

Discussion on Curriculum System of Applied Undergraduate Course Teaching in Art and Design

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Abstract—Curriculum system is the core of talent training mode, and based on the nature and talents orientation of applied undergraduate education, it elaborates four aspects of applied undergraduate education in art and design, namely curriculum content, curriculum structure, curriculum propulsion mode and curriculum evaluation way, and clarifies its construction mode of curriculum system that is different from traditional undergraduate course teaching. And then in combination with student subject, enterprises industry and the requirement of social development, it points out the practical significance of discussion and analysis on the curriculum system of applied undergraduate course teaching at the present stage, and it expands the theoretical and practical research space of applied undergraduate course teaching in art and design.

Keywords—*applied undergraduate course; curriculum system; talents orientation; practical skills*

I. INTRODUCTION

It is required for the design industry and the social and economic development to propose and implement the applied undergraduate education in art and design, but at the present stage, the curriculum research of applied undergraduate education is not mature enough, and we still have the responsibility of making a breakthrough about legacy problems influenced by traditional undergraduate. While curriculum is the core of school education, we can face the nature of problems, better make up for deficiency, and drive the development of applied undergraduate education in art and design by making curriculum system as the breakthrough point and doing helpful exploration and analysis for applied undergraduate course teaching.

II. NATURE ORIENTATION OF APPLIED UNDERGRADUATE COURSE

First of all, applied undergraduate course is still the undergraduate education, but different from the traditional academic, research-oriented undergraduate course. Compared with research-oriented undergraduate course that values theoretical knowledge, it pays more attention to practical experience and professional application. There are significant differences between the teaching idea and training objectives of them. Secondly, it is different from skill-oriented higher vocational education. The objective of talents training of vocational education is to produce specialized

personnel of skills, demanding that the major must be corresponding to specific operating post and work task. Although talents to be cultivated by applied undergraduate education regard the grasp of some professional skills as the objective, they have broader industry comprehensive ability, employment area and development prospect, not limited to specific position. [1] By comprehensive comparison, as a new type of education, applied undergraduate course can absorb the advantages of traditional undergraduate education and higher vocational education, base on the need of modern economic and social development, aim at training advanced applied talents, pay attention to the combination of theoretical education and practical teaching as well as make efforts to realize the unification of “learning” and “method” in higher education.

III. TALENTS ORIENTATION OF APPLIED UNDERGRADUATES IN ART AND DESIGN

Talent cultivation is the ultimate goal of education and teaching as well as embodies the characteristics of different types of education. The above article has mentioned applied undergraduate education absorbs advantages of normal undergraduate education and higher vocational education. In talents orientation, characteristics of the two kinds of education should be integrated as well. To better understand this, we make a comparison of status quo of quality between ordinary undergraduates in art and design and higher vocational college students in art and design.

Student type	Dominant quality	Shortcomings
Ordinary undergraduates in art and design	Higher cultural quality, with complete theoretical knowledge framework of design specialty, fairly strong research ability and innovation consciousness, better sustainable development capacity	Lack of industry working experience, need to cultivate the ability to communicate with customers
Higher vocational college students in art and design	Relatively flexible thought, stronger practical ability, have certain professional quality and work experience, good adaptive capacity to environment	Insufficient cultural deposits, relatively narrow scope of knowledge, no strong entrepreneurial spirit in working

The above table is finished by the author in combination with the situation reflected by many design companies and employers. It is observed that although ordinary undergraduates and higher vocational college students in art and design have different characteristics on knowledge capability and quality performances, they have their own shortcomings as well. Is there a more perfect educational type to learn from the strong points of the other side and close the gap between them? The author considers that applied undergraduate education is exactly the type of art and design education needed by the age. First of all, compared with higher vocational education, it has longer educational system; four years of time can let students learn more culture and arts and specialized theoretical knowledge; secondly, it is able to use some teaching methods of higher vocational education to exercise students' ability of design and application through professional practice and project research and development. From this point of view, the talents orientation of applied undergraduate course teaching in art and design should be "knowledge-based high skill and high quality talents", demand graduates have good artistic accomplishments and professional spirit, solid specialized knowledge, strong creative consciousness and ability to solve practical problems, applied and compound characteristics in knowledge structure and technical skills to adapt to diverse needs of social industry.

IV. CURRICULUM SYSTEM OF APPLIED UNDERGRADUATE COURSE TEACHING IN ART AND DESIGN

Curriculum system is the combination of curriculum content, curriculum structure and curriculum activity mode and the core of talents training mode. Curriculum system of applied undergraduate course in art and design must embody characteristics of "application type", embrace professional needs, center on the cultivation of application ability, and reasonably set the study and practical contents during university.

