

Analysis on Talents Training Mode for “Studio Teaching” in Art Design

Jing Li

Department of Arts and Crafts
Henan Economy and Trade Vocational College
Zhengzhou, China

Abstract—Construction and selection of talents training mode is the key point to decide education thought and improve teaching quality. Through the specific statement of management mode, organization structure, teachers allocation, operation mode of course, teaching evaluation and production-teaching-research social service of “studio teaching” in Art Design of colleges and universities, unique value and practical significance of “studio teaching” at the present stage is verified and the space for further research, application and implementation of talents training mode is expanded.

Keywords— studio teaching; talents training mode; project

I. INTRODUCTION

According to modern education and teaching definition, “talents training mode” refers to the summation of the talents education process through relatively stable teaching contents and course system, management system and evaluation system according to specific training objectives and standards of talents under the guidance of certain modern education theory and education thought.^① “Studio teaching” of art design takes cultivating high skilled professionals capable of designing, producing and adapting to enterprise requirements, with a self-employed ability as a teaching objective. In order to reach the stated objective, a set of scientific talent training modes are needed. “Studio teaching” model focuses on work-integrated learning and introduces enterprise project tasks into teaching. Knowledge leading is transformed into capacity leading that improves students’ understanding for significance of operating ability, which gives students theoretical knowledge that can be applied into practice and realizes integration teaching of theory and practice.^②

II. MEANING OF “STUDIO TEACHING”

Talents training mode of “studio teaching” is an extension of studio teaching. To understand it, firstly we should understand the studio teaching model. As one of the forms of design education, the studio teaching model makes

true enterprise projects replace traditional classroom teaching and integrates school teaching and production practice of enterprises together. The studio teaching model originates from Bauhaus Design Institute, whose core is “stick to integrity and unity of art and handicraft, science and technology and art”.^③ Compared with traditional teaching models, studio teaching model emphasizes students’ participation and creation more, focuses on cultivation for students’ comprehensive creative ability and design quality and can promote natural connection of teaching and employment.

Our current teaching in Major of Art Design extends from the studio teaching model of Bauhaus, with “studio system teaching” to “studio teaching”, two teaching models correlative with each other and with unique characteristics. “Studio system teaching” is mainly to complete true social projects or enterprise projects. It focuses on construction of work space, which is always involved by excellent students and is regarded as one elite education; “studio teaching” is one exploratory teaching model of design education in our country on the development road, combined with national conditions and school conditions. It attaches more importance to project course teaching, course projects can be either true or virtual, so the project can be derived from enterprise or be designed or developed, completed by students in the class or the studio through joint coordination. This teaching model is considered as a more popular educational method which can improve the general insufficiency state of current design education and realize integration of course and society by other means in the form of self-production.

III. MANAGEMENT MODE AND ORGANIZATION STRUCTURE OF “STUDIO TEACHING”

“Studio teaching” in Major of Art Design relies on all project teaching teams and subordinated studios. Management form of teachers teams from top to bottom are: School (Department) —Academic Advising Committee—Performance Appraisal Committee—Studio Chief—Project Group—Project Group (Teaching Team) Principal—Members of Project Group.

^① Talents training mode [EB/OL] .Baidu Baike.2013-12-10[2013-12-10].
<http://baike.baidu.com/view/4483603.htm?fr=aladdin>

^② Shen Chengyang *Discriminate Clearly and Practice Devotedly* —
Studio Teach and Occupation Post Counterpoint [J].Creative Design
Source, 2010 (3), P34-35.

^③ Bauhaus [EB/OL] .360 Encyclopedia.2013-11-09[2013-11-09].
<http://baike.so.com/doc/2920207-3081542.html>.

School (Department) makes overall planning for teaching management and decides development objective of discipline construction; Academic Advising Committee constructs all studios and manages the whole teaching according to different research directions of Major of Art Design; Performance Appraisal Committee masters granting of award fund and makes appraisal and supervision for teachers and Project Group; professional leader or distinguished expert in the enterprise generally acts as Studio Chief, responsible for internal and external work in the studio; Chief teacher shall assign teachers to different Project Groups (that is, Teaching Team) according to the teachers' professional competence; Project Group is composed of teachers team and students team, Project Principal is set in teachers team who makes overall planning for the assumed project and distributes, coordinates and evaluates work of project members; Project members include full-time and part-time teachers and non-instructional personnel. Full-time and part-time teachers are responsible for instructing students' study and practice, non-instructional personnel are responsible for management in studio. Student team is also set according to project. Each team is divided into several groups and set with group leaders, who are responsible for task progression of the groups with teachers, managing and coordinating study and work conditions of members.

