

Master of Arts in Research Design and Implementation of the Practice Subject Students Ability Training

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Abstract: This article introduces the thought and measures of the MFA graduate's educational reform in Hubei University of Technology. Based on conclusion of the experience of training the graduates majoring in art design, the university defines the thought of training the graduates majoring in art design according to research. It also reformed on developing the resource platform, course system of practical teaching, academic dissertation, developing the practice base, teaching and scientific research and quality evaluation and got good effects.

Key words: art design, Master of Art, practical teaching, ability training

1. INTRODUCTION

It's required by the objective of the professional degree graduates training of the Ministry of Education that "Until 2015, we should develop the education of the master degree graduates and achieve the strategic transform of the master degree graduates education from academic talents to applied talents. [1] Along with our country's rapid development of the market economy and improve of industrial structure, our country needs a large amount of applied talents with comprehensive knowledge and better operative skills. According to the spirit of the Ministry of Education, the art design subject of Hubei University of Technology conducts practical reformation about master's professional degree graduates training combining the advantage and requirement of the art design subject of the university.

Practical teaching has significance to the ability training of the art design degree graduates. "Teaching organization, teaching process, teachers structure, teaching methods and teaching evaluation should center on the teaching target. We should give prominent to practical teaching and make it no less than half a year period, increase the proportion of its academic credit. We should also reform and find new practical teaching pattern and insist on building multiple forms of practical base. The evaluation on management, service and quality should be done through the whole practice process to confirm the training quality." [2] So the university has reformed on developing the resource platform, course system of practical teaching, academic dissertation aiming on the less of platform, science research and practice of the education of art design postgraduates' practical teaching.

2. Development of the resource platform.

Since the reformation of the full-time system M.F.A post graduates practical teaching, the university has invest great funds to buy new books, materials and relevant works about art and all kinds of designs to offer to the students for study. It also holds some design competition and culvert activity with some organizations or company out of the university and sets up many kinds of award and bonus funds to encourage the student to do some professional design. The new digital packing lab, environment space lab, digital media lab, multi-media classroom, animation and digital lab, digital 3-D design lab, product design lab and music recording lab are built and this provide the advantaged experiment and teaching platform for the undergraduates and post graduates to training their practical

ability and innovation thinking ability. Besides, the university will invite famous scholar home and abroad, home specialist, maestro for academic exchange to build strong academic atmosphere. The university also try to make the student understand the thought and knowledge requirement of professional field, inspire and promote the design thinking by “Chu Tian scholar program”, professional lecture and some other forms.

3.To complete the curricular system of practical teaching.

The professional practical curricular is the important guarantee of the education of professional degree. From the logic level, course learning maintains the leading position in the process of postgraduates training. It's not only the systemic and efficient way to gain professional knowledge, but also determines the smooth degree and the achievement of the scientific research process by its rationality.^[3]

Art design postgraduate education has stronger professional and subject characteristic. To direct at the requirement of practicalness teaching, we have adjust the curriculum provision and used the way and content of teaching which adapts to the professional degree postgraduates. According to the inner relation of major field and specific requirement of ability training, the curriculum system has set up the requirement that the period of the project or activity which the teacher participate in should no less than half a year. Right now, the credits of the practical courses is 65% of the all which mean the theory curriculums' credits has reduced to 35%. The practical curriculum includes taking part in basic sketch outside, traditional culture collection, assistant of the graduate inspection course which lead by the teachers as well as participating the management work of undergraduates' practical course such as printing design field work, environment working experiment, decorative design, product design and clay model making. The practical teaching is strengthened in the new system.

4. The subject of the academic dissertation is limited to “Practical application” research.

The academic dissertation is the embodiment of the knowledge ability level of the postgraduates after learning, It's also the carrier which reflects the training target and degree connotation and the sign of talent training standard and quality. The professional degree's biggest characteristic is the tight combination of technicality and occupation, and to train the high-level specific talent of strong theory foundation and adapting to the need of given career's practical work. The difference is that the academic type emphasizes the combination of theory and application, while the art master's postgraduate emphasizes the art creation during the teaching and examing period. The academic dissertation gives priority to creation practice.^[4] From the subjects of the 3 years' students, the subjects from teachers' subject study project are 45%, company's entrusting projects are 25%, social competitions are 20% and others 10%. Form this, we can see that we have achieved the post graduates education “research is the most important element, the professor's effect is to combine research and teaching so that the research has become a teaching model. The students' effect is to combine research and study so that the research has become a study model.”

5. The base construction which can inspire the thought of art design innovate thinking.

The professional practical base is working as the link between the university and social company. It can bring the actual and potential benefit to both of them.^[5] We have cooperated with relative industry and field in talent training and science and established good mechanism and ways. For example, the Wuhan Hong Jinlong printing LTD talent training practical teaching development base and some other nominal quotation company. We have kept in tight touch with company to set up 36 bases outside the camp. Besides, our university has signed up formal cooperation proposal of talent training with University of art and design Offenbach, School of art design in Bauhaus University, University of Dundee, University of Wisconsin and some other universities abroad. We have also set up platform for

communicational study with Central academy of Fine Arts, school of fine arts in Tsinghua University, Southeast China University, Zhejiang University and some other famous internal universities. This has broaden the students' outlook and improved the innovate thinking ability.

6. Make the research projects into teaching process.

Our university supports and rewards the postgraduates' teachers to lead their students to take part in development project, subject scientific research project, social design competition. This can improve students' practical ability training. The way to make the research projects into teaching process has expanded the practical teaching base construction and pushed forward the students' enthusiasm of participating the company production project design. For example, from 2010 to 2013, among 168 postgraduates of 6 majors of art design, 137 directly participate in 56 company production projects and scientific projects. And this make 86% of the graduate designs of the postgraduates actual. 31 design proposal has been put into production after perfection.

7. CONCLUSIONS

Establishing the practical teaching quality evaluation system for master degree postgraduates is mainly to offer a standard and specification for postgraduates training unit's self-assessment. [6] The postgraduates training unit is not only the executor but also the recipient of evaluation. Our university art design postgraduates practical teaching quality evaluation system includes course mark evaluation, mid-term design work evaluation, academic dissertation evaluation and practical and scientific reward evaluation. All these are evaluated from skills, creation, artistry and application value of art design characteristic. To ensure the quality of art design postgraduates training, we carry out the manage system and supervising system made up of school of art design and other schools. Teachers from different schools is responsible for guiding specific details to ensure the training theory and system carrying out.

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