

# The Construction of College Teachers' Image Under the Studio Teaching Model

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## ABSTRACT

Under the new educational model of the studio, college teachers are faced with a huge challenge. This challenge is not only a test of professional ability, but also a reconstruction of the teacher's own image in the face of the transformation of the teacher-student relationship. College teachers not only need to have a wealth of knowledge reserve, but also a lot of practical experience, innovative thinking mode, approachable personality, and a spirit of participation in joint discussions, so that they can construct the roles of "master", "friend" and "partner" in the studio to guide students to learn actively.

**Keywords:** *Studio, Teaching model, College teachers, Image construction.*

## 1. INTRODUCTION

The studio teaching model refers to a teaching model that combines teaching, learning, and research with the purpose of promoting teaching in the teaching process of colleges and universities. Under the innovative teaching reform mode in colleges and universities, studio mode teaching can effectively make the teaching content and social needs, can effectively combine teaching and practice, can better improve students' professional interest and confidence, to a certain degree stimulated the college students innovation and entrepreneurship ability, improve the practical ability, so as to achieve education effect [1]. With the continuous development of the studio model, the construction of the image of college teachers under the studio model is facing new challenges. From the perspective of constructing the subject, college teachers should reposition the teacher-student relationship under the new model, further understand the needs of society, and pay more attention to the needs of students; in terms of constructing the object, college teachers should guide students to further understand the studio model and adapt to the education and teaching under the new model according to the

characteristics of students' learning and thinking; when it comes to the construction of media, traditional classroom teaching is the main channel to build the image of teachers. However, while paying attention to the improvement of classroom teaching quality, teachers should also actively use the Internet and the second classroom to strengthen communication with students and further build the image of college teachers.

## 2. IDEAS AND TYPES OF THE STUDIO TEACHING MODEL

### 2.1 The Connotation of the Studio Teaching Model

The early studio teaching form — the workshop teaching form can be traced back to the beginning of the 20th century, in the Bauhaus and his design education theory system in the history of modern education in Europe [2]. With the continuous progress of social development, higher requirements have been put forward for the cultivation of talents in college education. In order to better adapt to the needs of society, college education should take professional skills training and practical ability improvement as a breakthrough point, constantly strengthen exploration and innovation, and introduce the studio model into the teaching reform. The "studio

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system", "studio model" and so on can be gradually formed, thereby further promoting the improvement of the quality of talent training. The characteristics of the studio teaching model are mainly as follows: First, in terms of teaching content, it highlights flexibility and effectiveness. In the setting of the curriculum system, studio teaching not only completes the specified content of the talent training program, but also introduces special projects in the form of projects, activities, competitions, etc., adjusts the teaching content appropriately and flexibly, and guides students to learn and use the content they have learned; second, In terms of teaching methods, the traditional teaching mode is broken in the form of mentoring system and teaching system. Change the classroom mode dominated by teachers and teachers, and use the endogenous motivation of students' learning to fully stimulate the practical application of students, questions and mutual help between students. Provide students with professional guidance to improve their learning efficiency [3]; third, in terms of teaching evaluation, it actively changes the assessment model only based on scores and introduces a diversified assessment plan to guide students to correctly evaluate their gains in the studio. In summary, the studio teaching model refers to a new teaching model that combines teaching practice with the studio as the carrier and professional teachers as the guidance in the teaching process of colleges and universities for the purpose of promoting teaching.

## **2.2 Types of Studios**

### **2.2.1 School-Enterprise Cooperative Studio**

At present, the employment rate of college graduates shows a gradual decline every year. Part of the reason lies in the derailment of students' study and social practice at school, which makes it difficult for them to cope with the actual situation at work. To solve this problem, many colleges and universities have adopted the training method of cooperating with external companies to create studios in recent years. At the operation level, a set of studio rules is established according to the operation mode of the enterprise, and the construction is managed by professional teachers, administrative teachers and the enterprise together. The advantage of this model of the studio is to use the actual projects of the enterprise as the learning tasks of the students to carry out related teaching activities, and to combine the first classroom with

the second classroom. The teaching of professional courses is implanted in the implementation of the project, so that the theory is not divorced from reality, which is very different from the case teaching in the classroom. The school-enterprise cooperative studio model not only enables students to learn the most cutting-edge professional knowledge and skills, but also enables them to actually realize that the pressure of project implementation is not comparable to completing a classwork. In the actual project implementation process, the division of labor and cooperation also needs to be involved, so it also cultivates the spirit of teamwork among students. In addition, the actual results obtained after the end of the project can not only inspire students' enthusiasm for learning, but also reflect the improvement of students' practical ability. The studio is a bridge between the school and the society. The ultimate goal of the school-enterprise cooperative studio is to allow college students to accumulate a certain amount of practical work experience before graduation, to have a complete understanding of the project process, and to lay a solid foundation for them to engage in subsequent work in the society. This type of studio effectively improves the quality of talent training in colleges and universities, and to a certain extent shortens the adaptation period of students after entering the society.

