

Reinforcement of Teacher Team Construction in Colleges and Universities with Internet+Industrial Standards

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Abstract—In order to improve the practical teaching ability of the application-oriented university faculty, the teacher team construction level was studied based on the internet in this paper. Through the method of school-enterprise cooperation in education and the industrial standards, the teacher team construction was reinforced. Great result was achieved by docking the enterprise platform via program training, which drew the conclusion that the teacher team construction level can be increased in accordance with the internet and the industrial standard. Finally it provides the feasible suggestions for the team construction of the college teachers and students.

Keywords—Visual communication; Teacher team construction; Animation industry; Training; Collaborative education

I. INTRODUCTION

With the goal of building a high-level application-oriented university, adhering to the school management theory of establishing the college with quality, putting students first, highlighting features and advocating innovation, Guangzhou College of Technology and Business deepens the education and teaching reform, improves the comprehensive industry-academy-research level and engages in cultivating wide-scope, thick-foundation and high-quality applied and skillful talented personnel. The college emphasizes the college-enterprise collaborative education, and encourages exploring specific and feasible collaborative education mode to improve the cultivation quality of applied talent. Guangzhou is a city with the centralized development of animation & game industry in China in which the animation & game industry has been developing rapidly in recent year, and thus has the great demand for talented personnel. The college is located in Huadu district, the backyard garden of Guangzhou, adjacent to four economic zones of leather products, airport, jewelry and automobiles, so the personnel training model which serves the local economy has been applied and developed widely. The college cooperates with local enterprises closely with frequent interaction.

Guangzhou Mingdong Educational Consulting Co., Ltd. has set foot in animation industry for years, and its training programs output a lot of personnel to animation industry. In recent years, the Mingdongman Group shows an increasingly

higher position in the domestic animation field, an increasing market influence and many technologies and programs are at the top of the domestic list. The combination between the college and the group for collaborative education realizes a powerful cooperation, and the college can carry out many practical teaching activities for specific purposes by virtue of the enterprise platform and industrial standards.

Because of establishing the college with quality, the private higher learning institution requires more tuition than that of public colleges and universities, and thus has to train students carefully for the word-of-mouth effect. Therefore, the college must improve classroom teaching quality of which the core is teacher team's quality construction. The quality and practical ability of teacher team decides the attraction and teaching result in the classroom, so how to improve teacher team's basic quality and ability is of great importance.

II. EXISTING PROBLEMS IN CURRENT TEACHER TEAM

A. Lack of Teaching Experience of Young Teachers

At present, to improve the quality of teaching staff, the college enhances the threshold of entry by requiring the education background of master degree or above and its demand for doctor exceeds supply. The blind demand for high academic qualification results in many young teachers from colleges and universities to colleges and universities in which case they lack practical experience and have the operational ability learnt in school alone and thus show a big gap from enterprise designers and elites at the forefront of enterprise. As the saying goes, "There is expertise involved in every profession", and "Experts are hidden in ordinary people". The elites at the forefront are skillful with high income but their academic background is generally lower than bachelor or master degree. The high academic qualification doesn't mean high quality.

B. Satisfaction with the Existing State and Reluctant to Change

Many senior teachers have the fixed teaching arrangements of certain courses due to years of teaching habits and have formed their inertial thinking modes. They generally live on their own fat and don't want to learn new things, in which case they gradually deviate from the fast changing market and are unwilling to accept the challenge of new courses. With the

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weak will to change, they stick to the existing mode and are reluctant to make any exploration or innovation. They always teach old knowledge falling behind the times or repeat what the book says without innovation, which results in more and more truants.

C. Requirements from the Times for Teachers to Improve Abilities

Currently the Visual Communication Design Major of Fine Arts Design Faculty faces wide channels of employment and has an increasing enrollment. It had 4 classes in 2017, 5 classes in 2018 and 7 classes in 2019, and each class had about 45 students. The Department of Teaching trains students in directions of animation design, print advertisement and film & television post-production. To pass on some knowledge to students, the teacher must have more knowledge, and to teach students well, the teacher must keep learning. The animation advertisement industry has high demand for talented personnel, showing a good employment trend. Considering the desire of students and the changes of market environment, there are new teaching requirements for the teacher team's ability.

III. REQUIREMENTS FOR TEACHER TEAM OF APPLICATION-ORIENTED UNIVERSITIES

The Double-professionally-titled teacher team is a new goal and requirement for teacher team of application-oriented universities.

A. Double-professionally-titled Quality

It means that teachers should have the practical work experience in enterprise. Only with the experience in the market and the industry, even if the experience of failure in the operation of the project can teachers have a mature and practical work attitude and teach useful and practical knowledge in the class. Therefore, teachers must integrate into society through various channels and improve abilities in enterprises.

