



Exploration of Collaborative Mode of “All-Round Education” in Higher Vocational Colleges

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Abstract. Professional teachers are the practitioners of teaching work, and counselors are the leaders of education work. The two are integrated to build a collaborative model of “all-round education” in higher vocational education teaching. According to the characteristics and actual needs of the students in the design major of the College of Art, the author mainly uses the talent cultivation mode of “specialized integration + innovation and entrepreneurship”, the talent ideological and political mode of “focusing on personality + culture education”, and the talent practice mode of “double teacher + school-enterprise cooperation education” to carry out the teaching work.

Keywords: “all-round education”, teaching practice, teaching mode

1 Introduction

All-round education is a systematic concept of education, which means that moral education runs through all levels of education and teaching, and carries on all-round education and guidance to college students, to realize the all-round development of students. As a professional design teacher at Art College of Higher Vocational College and a counselor, in-class education and teaching work, the author always takes students as the center follows the law of education, and carries out work in an all-round way to achieve “all-round education” and cultivate excellent individuals with comprehensive literacy.

2 Talent Cultivation Model of “Integration of Specialized Disciplines + Innovation and Entrepreneurship”

Under the background of national innovation and entrepreneurship strategy, in the face of the huge demand for innovative talents in the “Internet plus” era, the author adopts the talent cultivation model of “integration of specialized disciplines + innovation and entrepreneurship” to combine professional education and quality training for “all-round education”. Through the practice of specialized education and teaching, the students' ability of innovation and entrepreneurship has been enhanced. [1]

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As a counselor and teacher, the author led the class to participate in the 5th “Belt and Road” International Culture and Art Week exhibition, and carried out a professionally featured theme education with the theme of “integration”. The students made a series of exquisitely designed cultural and creative products by hand, expressing their love for the cultures of all countries in the world.

As a professional teacher, the author participated in the “Yi Embroidery Innovative Design and Product Development” program for Chinese intangible cultural heritage inheritors organized by the Ministry of Education and served as the guidance teacher for innovative product development. In the early stage of the project, the teaching team tried to carry out the reform of teaching design and paired the professional students in the class with the Yi students to provide a “second classroom” for the students. Students and students work together to complete pattern innovation and product production, to ensure the coexistence of fashion design elements and the national cultural spirit of products. In the end, the design team created several cultural creative products with great market value and realized the teaching goal of inheritance and innovation of intangible cultural heritage skills. [2] Figure 1 shows the design works of intangible cultural heritage projects



Fig. 1. Students' design works of intangible cultural heritage projects

In the second semester of freshman year, in order to further improve students' innovation and entrepreneurship ability and establish personal career planning, I carried out the cultivation of college students' "Internet +" innovation and entrepreneurship competition. For example, organize the class students to watch the online live training of the competition; Guide students to interpret and summarize the innovative ideas, program design, market trends and other key points of the award-winning projects; Students are encouraged to create teams, prepare online competitions, and prepare project proposals. In the view of the students, these excellent projects, which are closely combined with practice, full of professional characteristics and have market development prospects, have broadened their vision, established the foundation of entrepreneurship, and played a good role in guiding the follow-up study and personal development. In the

end, all the students in the class formed a team to participate in the 6th Sichuan "Internet +" College Student Innovation and Entrepreneurship Competition. Each project team member worked together to carry out market research and innovation strategy design according to what they had learned in the previous period. Under the guidance of the instructor, they completed the first social project in their learning career. Among them, the project team of "Painting Beautiful Countryside" won the school-level second prize honor. Through this training practice, the students generally established the thinking mode of "innovation and entrepreneurship", realized the change of roles, established a clear career plan for themselves, and determined to make contributions to the society of the new era of applied talents. [3]

3 “Focus on Personality + Culture Education” Talent Ideological and Political Model

Every student is unique and has the potential to learn and create. The traditional mass teaching neglects the cultivation of students' personality, which is not conducive to the cultivation of students' innovative ability. The comprehensive and healthy development of students' personality is the need of individual and social development. The diversified society inevitably requires education to cultivate diversified talents. Therefore, the healthy development of students' personalities is the guarantee of the “all-round education” work in colleges and universities. [4]

Counselors should assist the mental health education center of the school to carry out daily mental health education in classes. To actively respond to the national strategy of “cultural power”, the author adopted the talent ideological and political model of “focusing on personality + culture education” in my teaching, combining the development of students' personalities with the cultivation of professional ability, and finally created the provincial curriculum ideological and political demonstration course “Cultural and Creative Product Design”. The course teaching not only enhanced the students' ideological and political accomplishments but also improved the students' professional quality.



