

Analysis on the Digital Media Design Education Research Points

Xinmin WANG

Department of Art and Media
Xingtai Polytechnic College
Xingtai, China

Abstract—Along with the development of market, the social demand on the talented personnel in digital media design gradually trends to rise year after year. With the purpose of fulfilling the social demand, many colleges and universities in China have offered digital media design major. With regard to the current situation, the digital media design major is still in its infancy in China and belongs to the management of academy of art, but digital media involves a great number of majors and is a typical liberal art and science cross-major. In many colleges and universities in China, there are some problems in the setting of the digital media art course system and the training of talented personnel. In this paper, the strategies for improving the current development situation of Chinese digital media design education are mainly analyzed.

Keywords- *Digital Media Design Education; Current Situation; Strategies*

I. INTRODUCTION

Along with the development of market, the social demand on the talented personnel in digital media design gradually trends to rise year after year. With the purpose of fulfilling the social demand, many colleges and universities in China have offered digital media design major, among which Beijing Film Academy, Zhejiang University, and Central Academy of Drama are very successful in this paper. In these universities, a well-improved digital media institute has been established, and it plays a very positive effect on the training of the relevant professional talented personnel.

II. ANALYSIS ON THE CURRENT DEVELOPMENT SITUATION OF CHINESE DIGITAL MEDIA DESIGN EDUCATION

With regard to the current situation, the digital media design major is still in its infancy in China and belongs to the management of academy of art, but digital media involves a great number of majors and is a typical liberal art and science cross-major [1]. Thus, it is not scientific to simply classify it to the scope of the management of academy of art in essence. In the developed countries, the courses about digital media mainly include five parts, which are multimedia compact disk interactive design, test sounds, electronic music production, video creation, and digital video graphics production. Compared with the developed countries, digital media design major is still in its infancy, and its course setting is not reasonable. For example, Queensland

University of Technology always regards digital media design major as an independent college, maintains the education as the fundamental project, attaches high importance to the training of student's comprehensive ability including the practice ability and the development of students' team spirit and ability to think, and thus it employs a great number of teachers with solid professional skills and also actively make cooperation with enterprises in order to provide students with a lot of practice opportunities. In the process of teaching, the teachers highly attach a great emphasis to the cultivation of student's comprehensive ability and require students to personally look for materials for making creations. In this way, the effect of classroom teaching is not only effectively enhanced, and also a great number of high-quality professionals specializing in media design are output to the society.

Compared with the developed countries, the cultivation of the digital media design professionals is still in the traditional "listing and speaking" teaching pattern in China; although a certain number of practice opportunities have been provided by schools, most of them are limited to intramural activities; the teachers mostly make use of the traditional cramming teaching model and attach high importance to the theoretical teaching, so that students are not interested in learning, and also the teaching achievement is not ideal [2].

III. THE PROBLEMS IN THE CURRENT DIGITAL MEDIA DESIGN EDUCATION OF CHINA

A. A Definite Personnel Training Objective Is Absent

Digital media design major can be divided into digital media art major and digital media technology major, but the professional personnel training methods and models of the two branches are different. However, in the majority of colleges and universities in China, the digital media education is positioned with technology major, and also its training focus is placed on the promotion of the technical level of the students. In this model, students can skillfully operate some professional software tools, but their ability in innovation and creation is far from being ideal. The reasons for the emergence of the problems can be concluded from the following two aspects [3].

First, the schools which have offered digital media design major are academies of art in China. However, top priority is

given to the liberal arts in the cultural knowledge of the students in academies of art, while animation technology is in the scope of science education. Therefore, it is difficult to let these students who study cultural knowledge for a long time to learn science knowledge.

Second, the objective of Chinese colleges and universities to carry out the digital media design major is not definite and explicit, and simultaneously the direction of the talent training is remote and the problem of "teach all students without difference" occurs, so that the students are often difficult to follow. This is one of the main factors to make the professional talented personnel training effect of the digital media design major not ideal.

B. Students' Practical Ability Is Weak

At present, the students trained from the digital media design education of China are generally in shortage of practical ability. The reasons for the problem can be concluded from the following two aspects.

First, the students in the digital media design major are poor in the foundation of art; in the process of teaching, the teachers mostly make use of the traditional cramming teaching model and do not pay attention to the cultivation of the students' comprehensive ability, especially the practice ability; in the process of school learning, few students own the experience in participating in the real business, and this type of graduates are difficult to adapt to the competition in society.

Second, the digital media design major is still in its infancy in China, and its education system is not powerfully systemic and consistent; students rarely have the opportunities to apply their knowledge to solve the problems, and usually lose their interest in learning under the impact of the long boring teaching environment. Worse, the ability to apply skills is more difficult to get promoted.

C. The Course Setting Is Unscientific

The leaders in part academies of art think that the digital media design education is to add the courses about software production on the basis of professional graphic design; some non-art institutions, in the process of training students, always attach high importance to the enhancement of students' ability in software application and simply regard the digital media design major as a combination of software production courses with art courses [4]. In fact, the two course setting ways are unscientific, and the comprehensive ability of the students trained under this system is certainly not high.