B. The double-professionally-titled

It is an important index of the teacher team. If a teacher has worked in enterprise for several years and obtained the technical title of intermediate or senior industrial artist, it means that the teacher has certain practical ability. On the basis, if the teacher also has the title of lecturer of colleges and universities, it means that the teacher has the corresponding teaching level and many scientific research achievements. Application-oriented universities have increasing demand for double-professionally-titled teachers.

In this case, young teachers who do not belong to the type need to go on learning and having trainings in work to improve their abilities through various channels, such as the existing college-enterprise regular post work practice implemented in winter and summer vacations, further education activities, academic exchange activities, and so on. The paper focuses on the plan of college-enterprise collaborative training of teachers in the spare time of normal teaching to improve teachers' practical ability.

Then, what are the standards used to improve teachers' practical ability effectively?

IV. IMPROVING TEACHER TEAM'S QUALITY WITH INDUSTRIAL STANDARDS

Comparing with the regular post work practice in winter and summer vacations, most results of the practice can't be assessed easily and the process can't be controlled. The specific trainings with top enterprises' post ability indexes as training goals are more suitable for specific purposes. As we all know, animation design and production elites are working at the forefront and many post abilities can be mastered only through a lot of practice, so for most teachers from colleges and universities to colleges and universities, a long-term lack of regular post practice causes a lack of practical skills and then a lack of teaching ability. It's the original intention of the teacher team training to reduce the gap between teachers and the forefront personnel.

A. Content of Industrial Standards of Designers

Each post has corresponding post ability indexes for the personnel in the post. For Visual Communication Design Major, the corresponding layout design ability, knowledge system, software skills, copywriting, planning and coordinating are basic skills, and the most important abilities are the comprehensive practice ability for project and the ability of solving problems which can only be developed in the long-term practice. As the saying goes, "What one hears is not as reliable as what one sees", i.e. it is better to do it for oneself rather than to hear for many times and still forget it. The quintessence shall be acquired in practice and the experience is treasure. Designers should follow the process of project even for several times to gain the details and key points of each link of design. And, the details and key points are quantitative and variable with the accumulation of practice, so designers can only keep pace with the times to understand the trend and mainstream direction in the industry to get key points and depart from convention. Therefore, an important standard of the design industry is the continuous learning ability. The people stopping learning after graduation or having no love after marriage shall be abandoned by work or family eventually.

B. Realization of Mutual Promotion through the Project of Order Class

The college improves the abilities of teachers and students by virtue of the specific training of forefront of enterprises. In 2018, to meet students' demand for animation direction, the college established a Mingdongman Order Class jointly with the group and organized more than 30 students to participate in the online training activities of enterprise in spare time and at weekends and the free 2-week probation training activity held by the enterprise regularly, so that students could touch the forefront work state on school days. The teachers of Visual Communication Major also participated in the project to give guidance and learn & make progress with students. Enterprise mentors gave online lessons and gave lectures in the college regularly to convey learning plans and review students' assignments. As President Zhang, the founder of Mingdongman Group says, "to combine hard training with accurate comments".

C. Implementation of Online Learning Modules Using Internet+

The enterprise has accumulated many successful cases in years of design and production practice, so by using the forms of YY classroom or micro course, it can form valuable course module, skill module and industrial model using the successful experience of publicly issued projects other than confidential commercial projects in development. The cases can be used to compose a training system offered online, and then teachers can choose modules freely using the internet without entering into the enterprise and thus realize online learning and promotion. This pattern is not limited by time and place and is variable at any time, so that learners can fully use the spare time. Enterprise experts can carry out training and teaching through micro courses, MOOCs and live net broadcast to offer online guidance to specialized teachers in the college, and teachers in the college should give complete support and cooperation.

D. Development of New Teaching Approaches and Content by Virtue of Internet+

When providing systematic trainings to teachers on professional skills using practical training facilities in the college, the college also carries out enterprise practice project trainings, including the professional standards required by each post into the curriculum system for college talent cultivation, and makes curriculum designs according to the talent requirement specifications from the enterprise and the application ability standards required by posts. And then, the enterprise and the college develop courses, teaching and practice project design jointly and select proper teaching modules according to students' needs, goals and requirements. At present, the college has added an enterprise practice module in the commercial illustration and UI design. After the addition of the enterprise proposition and enterprise project practice, the college and the enterprise complete course content together and the enterprise makes an assessment.