A schematic diagram can make the above management mode and organization structure of “studio teaching” more intuitive and clearer, as shown in “Fig. 1”.

It can be seen that the management mode and organization structure of “studio teaching” is very strict with supervision level by level from top to bottom, which ensures quality and efficiency of project tasks by teachers and students.

IV. TEACHERS ALLOCATION OF “STUDIO TEACHING”

Reasonability of teachers' allocation decides whether the talents training mode of “studio teaching” can be successful. “Studio teaching” attaches great importance to the cultivation and investment of teachers. On one hand, professional teachers shall “keep pace with the times” academically, and actively act as front-line part-time teachers in the enterprise industry; On the other hand, pay attention to take advantages of part-time teachers, introduce enterprise talents as long-term part-time teachers. Through part-time teachers' participation in teaching, this will break traditional teaching barriers and truly extend learning practices within the enterprise industry “Fig. 1”.

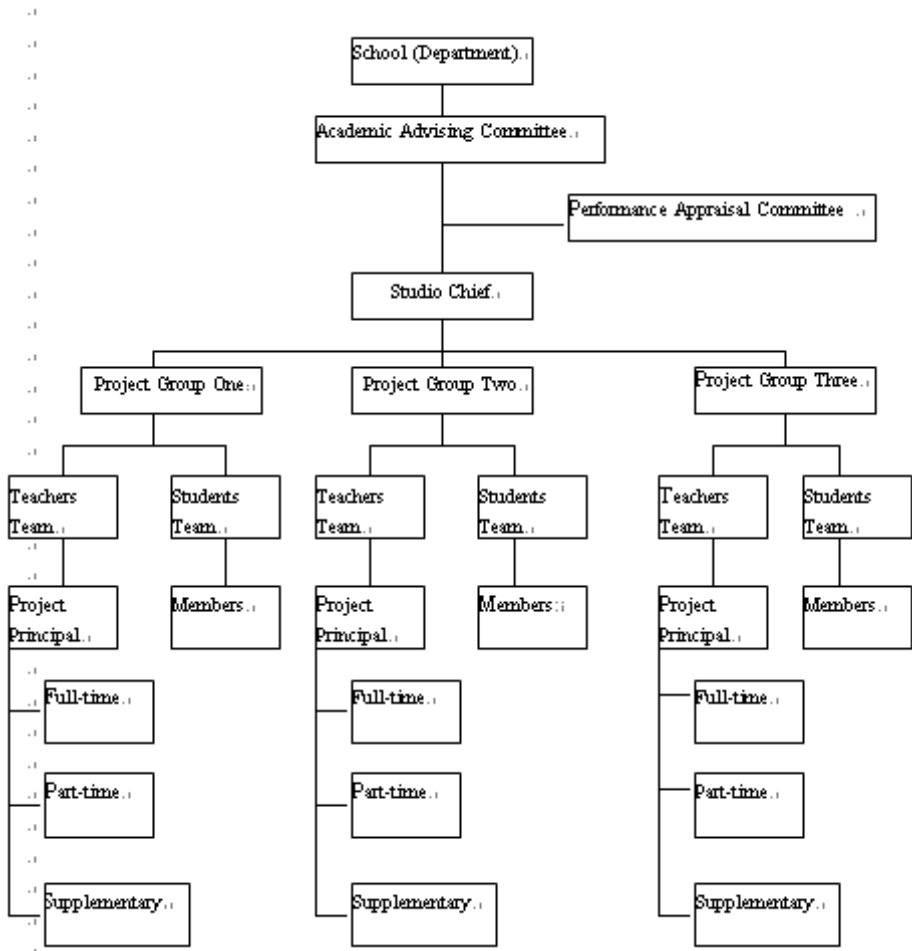


Fig. 1. Organization Structure Diagram of “Studio Teaching”

