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Reform and Innovation of Creative Writing Teaching——Modular Teaching Design and Personalized Process Evaluation

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ABSTRACT

In recent years, creative writing courses have attracted much attention in China, but there is a lack of relevant research on the practice of creative writing courses at present. Teachers are faced with such problems as vague teaching objectives, complex teaching contents, and lack of practical schemes. Moreover, it is difficult to evaluate the results of creative writing courses comprehensively and truly. Through the modularized combing of the course content and the establishment of personalized process evaluation scheme, we have realized the creative inspiration and creative practice guidance for students in creative writing course teaching, and enhanced the students' participation in the course and practical ability.

1. Introduction

Over the past decade, creative writing courses have attracted a lot of attention with their advanced educational concepts and gained popularity in universities and middle schools. The initial rise of creative writing is to improve the rigidity of traditional literary education with the model of “writer-in-school system”. However, at present, there is a lack of research on the practice of creative writing courses. When it comes to specific teaching implementation links, we always face questions such as what does creative writing teach? How to teach? How to realize students' sense of participation? What's the difference between creative writing and traditional writing? What can we learn from foreign

experience? And so on. Those problems are arise from the experience of practice, and are theoretical problems to achieve the fundamental goal of creative writing.

According to Mr Stan lai “creative pyramid” put forward by the graph, we can clarify the creative source, nature and generation mechanism, he think that everyone can be inspire creative potential and creative way above the pyramid to get through the middle of the block, from the bottom of the absorbing nutrients, and is the main content of the creative learning in the middle of the pyramid.^①

“Self-knowledge”, “Objectification Thinking” and “Literature Set Rules” are three theoretical basis of

① Stan Lai. Creative Science of Stan Lai [M]. Beijing: Citic Press.2006.

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creative writing,^② and the workshop teaching is an iconic of creative writing course teaching method, based on the teaching objectives of the course and on the basis of full research on the basic theories of creative writing, we designed the teaching content according to the needs of different majors. Finally, the teaching mode of “3+4” modular teaching design and personalized process evaluation is explored in the teaching practice.

2. Adapt to the Professional “3+4” Modular Teaching

We divide the teaching content of creative writing course into four sections: course cognition, course learning, workshop practice, and achievement presentation. Each section extends several content modules. The so-called “3+4” modular teaching is to match the corresponding course learning content of three modules with the workshop practice content of four modules according to the characteristics of different majors^[3].

According to different teaching group, we divided the course content into the following models:

- literary writing: including poetry, prose, fiction, drama;
- academic writing: including documents, papers, reviews;
- news writing: including news communication, in-depth reports, new media;
- story power study: including story structure, story logic, story scene design;
- introduction to literature;
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Then according to the creative writing workshop practice content, we have designed several workshops as follows:

- classic new reading workshop;
- music and poetry workshop;
- popular word manual workshop;
- film narrative appreciation workshop;
- creative activity planning workshop;
- creative media practice workshop;
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Based on the basic cognition of creative writing, the course content consists of three sections of theoretical knowledge and four types of writing workshops and Each workshop practice needs to complete a workshop work. In order to improve the adaptability of the course, we will change and adjust the corresponding modules for different majors, and on this basis, we have formed the “3+4” modular teaching mode.^[4]

② Ge Hongbing, Xu Daojun. *University Creative Writing* [M]. Beijing: China Renmin University Press.2017.

When teaching the major of Internet and New media, considering the demand for dissemination of narrative skills of the major, we had choose the literary writing, poetry, prose, fiction), comment on writing (news reviews, movie reviews, book reviews), new media writing (tweets, infographics, short video script) three needs for professional knowledge, and drama creation, music poetry creation, film narrative analysis, and drama performance four courses practice workshop.

“3+4” modular teaching is a broken and restructuring of the original contents. The modular teaching approach not only fits the characteristics of students’ life and satisfies the teaching needs of different majors in the greatest extent, but also changes the common problems of writing courses, such as boring teaching content, inactive classroom atmosphere, poor student experience and learning content that cannot be used in practice. In the actual teaching effect is good, each major’s evaluation of teaching are excellent^[5]

3. Comprehensive and Real Personalized Process Evaluation

After the “3+4” teaching module, we also need to design teaching evaluation methods to match it. Due to the addition of workshop practice in the teaching activities, the final exam is also replaced by the practice of big homework. Since workshop practice assignments are mostly group work, and final practice assignments are mostly presented as a whole, it is difficult for us to evaluate each student comprehensively, objectively and fairly^[6].

Therefore, we designed the learning task of each workshop into a project, and decomposed each project into sub-projects. In the evaluation link, we have evaluated the achievement of each project on one hand, and evaluated every students’ performance in each links of the project on the other hand. And design scientific evaluation model, according to the characteristics of each student, select the corresponding evaluation index, so as to evaluate each student comprehensively and truly.

When teaching students majoring in network and new media, we regard the script and story creation for public performance as a project. We first ask students to complete the sub-project of micro-script creation in the drama writing workshop and improve it after class. The best script is selected democratically through mutual evaluation in class. Then let the students choose to participate in the publicity planning, execution planning, service planning and video shooting planning of the public performance according to their own hobbies and

expertise. Finally, we completed the course micro drama together with the class as a unit, and performed it in the whole grade in the 15th teaching week, and ranked it according to the public performance results.

The sub-items of each public performance project correspond to different assessment points and match the different learning abilities of the students, and each student's final learning outcomes presentation are also different. After the scriptwriting group completed the creation of the core story, the advertising group need to finish the publicity poster and WeChat publicity document, the event planning group need to complete the execution plan of the activity, the clothing and makeup group need to design a make-up plan, and a prop management plan. The scriptwriter group examined the ability of text creation, the planning group mainly examined the ability of text writing and activity planning, the advertising group mainly examined the ability of new media writing and operation, and the service group mainly examined the ability of thinking, observation and creative communication. In the whole practice process, teachers can evaluate each student's learning situation through the progress of the project. In order to ensure fairness, students' mutual evaluation scores are assigned in the final score, which takes a certain weight in the total score, fully ensuring that each group of students can get objective and true evaluation.

"3+4" modular teaching and personalized process evaluation enable creative writing to meet the needs of various majors and evaluate students' learning effects scientifically in teaching practice, thus achieving the course goal of "creative writing". Bold reform and

innovation in the courses, the students learning of creative writing have formed a complete closed loop. through script creation story, we also make student's exposed to spread ideas, new media writing, drama performance, event planning and other aspects of knowledge, inspire the students' subjective initiative, and had enhanced the level of the practice. In a relatively short period of time, students had a basic understanding of various literary forms and academic forms writing, mastered the writing style and requirements of news and new media, and gained a certain aesthetic ability, which lays a solid foundation for the later stage of learning.

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