V. CONTENT AND IMPLEMENTATION PATH OF COLLEGE-ENTERPRISE COLLABORATIVE TEACHER TEAM TRAINING CONSTRUCTION

For the purpose of cooperating with teaching process effectively to both complete teaching task and enhance professional ability, a strict plan and its implementation are of great importance. First, the college needs to make a teacher training development plan, establish a college-enterprise collaborative education management institution, and determine training content, modules, time and implementation plan, and so on. Then, the college needs to develop a relative management system and policies on teacher training of college-enterprise education class, including establishing teacher training management methods, training curriculum system, teacher learning record, training check, learning evaluation (questionnaire report), thesis or works achievements, and so on.

A. Content of Teacher Training

According to the post ability division specifications of the employment market, the courses determined include *Commercial Illustration, Original Drawing Design, UI Design,*

3D Software, and so on, and corresponding content of teacher training offered includes the modules of original drawing design, game UI, animation design, 3E production and practical training of film & television special effect. The college and the enterprise develop the teacher training curriculum system of Visual Communication Design Major together by selecting courses to complete the corresponding course learning skill and project production process. The enterprise mentor gives guidance during the whole training to help develop a double-professionally-titled teacher team with practice experience in enterprise.

B. Implementation Process

In the first stage, the enterprise conveys industrial ability requirements and talent cultivation specifications to teachers and students through specialized publicity. Then, the college and the enterprise sign and conclude a college-enterprise collaborative education cooperation agreement and a teacher training agreement, establish a management institution, elect on-campus specialized teachers and enterprise mentors and develop related training content.

In the second stage, as for the online mode, the college and the enterprise offer systematic trainings to teachers on professional skills and carry out enterprise practice project trainings through on-campus practical training facilities. Both parties participate in curriculum design, teaching and practice projects. As for the offline mode, the college emphasizes teachers' regular post practice and thus issues a management system and offers certain economic subsidies. The college encourages teachers to participate in enterprise practice in winter and summer vacations and spare time to learn and further improve themselves, enhance professional abilities and competitiveness, and thus offers an institutional guarantee of the teaching work in the college.

The third stage is to make recognition checks of double-professionally-titled teachers. Enterprise designers become off-campus part-time teachers and professional teachers gain the ability accreditation certificates issued by the enterprise. Teachers can participate in the intermediate and senior fine artist title appraisal to evaluate professional abilities and comprehensively grasp professional skills needed by the industry after their abilities get improved.

VI. IMPORTANT ACHIEVEMENTS OF COLLEGE-ENTERPRISE COLLABORATIVE TEACHER TRAINING CONSTRUCTION

1. The college introduces the practical training system of Mingdongman education and carries out a double-professionally-titled teacher program to help teachers improve skills and project practice and innovation abilities and get corresponding qualification recognition through industrial and professional cognition. The college has developed a double-professionally-titled teacher team with practical enterprise experience in which each teacher owns professional skills and possesses all-round knowledge while specializing in one.

2. The college explores and finds a feasible and effective teacher team construction and management plan which meets the development requirements of Visual Communication Design Major of colleges and universities by establishing the

college-enterprise collaborative teacher training mode jointly with Guangzhou Mingdong Educational Consulting Co. Ltd.

3. The specialized practice teaching system constructed with the innovative idea of collaborative education is a double-mode and double-subject talent cultivation method. The college and Mingdongman are both mutually independent and closely integrated in teaching, and teachers' professional skills are improved by various abilities and levels through the carrier of enterprise practice content in forms of contact, probation, regular post work and MOOCs.

4. The college makes summaries and evaluations and gets feedback on teacher training work of college-enterprise collaborative education class and forms program achievements, publishes related works and paper through double-professionally-titled teacher training mode, constructs an industry-academy-research cooperation base with the overall goal of win-win cooperation, publishes paper jointly, incubates many college-enterprise cooperation projects and improves the ability of the college to serve enterprises.

VII. CONCLUSION

The improvement of teacher team's teaching ability can't do without the goal of enterprise's industrial standards. With the internet+ industrial standards, the idea of college-enterprise cooperation mode for collaborative education is based on resource sharing and advantage complementation and considers win-win cooperation, risk sharing and achievement sharing as basic principles. The college which is a talent cultivation base, and the enterprise which is a practical teaching base of college, integrate and form a collaborative

education community to realize skill learning and innovative practice. It's the guarantee of training goal of applied talent by building a teacher team with strong theory and skill abilities this way. The training growth mode of improving the design level of teachers and students by virtue of enterprise's practical teaching training platform and deepening the cooperation of college and enterprise in horizontal projects and other practice projects can be generalized in colleges and universities.

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