Fig. 2. Students' homework for the course “Cultural and Creative Product Design”

The course adopts project-based teaching, market-oriented, and based on professional characteristics to carry out project design and classroom management, “project introduction—cultural mining—design ideation—product concept—hand-painted pattern—manual production—finished product optimization”. The whole process is to teach students according to their aptitude, step by step, so that students can apply what they learn, which is an “all-round education” teaching practice. Figure 2 is the display of students' cultural and creative products.

The “Focus on personality + culture education” talent ideological and political education model enables students to grasp the essence of traditional Chinese culture while endowing products with new cultural connotations through personalized design. At the end of the course, students generally found it meaningful, such as one student's reflection: “From the initial computer drawing, modification, and finalization to purchasing materials and making the product, every step requires a lot of time and patience. Although it takes time and energy, there is a sense of accomplishment and joy throughout the process. The finished product not only carries my ideas, is unique, but also contains the happiness gained throughout the process.” This is another practical exploration of “all-round education”.

4 The Talent Practice Model of “Double Qualified Teachers + School-Enterprise Collaborative Education”

Design major is a discipline with strong practice and training applied design talents. However, the traditional training mode leads to the serious lack of social practice ability of professional students, which is difficult to meet the requirements of enterprises for applied talents. According to the Notice of The State Council on printing and distributing the Implementation Plan of the National Vocational Education Reform, it is required to promote the integration of production and education and the “dual” education of schools and enterprises, and comprehensively promote the in-depth cooperation between schools and enterprises. [5]

As a higher vocational college, to cultivate the design talents suitable for the needs of enterprises and society, it is necessary to integrate with the market, carry out school-enterprise cooperation, and understand the requirements of modern enterprises for talents. In actual school-enterprise cooperation projects, due to the high quality requirements of commercial projects, it is difficult for the works made only by students' ideas to meet the commodity requirements, so teachers need to pay a lot of energy to guide students' works, and the project management is carried out by college teachers throughout the whole process. Teachers mainly adopt the dual teaching method of organic combination of classroom teaching and practical training to train students, and finally enable students to get practical work experience, effectively improve students' design ability, and meet the requirements of enterprises for talents. Therefore, I adopt the talent practice model of “double qualified teachers + school-enterprise collaborative education” and introduce the “Wuliangye” enterprise project into the classroom based on the regional industrial advantages. Given the company's innovation needs, the project team teachers carried out the project design and classroom management based on the market

orientation and professional characteristics, and set the design focus as the innovative research and development of cultural and creative gifts: Project introduction—demand analysis—field research—design idea—product concept—scheme hand-drawing—computer production—finished product proofing, the whole process is individualized teaching, the design process is complete, and students can apply the knowledge to the actual product. [6]

After the project teaching process, the teacher led the students to complete a batch of original product designs, and then the teacher assisted the enterprise in completing the market process of “proofing—exhibition promotion—design feedback—design optimization—trial production”, and selected excellent products for proofing and production. Figure 3 is the display of cultural and creative products of the enterprise project.

Through the practice of this enterprise project, the school's internship instructors can learn the enterprise's front-line production experience, advanced technology, and management methods, promote teaching through practice, combine teaching with practice, and truly build themselves into “double-qualified” teachers to enhance the academic competitiveness of the school. [7]



Fig. 3. The selected work of the enterprise project

School-enterprise cooperative education is beneficial to enterprises, universities, teachers' teaching and students' learning, and will contribute to the formation of school-enterprise cooperative practice education base in the future. First of all, in the future, colleges and universities can provide enterprise practical training platforms for different majors, further strengthen the professionalism of practical teaching process, improve the practical application ability and employability of college students, and lay a practical foundation for college students to innovate and start businesses. Secondly, make use of the strong faculty of colleges and universities to carry out "customized" training for talents in decision-making analysis and project management needed by enterprises, so as to enhance the function of colleges and universities in serving society. [8]

5 Conclusion

To sum up, in the college education and teaching work, it is necessary to adhere to the student-oriented "all-round education", constantly explore working methods, and constantly think and summarize. The above is the author's experience and thinking in the practice of the "all-round education" collaborative mode in higher vocational education teaching, which mainly includes the talent cultivation mode of "integration of specialties + innovation and entrepreneurship", the talent ideological and political mode of "focusing on personality + culture education", and the talent practice mode of "double teacher + school-enterprise collaborative education", hoping to provide some help and inspiration for the future teaching of design majors. To further promote the development of college education and teaching; I hope it can provide inspiration for the teaching reform of art and design majors, and strive to achieve "whole-course education and allround education" and cultivate "whole-person".

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