

Application of DFC to Communication Courses

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Abstract—The purpose of this study is tried to enhance students course involvement and learning effectiveness by implication of DFC teaching method. A proposed model was developed with twelve elements to make the implementation of DFC more suitable for Communication discipline. The course of “Advertising Creativity” was chosen as the experimental course. The course project was a social media campaign. All students were led by the instructor went through the four steps and accomplished their project. Students’ course evaluation was used to verify the effectiveness of the proposed model. The study results showed that the proposed model of DFC teaching procedures which benefited the operation of the course. It enhanced not only the students’ course involvement and learning effectiveness, but also increased the ability of creative thinking and creative implication which achieved the course objectives.

Index Terms— DFC, communication courses.

I. INTRODUCTION

Based on the observation of course teaching and interaction with students, a quite amount of student has lost interesting in learning. They do not care about what the course contents and are reluctant to do the best in assignments. They take courses just for getting credits. This situation is undesirable and wastes the educational resources. In a long term, it may influence the professional ability and employment competitiveness of those students. A new teaching method which can arouse their interest and motive might be the key to the problem we are facing. Thus, this study tries to import the Design for Change (DFC) teaching method to courses and aims to increase students’ course involvement and learning effectiveness.

The paper is organized as follows. First is the definition and the current development of the DFC. Based on the spirit of DFC, a proposed model of DFC for implication in Communication discipline is illustrated. After that, this study conducts a course experiment to verify the prosed model. In the end, the results and conclusion are provided.

II. LITERATURE REVIEW

A. Design for Change

DFC developed by Kiran Bir Sethi in 2009, has focused on creating learning environments that balance academic programs with character development. It focuses on problem-solving and critical thinking skills combined with teaching strategies that promote empathy. DFC consists of four steps including “Feel,” “Imagine,” “Do,” and “Share.” [1] DFC has currently reached about 70 countries.

The “Taiwan Youth Creative Action Association” obtain the

brand authorization of “Design for Change, Global” in 2010. The association established the organization of “Design for Change, Taiwan” promoting the DFC method to increase students’ learning motive and cultivate the abilities for future need. Since then, the concept of DFC has gained attention by teachers in primary and junior high school [2][3]. This study tries to expend the DFC application boundary to university. Hoping the DFC teaching method will improve the students’ course involvement resulting in a better learning effectiveness.

B. Proposed Model of DFC

DFC is designed primarily for children between the ages of 8 and 13. The original of DFC only provides four steps without further details or procedures. On the one hand, it gives teachers a plenty of room to interpretate and construct in their own ways. On the other hand, it is too abstract to execution. It results in that the quality and the effectiveness of DFC implication determined on teachers’ comprehension ability and their teaching experiences.

To make the DFC more solid and suitable for the Communication discipline, a proposed model is developed with twelve elements under the four steps. Elements of lecture, observation, and interview intend to increase the depth of “Feel” in the first step; elements of analysis, deliberation, and discussion attain to enhance the power of “Imagine” in the second step; the elements of planning, preparation, and execution aim to fulfil of “Do” in the third step, the elements of communication, reflection, and dialogue intend to expand the diffusion of “Share” in the fourth step.

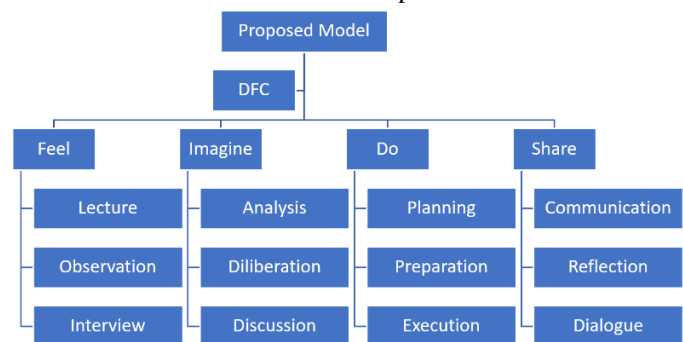


Fig. 1: Proposed Model of DFC

III. RESEARCH METHOD

The class of “Advertising Creativity,” a requirement course for the sophomore in the Department of Adverting and Strategic Marketing, was chosen as the experiment course. The course objectives are “understanding the importance of creativity” and

"the ability to solve marketing problem with creative way." The course project is a social media campaign. Sixty-eight enrolled students were divided into ten groups. All the students were led by the instructor going through the proposed model of DFC and accomplished their group projects.

In the last class, all students were asked to fill up a course evaluation on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The course evaluation consists of the level of involvement, attitude toward the course plan, and learning effectiveness.

IV. RESULTS

The results of the course evaluation from students listed as Table 1. It showed that the proposed model benefited the course learning. The model not only obtain quite good evaluation of course involvement but also the learning effectiveness including "Enhance creativity application" and "Increase creative thinking."

TABLE 1: Average of the Course Evaluation from Students

Items	Average
Course Plan Benefits Course Learning	3.89
Enhance Creativity Application	4.11
Increase Creative Thinking	4.08
Course Involvement	4.38
Achieve Course Goal	3.97

N = 68.

V. CONCLUSION

The purpose of the study was to improve students course involvement and course effectiveness. A proposed model was developed, and a course experiment was conducted. The results proved that the proposed model was effective procedures to implement the DFC in Communication courses. It enhanced not only students' course involvement but also the learning effectiveness. More import, it increased the students' ability of creativity application and creative thinking, which achieved the course objectives.

VI. ACKNOWLEDGEMENT

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