In addition to specialized teachers, culture course teachers are also important teachers in “studio teaching”, because many culture course teachers are not familiar with major characteristics and cultural needs of art design and cannot help students to solve practical problems in learning. Therefore, in practice, culture courses and major learning of students are separate states. Requirements for teachers in “studio teaching” solve the problem. “Studio teaching” requires cultural course learning to solve major issues. All culture course teachers shall understand students’ professional learning and employment direction; follow up projects and help students to perform practical projects during teaching of culture courses. For example, in College Chinese courses, they shall weaken history and times characteristics and make more analysis on course contents from the perspectives of artistic aesthetics and humanistic artistic conception and help students to acquire inspiration of artistic creation from cultural knowledge, meanwhile, focus on training of ability in linguistic organization and oral expression. In an English college course, learning contents and project contents are synchronous, students are required to introduce their own design works in English and communicate creation experience with others.

Under the teachers requirements and allocation, all links of culture courses and specialized courses are closely linked virtually, which really improve students’ comprehensive qualities; moreover, teachers must coordinate with each other and arrange teaching according to planning and progress of project tasks, which is also beneficial to construction of teaching team.

V. OPERATION MODE OF COURSE FOR “STUDIO TEACHING”

The studio teaching course can be divided into three major directions: the culture courses, the specialized courses and the elective courses, with the culture courses mainly including humanistic quality courses such as Chinese, English and occupational quality courses such as art theory and careers guidance; the specialized courses are professional foundation courses and core courses surrounding major orientation; while the elective courses are supplement for students’ professional training and skills and directly or indirectly related to professional and position requirements. Three major course types are complementary and closely linked which lay deep foundations for cultivation of students’ cultural literacy and professional skills.

In “studio teaching” of Major of Art Design, because all teaching contents serve the project and improve students’ professional standards and post capacity through practical project trainings one by one, the “fishbone type” teaching structure and operation mode of courses takes projects as the leading factor and is very suitable for teaching practice. As shown below, in the operation of courses, the project task is the principal line, all specialized courses and culture courses are set surrounding requirements of the project task to truly realize synchronous promotion of courses and project “Fig. 2”.

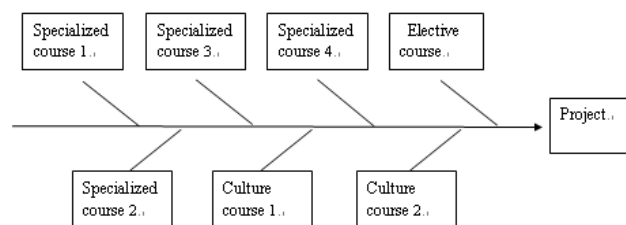


Fig. 2. Structure Diagram of “Fishbone Type” Courses

In the project practice process, common supplements of professional skills and cultural knowledge is needed. In the operation mode of leading project courses, projects can be compared to one main bone of the fish throughout; each course can be compared to the main fishbone and needs to be involved according to practical requirements at different stages of project progress. In this way, all courses can be synchronous and connected in series with the project. Students will timely taste the sweetness of practicing what they learned and have an understanding of the function of basic courses and culture courses, and get knowledge more effectively.

VI. EVALUATION SYSTEM OF “STUDIO TEACHING”

Teaching evaluation is one way and means to inspect whether to complete teaching tasks and reach teaching objectives. The key evaluation points of “studio teaching” in Major of Art Design are cultivation of students’ vocational ability and comprehensive quality and evaluation standards which adopt job skills for enterprises. The evaluation is one objective and dynamic process. “Objective” shows that it takes a team as a unit and evaluates the overall performance rating of all teachers participating in teaching and students in the studio according to project achievement. “Dynamic” shows that for an achievement evaluation, we do not only see the results but also observe the process. At each stage, students are required to submit relevant achievement tasks, such as work plan, research report, design scheme, achievement report document, etc. Leaders of teachers and students teams will make records and evaluations for each student’s individual and group task achievement; for example, students’ classroom attendance, learning method, professional skills mastery and teamwork capacity will be recorded, accounting for a certain rate of their final grade.

