

Practice and Exploration of Task-Driven Teaching Method in Photoshop

Course of Higher Vocational Colleges

Zhitang Wu

Wenzhou Vocational & Technical College, Wenzhou, China

wzt2010102@163.com

Abstract: Photoshop design which is the basic course of the architectural design with a strong practical and technical knowledge in the architectural design-related professional has a very important position. The application of task-driven teaching method in Photoshop design is helpful to improve the efficiency of students' learning, so that they can master the application of Photoshop more actively. The teacher should set the task to be interesting when implementing the task-driven teaching method. The refinement of the task should be closely focused on teach objectives. Teaching should also be tested after the results.

Keywords: task-driven teaching, Photoshop, higher vocational.

1. INTRODUCTION

Graphic design is the most extensive application of Photoshop. Book cover, advertising, poster and so on need Photoshop software image processing. So, many vocational institutions have opened this course. However, most students are limited to learning to open Photoshop and not be flexible. They cannot use Photoshop to complete the final work, let alone engaged in professional image processing. The main reason is that the use of traditional "indoctrination" teaching methods makes students feel less than the fun of learning that led to the loss of learning interest and enthusiasm, also failed to achieve good teaching results. It makes students to improve learning interest after trying to explore in the teaching of Photoshop to use the task-driven teaching method. This kind of teaching can also help students solve practical problems by Photoshop [1].

2. TASK-DRIVEN TEACHING METHOD

2.1. The meaning of task - driven method

The meaning of task-driven pedagogy is to be rich in interesting, able to stimulate students to learn motives and curiosity based on the situation, closely linked with the teaching content of

the task as a carrier, so that learners in the process of completing a specific task of knowledge and skills. Of a teaching method [2]. The task-driven teaching method is applied to the teaching of computer course, which is practical, experimental and practical. It fully embodies the basic teaching of the task as the line to cultivate students' practical ability and cooperation ability as the dark line, teacher-led, student subject feature.

2.2. The characteristics of task-driven

Task-driven teaching method has changed the teaching mode of teacher speaking and student listening, and its most fundamental characteristic is the main line of task, student as the main body, teacher-oriented [3]. Through practice, we can find that the use of task-driven teaching method in teaching is more conducive to students' interest in learning, so that students can gradually develop the ability to analyze problems, solve problems, improve students' ability to learn independently and cooperate with others.

First of all, is conducive to stimulate and maintain students' interest in learning. Interesting tasks, inspired students to curiosity and explore the spirit, through the completion of the task so that students have a certain degree of sense of accomplishment and satisfaction. Second, it is a good way to cultivate the ability. Ability and character are personality traits, defined in psychology as personality tendencies reflected in the activity, that is, only in the activities of the ability to show it in order to obtain improvement and training [4]. Put forward specific tasks, students in the completion of the activities of the task, can be more natural learning knowledge and skills. The holistic nature of the task also gives students a space for training and analyzing problems and solving problems.

2.3. Task Analysis in Task Driven

In the task-driven pedagogy, the goal of teaching is to specify the end-ability (or level of work) and type that students should acquire after certain teaching activities are completed, without specifying the processes and conditions in which these abilities or behaviors tend to be formed or obtained. To make the teaching objectives really play a guiding role in teaching, then the task of teaching tasks to analyze. Task analysis is to further reveal the goal of the end of the classroom teaching objectives, to be implemented in the first condition. Task analysis is an indispensable part of the task-driven teaching process. Task analysis actually refers to the analysis of the composition and level relationships of the competencies or tendencies required by students in the teaching objectives, including the ability to break down the target skills into a series of sub-skills, prior to the teaching activities. The nature of sub-skills and relationship is between the levels of the process. The purpose is to provide a psychological basis for the arrangement of learning order and the creation of teaching conditions that the table 1 shows [5].

Table 1. Analysis of Task Teaching Method

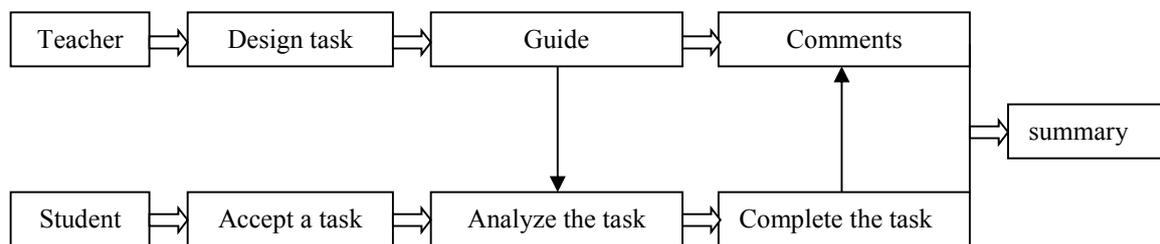
Psychological elements	Description of psychological elements	Task
Like the challenge	When a student learns towards a meaningful learning goal, his motivation is most likely to be motivated. This goal requires a considerable degree of difficulty.	Set a meaningful learning goal; This goal is possible, but not yet; Give feedback in learning; The learning objectives and the learner's self-respect link.
Full of curiosity	The curiosity is inspired when an external environment attracts learners, or when the learners' current knowledge and skills are in the best of a gap between the knowledge and skills that may be reached after their participation in the activity.	Promote some sense of curiosity through perception; Promote learners' cognitive curiosity by allowing students to be interested in learning topics or learning content.
Like hands-on operation	Learners want to control what is going to happen.	Let the students understand the relationship between what they are doing in the game and what is happening in real life;
Full of imagination	The learner imagines images and situations that do not exist in real life.	Design and learning has nothing to do with the game; Help students to imagine how they use the information in real life.
Competitive	Learners are satisfied by comparing their own achievements with others.	This competition is both artificial and natural; Those who fail in the competition will get more experience than the victorious person;
Need collaboration	Learners will be satisfied by helping others to work together.	Collaboration requires the development of skills between people.
Need to be recognized	When other people recognize and appreciate their achievements, learners will feel very satisfied.	Where the approval process requires that the process of learning activities or the results are visible; Recognition and competition, because it does not include a comparison with another people's performance.