### **2.2.2 Tutor Project Studio**

The tutor project studio generally has college teachers with certain innovative design and scientific research capabilities as studio professional tutors, and college teachers with excellent management and overall planning capabilities as administrative tutors so as to co-lead a student team, use a clear actual project as the driving mechanism, and improve students' innovative consciousness, thinking and ability as a goal to develop a mode of guidance learning [4]. The specific projects are mainly based on the research topics of the professional tutors' own expertise, the social service projects undertaken outward, and professional discipline competitions. Professional tutors need to fully consider the students' own needs and willingness to learn, and design learning tasks for students of different grades and specialties in accordance with local conditions and aptitude and in accordance of their aptitude, using specific projects and problems to drive teaching. Administrative tutors play a leading and guiding role in team management and operation, and support talents with organizational

skills among young students. In the process of completing a project with the tutor, students can learn the design and research ideas and working methods of the tutor, stimulate innovative thinking and obtain professional guidance from the tutor in time. This type of studio transforms the teacher-student relationship in conventional teaching into a closer master-apprentice relationship, which can more effectively play the role of the feedback mechanism. Immediate information feedback is a typical feature of the mentorship studio. In the process of practice, masters and apprentices exchange information and acquire and generate new knowledge through immediate feedback to achieve the purpose of timely optimization, improvement, and adjustment of work progress. The construction and operation cost of this kind of studio is low, and the operability is strong. It not only makes full use of the social resources of the tutor, but also can effectively improve the quality of talent training and achieve a win-win situation.

### 2.2.3 *Entrepreneurial Studio*

In response to the needs of the times, the state has been paying more and more attention to the innovation and entrepreneurship of college students. As a result, many colleges and universities have strongly supported the construction of college students' innovative studios, and have provided assistance in terms of venues, funds, resources, and policies. This type of studio makes up for the lack of practicality in traditional classroom teaching, which results in students' lack of innovative thinking and other teaching shortcomings. It is a non-profit studio model that takes students as the main body of creation, professional teachers as technical guidance, and administrative teachers cooperating with management. Its purpose is to stimulate the innovation and entrepreneurial ability of college students and improve their practical ability. In terms of operation, it mainly draws on the operation and management model of the enterprise. The student team is responsible for the processes from propagandizing and popularizing to receiving orders, from designing products to after-sales service. By competing in the market to sign customers and obtaining real feedback from customers at work, students can discover their own shortcomings and improve in time, and apply theoretical knowledge to practice more effectively. In this studio model, students not only can improve their professional skills and literacy, but more importantly, their ability to interact with society is strengthened. The studio becomes a transition

between campus and society, which can largely solve the problem of some students' panic and anxiety about coming upon the stage. With the help of the studio platform, students can clearly judge their own abilities, find a position that they like and are suitable in advance, and provide a clear direction for employment after graduation. This type of studio is highly regarded among college students because of its strong autonomy. Over the years, major colleges and universities have achieved good results in teaching and delivered a large number of high-quality talents to the society.

## 3. THE ELEMENTS OF CONSTRUCTING THE IMAGE OF COLLEGE TEACHERS UNDER THE STUDIO MODEL

### 3.1 *Subject Element*

Image is people's intuitive cognition of the objective existence, and the teacher image refers to the impression produced by the teachers' personality characteristics, cultural accomplishment, physical function, moral quality and professional quality [5]. Under the new education model, college teachers are faced with a huge challenge. This challenge is not only about professional ability, but also about teachers' reconstruction of their own image. The classroom under the studio model is lively and open. Teachers in colleges and universities should explore a teacher-student relationship different from the serious teacher-student relationship in the traditional classroom and strive to establish a more relaxed and close learning atmosphere. The studio model dilutes the concepts of "classroom" and "course", combines regular classrooms with actual projects, and uses projects as a carrier to cultivate students' comprehensive abilities. In this way, college teachers are no longer confined to classrooms, blackboards, and PPT, but break free from the serious and rigid images of the past, leading students to undertake and complete practical projects with brand-new identities such as "master", "friend", and "partner". The teaching model of the studio has changed the superior image of the teacher on the podium in the past, and has shortened the distance between teachers and students. The teacher must not only lose the majesty, but also play well with the students. In all types of studios, teachers play different roles. As the person in charge of the studio, he or she has to take the responsibility of leading students to

participate in social practice projects. Therefore, his or her cultural accomplishment, moral quality, and professional ability must be excellent in all aspects. He or she also needs to have the spirit of research and innovation, a broad vision of globalization, and a people-oriented education concept. As a course tutor, he or she also needs the ability to combine theory with practice, and intersperse courses in practice, so that students can take the initiative to learn with problems and fully realize the importance of learning, so as to quickly improve their abilities in the project. In addition, teachers also need to play the role of "partners", fully listen to the opinions of students in project discussions, and share their own practical experience in order to stimulate students' creativity to the greatest extent. Establishing an amiable image can help teachers improve the quality of teaching more effectively.