D. The Professional Teachers Are In Short

At present, the faculties in Chinese digital media design education are knocked together from the teachers of other majors, and most teachers are directly transferred from art, computer, and software production into the digital media design education. Before the implementation of digital media design teaching, they do not receive a systematic, professional training, making the teaching ability poor.

IV. THE STRATEGIES FOR PROMOTING THE DEVELOPMENT OF THE DIGITAL MEDIA DESIGN EDUCATION IN CHINA

A. Making Teaching Objective And Direction Definite

It is a fundamental condition to make teaching objective and direction definite in order to promote the benign development of the digital media design education. The digital media design education, different from software design education and art education, aims to cultivate the talented digital media art personnel with powerful comprehensive ability. This type of personnel should possess not only a solid foundation in theory, but also rich experience in practice as well as a digital media art idea.

In view of the current situation, Chinese digital media personnel is presented to be a pyramid structure and high-end talents are rare, but there are a large number of low and middle-end personnel. Therefore, good scientific research environment, experimental base, and teaching staff as well as a lot of education funds are needed. In this aspect, key universities and academies of art possess a congenital advantage. In the next stage, it is necessary to appropriately increase the education funds investment, establish a perfect experimental base, and improve an excellent environment for scientific research. Thus, the personnel with a powerful professional quality can be cultivated.

In addition to key universities and academies of art, some Chinese higher vocational colleges also have offered a digital media design major, but their faculties are poor because of fewer funds, so that they have some innate shortcomings in the cultivation of talented personnel. In order to solve this problem, it is necessary for all higher vocational colleges to make correct positioning of themselves, pay attention to the cultivation of applied talents, and combine theory with practice teaching according to the demands of the local market.

B. Building A Scientific And Reasonable Teaching Curriculum Structure

In the digital media design education, high importance should be attached to the cultivation of students' comprehensive ability. According to this teaching objective, all colleges and universities set up the courses; in the basic courses, digital media professional theories, art foundation, software operation, and professional skills are necessarily contained. For many subjective factors, the digital media design major courses are not well-improved in many Chinese colleges and universities and have certain defects. In the next stage, high importance should be attached to applying a scientific, reasonable method to the improvement of the course system, so that the purpose of protecting the integrity of courses and stressing the expansion of students' knowledge scope is realized. After the professional knowledge level of the students is promoted to some extent,

the students' ability in practice and operation is trained, and an intersectional and multi-level digital media design education system is established.

C. Accurately Positioning The Major Direction

Along with the development of computer technology, the technical features of the digital media are becoming more and more important. The major support platform will be greatly different because the school background is different. This point is necessarily focused by schools in the process of setting up the digital media design educational system.

In the process of offering the digital media design education, all colleges and universities should make accurate positioning on the major direction according to the actual self-condition and the students' comprehensive quality. It is not only conducive to the development of the students, but also more helpful for the school's future development.

D. Promoting The Comprehensive Level Of Teachers

In order to effectively optimize teaching results, it is necessary for all colleges and universities to make use of a scientific and effective ways for promoting the comprehensive level of teachers and realize the integration of production, study and teaching.

In addition, it is necessary to value the cultivation of the teachers' ideas and know a sound management system is the premise of carrying out ideological and political education. Schools, therefore, must develop a perfect management system according to the specific teaching situation [5]. Thus, the ideological and political education can be done regularly, the ideological and political education ideas of the teachers develop to be more scientific and institutional, and the

stability and effectiveness of teachers' ideological and political education ideas are emphasized.

V. CONCLUSION

From the above analysis, it is known that the media design education has attained a certain degree of development in China, but is still different from that of the developed countries.

In the future, it is necessary for all colleges and universities to actively carry out reform, absorb advanced education experience from foreign countries, and improve the professional level and responsibility consciousness of the teachers, aiming at training a great number of the digital media design professionals with powerful skills for the society.

REFERENCES

- [1] Runfang PAN. Consideration on the Animation Teaching Research Base—Take the Construction of the National Animation Teaching and Research Base in Zhejiang Institute of Media [J]. The Press Circles, 2008 (01).
- [2] Yan CHEN. The Design and Implementation of Authorware-based Interactive Multimedia Courseware [J]. Journal of Anhui Literature, 2010 (7).
- [3] Chunhui ZHENG, Yuehua CHEN. Study on the Practice Teaching Model under the Digital Media Compound Talents Cultivation Orientation [J]. Journal of Arts Education, 2011 (04).
- [4] Youyun ZHANG, Liu YANG. Create Brilliance in the Historic Opportunities—YIN Dingbang's Discussion on the Design Education of Guangzhou Academy of Fine Arts [J]. Decoration, 2012 (01).
- [5] Yaning ZHANG, Xuexue CHENG, Jiansong QIAO. Analysis on the necessity and strategies of Higher Design Education to Return to Excellencization [J]. Journal of art and design (theory), 2012 (03).