Some research results clearly show that the expertise of a particular area is very important to the effectiveness of expert behavior and instructional design. If there is no combination of specific areas of expertise, the general field of teaching design method will reduce its due effect. Therefore, the Task Analyst (Task analyst) must master the knowledge in the field of task before analyzing the teaching task in a certain area [6].

2.4. Task - Driven Methodology

Task-driven teaching process is a positive interaction between teachers, students and tasks. Teachers design a reasonable task, interlocking teaching process, to promote students to play the main role, to complete the task; and students play the main role of the more fully, the more able to promote teachers to play its leading role. Dominate the main body, the main body to promote leading, until the completion of the entire teaching. We should be the task as a bridge between teachers and students to promote the whole classroom teaching. The process is shown in table 2.

Table 2. Teaching flow chart



3. THE IMPLEMENTATION OF TASK-DRIVEN TEACHING METHOD

3.1. Pay attention to the fun of teaching task design

In Photoshop teaching, life and fun is the basic premise of task design. Interesting, and real life are closely linked to the task is often able to stimulate students' interest in learning to ensure the successful completion of the task. We often say "interest is the best teacher", life is often the source of interest in students, the use of Photoshop to solve the real problem of real life is usually the most interested in students, therefore, in the task design, teachers should pay special attention to Mission design of the life and fun.

3.2. Correctly understand the relationship between teaching objectives and teaching tasks

The goal of teaching is the mastery of skill, knowledge, emotion and learning ability in the classroom. It is the basis and starting point of task design. It is the soul of teaching activity and is often abstract. Teaching tasks are specific teaching objectives. The completion of specific tasks can reach the appropriate teaching objectives. A particular teaching goal can usually be achieved through different teaching tasks. As the teaching task is generally required students to complete, therefore, we should learn from the objective conditions and the actual situation of students and other factors, the design of colorful, practical teaching tasks.

As the solution of specific teaching tasks usually involves multiple knowledge points, the general need for multiple hours or even the entire semester all the teaching content of the integration of time, therefore, in the task design, the need to deal with a single unit tasks and the overall task of both To grasp the relationship between the overall task and the single unit task between the system and connectivity, to avoid the overall task and single time unit tasks between the disconnect. Each unit of Photoshop teaching materials generally has complete learning content, such as the application of filters, the role and use of the layers, the development of the path, the application of the drawing tools, the use of the mask and the channel, etc. belong to different types Unit task. The combination of all unit tasks constitutes the overall task, that is, students in all units after the completion of learning can be a single or multiple unit tasks into a larger overall task. Unit task set must be able to better complete the overall task as a point, and then to ensure that the teaching objectives and teaching results to complete.

3.3. Teachers need to refine and expand the task content and task requirements

Different students have different skills in terms of PS skills and learning, and task-driven method will mobilize students' curiosity as an important means to improve the quality of teaching. Therefore, teachers should pay attention to observe the process of students to completing the task. And according to student tasks the process of completion of the practice and effort to make the contents of the task to refine and expand. That is, teachers are required to set the task of flexibility, for students who can better complete the task, teachers should put forward the views of the expansion, and for those who think that the task is more difficult students, you need to make detailed requirements. So that different students can be in the task of Photoshop-driven teaching process to experience the challenges of the task, and make full use of their own theoretical knowledge on the basis of their own professionalism and professional ability to test, so as to their own learning strategies and Learning focus to provide the basis for adjustment.

3.4. To test the results of task-driven teaching

At this stage, teachers can use multimedia-assisted teaching tools to showcase the results of the PS produced by the students, and ask the students to develop self-evaluation and mutual evaluation on the basis of the design self-evaluation table and the mutual evaluation table. You can use a number of evaluation indicators for the way to score, so as to improve the evaluation of students on the basis of interest to improve student evaluation of participation. At the same time, teachers need to point out that students need to make improvements on the basis of paying students' efforts and efforts. In the process, teachers' evaluation needs to be encouraged.

4. CONCLUSION

Task-driven pedagogy allows teachers to teach students how to learn. Teachers no longer entirely conventional classroom "ruler", and no longer only impart knowledge to students. Therefore, how to make the task-driven teaching method implemented. On the one hand, teachers must actively update their knowledge and master more knowledge and skills in instructional design. On the other hand, teachers should be able to transform their knowledge into students' knowledge and enable students to master their knowledge the ability to become a student. Drive through the task of teaching practice and summary, to explore the feasibility of a way of teaching. But there are still many shortcomings in the design and implementation of the need to be further improved.

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