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Exploration of Outcome-Oriented Situated Knowledge Co-construction in Classroom Teaching Design

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Abstract

Against the backdrop of the new economic era, addressing the issues of how teachers should teach, how students should learn, and how to cultivate talents needed by enterprises has become a pressing concern problem in higher education reform. This paper takes the course "Intelligent Product Styling Design" as a case study and conducts practical design experiments in the new classroom teaching model. Grounded in constructivist theory, the teaching design proposes an outcome-oriented approach to situated knowledge co-construction in the classroom, transforming intended knowledge points into carefully designed class activities or mini projects. Students are then guided to reconstruct the corresponding knowledge points through their participation in these activities. Through two transformative stages, the design facilitates knowledge construction and skill development, achieving improved teaching effectiveness, better learning experiences, and greater learning outcomes, all leading to more efficient attainment of educational objectives. Results indicate that, under the outcome-oriented situated knowledge co-construction classroom design, student works exhibit higher innovation, and there are more patent authorizations, academic paper publications, participation in competitions, and enhanced learning experiences compared to traditional teaching methods. This suggests that the new classroom teaching model can significantly enhance learning efficiency, contribute to the cultivation of new talents, and holds substantial reference value.

Keywords: Outcome-Oriented, Situated Knowledge Co-construction, Classroom Teaching Design, Teaching Design Practice