The evaluation system of “studio teaching” is mutual fusion of multi-aspect evaluation, stage evaluation and summative evaluation, reflecting maximum fairness and rationality. Furthermore, this evaluation method can reflect communication and cooperation capacity among students, so it can exercise students’ excellent team spirit and social consciousness and lay a good foundation for future employment and entrepreneurship.

VII. INTEGRATED PRODUCTION-TEACHING-RESEARCH SOCIAL SERVICE OF “STUDIO TEACHING”

“Studio teaching” in Major of Art Design makes professional theory and social practice, school learning and social application, closely links and promotes production,

teaching, research parallel to construct one efficient social service platform and have played active role in regional education training, economic development and academic support.

Under the rapid development of modern social economy, “studio teaching” achievement has been transformed to commercialization. Major of Art Design in some colleges and universities establish small and medium design companies integrated with teaching, practice and profit making. Teaching achievement can generate economic value quickly to serve society and region as well as fuse teaching practice into a practical enterprise design production process naturally, which kills two birds with one stone. How to deal with the relationship between social practice and teaching of studio is a new problem we are facing. Teaching institutes must put social practice and economic income in the proper position, that is, take talents training as the principal thing and take social service as a supplementary thing; the assumed social service project cannot damage school benefits. Under this premise, as the place of teaching practice internally, studio for “studio teaching” shall simulate a social environment and promote teaching development. As the window of school contacting society externally, by virtue of rich information technology resource library and strict organization management capacity in colleges and universities, studio for “studio teaching” establishes perfect social service platforms and launches continuing education, technical training, external exchange and other activities, serves social and local economy, and advertises itself through this window building certain social reputations, undertaking practical projects and acquires corresponding economic returns to promote launching of “studio teaching”.

VIII. PRACTICAL SIGNIFICANCE OF “STUDIO TEACHING”

Firstly, “studio teaching” can effectively promote development of students’ professional ability. In “Studio teaching” model, students have certain learning autonomy and shall be competent for a job simultaneously. Meanwhile, they shall have certain learning initiative and make learning research and practical exploration surrounding their own tasks, which has played strong guidance and promotion roles in development of students’ professional ability. Moreover, in “studio teaching”, different project tasks always require team members to coordinate and cooperate with each other. Good team cooperation abilities and interpersonal skills as important components of professional skills also can be exercise. “Studio teaching” model in major of design art launches teaching taking completing practical training project as standard. In the teaching, students can understand true management and operational modes of an enterprise; actively face work experience in true enterprises and markets, which lays a good foundation for them to step into society and post employment. In addition, as different tasks in practical training projects just meet the requirements of enterprises for different types of talents, each student can give full play to his/her strong point and select suited tasks according to their characteristics and reflect their own value and have a clearer and more objective evaluation for his/her personal abilities and greatly improve his/her employment

and entrepreneurship capacity invisibly. Thirdly, speed up construction level of teachers. Development momentum of domestic higher education of art design is strong; unfortunately, it is difficult to seek one prominent teacher with professional teaching experience as well as practical work abilities. In “Studio teaching” model, enterprises participate in school teaching, specialized teachers also can learn advanced technology of enterprises in teaching and make up the gap of weak practical teaching. Moreover, launch various technical training through cooperation with industries and enterprises and engage with a technical senior of enterprise to make long-term cooperation, which is beneficial for the department to create excellent professional teaching teams between universities and enterprises and further comprehensively improve the quality of teacher construction in higher vocational art design major.

IX. CONCLUSION

In conclusion, “studio teaching” talents training mode of art design focuses on comprehensive development of vocational ability. The university-enterprise opening teaching provides wider practical teaching levels for teachers and students, the scientific and reasonable course setting makes students’ knowledge and skills be applied into practice, the project teaching of team cooperation makes students competent in future work posts, full-time and part-time teachers give more benefits to students, objective and dynamic teaching evaluation is conducive to students knowing their shortcomings and difference, production-teaching-research social service has active guidance for students’ employment and entrepreneurship. Therefore, talents training mode of “studio teaching” is one teaching model very suitable for Major of Art Design at the present stage and deserves to be learned from and promoted and further researched in teaching.

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