### **3.2 Object Element**

The image construction of college teachers not only starts from themselves, but also relies on the cooperation of multiple groups. After the school takes the lead, professional teachers guide, administrative teachers manage, and students as the main body actively participate in the studio project, it constitutes the object element of the teacher's image reconstruction. Professional teachers and administrative teachers are not only the project leaders and managers of the studio, but also a part of the team, and they are also "partners" on an equal footing with the students. This brand-new teacher image can effectively eliminate the sense of distance between teachers and students, and students have more possibilities to express their ideas. In the process of communication, teachers can also understand each student's thinking status and areas of expertise more clearly, and then carry out targeted training. In the educational environment in the studio mode, students can learn more actively, greatly improve students' communication ability, cooperation ability, theoretical technology and practical learning, and also make the studio develop in a better direction [6].

### **3.3 Intermediary Element**

Under the traditional teaching model, the image of teachers is labelled, and most teachers show seriousness and rigor in the classroom. In addition, traditional classrooms give students a feeling of depression and restraint in the spatial layout, and under such a serious teaching environment, students have limited thinking, lack of imagination, fear of

misspeaking or making mistakes, and dare not take the first step, or even dare to ask questions. In the long run, the more timid the students are, the more serious the teacher will be. In serious cases, this will also make students weary of learning, forming a vicious circle. In this case, the establishment of a new teaching model of the studio can help the traditional teacher-student relationship to change, thereby constructing a new teacher image that is easy to be accepted by students. In the studio, the teacher no longer talks alone on the stage alone, but thinks together with the students, dialogues and discusses with students, and stimulates more creative ideas in the discussion. In addition, teachers can also use the Internet, self-media and other media to conceal the class characteristics of the interaction between teachers and students. Communication on the Internet has some incomparable advantages in reality. First of all, it has the characteristics of immediacy and convenience. The communication between teachers and students is no longer restricted by the constraints of time and space, and can obtain periodic feedback in time. Secondly, online dialogue has the characteristics of equality. This method can free students from the tension of face-to-face communication with teachers and express their ideas more freely. Thirdly, the chat interface of the Internet has the characteristics of humanization. Without the help of facial expressions or body language, words can hardly express personal emotions, but teachers and students can use Emojis, the special existence of the Internet, to build a bridge of communication for intermediaries and create a relaxed and pleasant communication atmosphere.

## **4. THE PATH TO CONSTRUCT THE IMAGE OF COLLEGE TEACHERS UNDER THE STUDIO MODEL**

The role of teachers as an educator is the most common expectation of the society for the role of teachers, and it is also the most important understanding of their own responsibilities and behaviour [7]. With the transformation of education models and talent training methods, teachers' identities need to become more diverse. Under the demand of this era, in addition to continuously optimizing the knowledge structure, and improving teaching ability and moral cultivation, it is more urgent for teachers to improve their ability to communicate with students in the studio teaching, construct a new type of teacher-student

relationship, and rebuild a new image and integrate it into the studio.

In colleges and universities, it is especially necessary to form a learning-oriented teaching team composed of industry leaders, outstanding studio tutors from other schools, and a certain number of professional teachers with complementary working abilities, reasonable title structure, and different teaching ages and administrative teachers within the school, helping teachers who have entered or are about to enter the studio to create a good professional image. The construction of the teacher team platform is an effective way for teachers to improve themselves. It integrates high-quality teacher resources. Excellent teachers in various industries have a clear division of labor, forming a business combination of teaching research, teaching implementation and reform. On the one hand, teachers can share their own teaching and management experience in studio practice through this platform, improve their own working ability while learning from other people's work experience, and learn how other people communicate with students and how to guide learning and other methods. On the other hand, the teacher team can help cultivate teachers' practical qualities. In the studio teaching model, teachers need to have a certain amount of actual project experience and be familiar with the needs and operations of related industries in order to be able to undertake the specific projects of the student studio and successfully complete the teaching tasks. Therefore, the members of the teacher team can give full play to their own resource advantages, join hands in strength to undertake some practical projects, stimulate new creativity, and form a team of learning teachers who work, learn, research and practice at the same time, in order to build a teacher image that is professional, authoritative, not limited to books, not stubborn on personal experience, continuously learning, and continuously making breakthroughs.

In addition to this path of learning to build an image in the teacher team, teachers can also take advantage of the current policy of cultivating "double-qualified" teachers in colleges and universities, and actively participate in ability training courses and corporate projects in China and foreign countries, so as to improving their own teaching ability, practical ability, professional ability, organization and coordination ability, etc., becoming "double-qualified" teachers with both professional theoretical knowledge and rich practical experience.

## 5. CONCLUSION

When teachers step off the podium, it invisibly narrows the distance between teachers and students, making communication more sincere, and students can learn actively in a more free and relaxed atmosphere. The teaching process under the studio model is actually a process of continuous improvement of the teacher's own image, which is self-conscious and contemporary. Through the demonstration of their own image, teachers with irresistible force imperceptibly influence the students[8]. Under the new teaching model, college teachers' good personal professional image plays an important role in promoting the improvement of college students' learning ability. The reconstruction of the image of teachers is an important work and the needs of the times for the development of contemporary college education.

## AUTHORS' CONTRIBUTIONS

Yifan Chen wrote the manuscript, Zhonghao Hu contributed to revising and editing.

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