextually. This process involves the interplay between **Aesthetics**, **Function** and **Strategy**.

DBL: Message & Image

DBL: 信息與圖像



DBL: Message & Image

DBL: 信息與圖像



DBL: Message & Image

DBL: 信息與圖像



DBL: Message & Image

DBL: 信息與圖像

2011046415 8-2-24

	
Literal	Abstract
	
Abstract	Symbolic

Design Message and Images

2011046415 8-2-24

		
Literal	Abstract	Symbolic
		
Abstract	Symbolic	Symbolic

<p>woman</p>	<p>man</p>	<p>approach</p>	<p>face to face</p>	<p>shy</p>	<p>close image</p>
<p>동그 햇빛이 비치는 모습</p> <p>머리와 눈 아래 공간이 모든</p>	<p>눈빛이 모든</p> <p>시선과 모든</p>	<p>마주한 모습</p>	<p>수줍은 모습 blur + close up</p>	<p>추진한 이미지 (남)</p>	<p>흔들리는 모습 (여)</p>
<p>좁은 주황색의 모습 거리 방향은 러리</p>	<p>full close-up 눈과 가까운 머리의 모습</p>	<p>반쯤 눈의 모습 관객 (blue)</p>	<p>아주 많은 반쯤 모습 (pink)</p>	<p>주변의 인물과 함께 있는 독자의 모습 (중하)</p>	<p>여자의 모습 눈빛이 모습</p>
<p>blue</p>	<p>blue</p>	<p>blue</p>	<p>blue</p>	<p>blue</p>	<p>blue</p>



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to <amjal777@gmail.com> by may 7st PM 11:59

- ① personal brochure → using DP2_Template for student illustration
- ② Team brochure (only team leader)
- ③ design process & brochure design → using BSP2_Evaluation_Your No

☎ 010-9009-17375

DBL: Message & Image

DBL: 信息與圖像



DBL: Message & Image

DBL: 信息與圖像



Global Branding & Brand Design

Senior 1st Semester

全球品牌化與品牌設計

三學年第一學期



International Students

國際學生



謝謝

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