A. Curriculum Contents

The applied undergraduate course can be divided into four types, namely quality curriculum, professional curriculum, vocational curriculum and individualized curriculum [2]. To cultivate qualified professional applied talents, contents of applied undergraduate course in art and design must take into account of the above four types of curriculum, at the same time, focus on setting curriculums that highlight the cultivation of professional application ability. It requires colleges and universities to break the teaching mode and the perspective of traditional undergraduate course, bring requirements of enterprises and industries for talents' skills into curriculum learning. At this point, it can use the method of higher vocational education for reference. First of all, colleges and departments investigate and survey enterprises industry and market to confirm knowledge capability module that students should have, and then set teaching objectives and curriculum plan, reflect the needs of future work in curriculum setting, and on the basis of this, reasonably arrange four years of curriculum contents. School teachers and enterprise instructors complete the teaching of

curriculum together. According to the author's teaching experience, in freshman courses, place emphasis on quality and professional courses; in sophomore year, carry out vocational courses on the basis of quality and professional courses, taking into account of the learning of individualized courses; in junior and senior, continue learning professional core courses and professional quality courses, at the same time, let students go deep into enterprises industry over a long period of time to learn, investigate and survey, pay more attention on practical application, project simulation and development. It is observed that quality curriculum should runs through the four years and be cultivated continuously, practice project of school-enterprise cooperation accompanies with professional curriculum all the time as well and enables students to apply their knowledge. In addition, in-class teaching and extracurricular teaching can also combine together. Extracurricular professional competition, club activity, entrepreneurial activities can combine with curriculum content and be brought into practice curriculum.

B. Curriculum Structure

Optimized curriculum structure is significant condition to smoothly reach the teaching objectives and training goal and can make students' learning get twofold results with half the effort. Curriculum structure has the characteristics of suitability, temporal spirit and flexibility. According to the feature of art and design specialty and training requirements of applied talents, in curricular structure adjustment, we should give prominence to the two principles of whole optimization and curriculum modularization [4].

First of all, whole optimization principle requires screening and restructuring basic curriculums that have repeated knowledge points according to vertical carding, such as *Design Color* and *Color Composition*, *Pattern Design* and *Decorative Painting*, etc. Because of having the same knowledge point, there are many overlapping and crosses of techniques in practical application, and we can completely refine or synthesize these curriculums again. Meanwhile, whole optimization principle also should highlight practical application courses; increase the proportion of practical courses and according to the needs of work, set up practical theory courses that have the effect of practical guidance, such as *Design Psychology*, *Design Marketing*, *Advertising Copy Writing*, etc.

Secondly, curriculum modularization principle requires starting from the cultivation of professional ability, making certain kinds of knowledge and skills as combination point to link up related curriculum and highlight the primary and secondary sequence of curriculum as well as reasonably arrange the order of courses. The structure arrangement of modularized curriculum should have basis. Generally speaking, survey and analyze enterprises industry first, summarize the ability and quality of professionals required by the society at present and in the next few years, then on the basis of curriculum optimization combination, form knowledge and skills system and corresponding course modules. For example, in the professional core course of *Package Design*, through investigation in market and

enterprises, required professional ability can be decomposed into the ability of 3D shaping design, the ability of graphics color decoration and the ability of layout and handling of written message. Then corresponding professional basic courses related to the cultivation of these knowledge capabilities such as *Color Composition*, *Stereoscopic Constitution*, *Decorative Painting* and *Font Design* have been covered, forming the curriculum module of *Package Design*. When teaching, teachers should pack and integrate these several courses. It can clarify the relation of courses and make students absorb “the best nutrition”. Of course, what the most important is that as the curriculum content, curriculum structure should be set, adjusted and updated in open environment of communications between schools and enterprises, instead of letting colleges and universities do the work alone.

C. Curriculum Propulsion Mode

With the development of society and education system, in traditional art and design teaching, the curriculum propulsion mode of “theory--technology-- creativity-- application” gradually reveals its rigid side. In the applied undergraduate course in art and design, we should dare to break the conventional teaching mode from theory to practice, actively learn from oversea training experience of applied talents, and regard school-enterprise cooperation as opportunity and project practice as leading factor, use teaching objectives to compel course learning. In professional curriculums, let students face design project, regard project as the goal of creative application and then learn relevant theoretical knowledge and professional skills to achieve this goal.

In the curriculum operation mode of project leading, project is the mainline, running through the curriculum all the time. In different stages of project progress, various courses get involved at the proper time as required. This is very strong goal-oriented and targeted teaching, for example, students of graphic design major do wall decoration for the hall of some starred hotel. In the process of project progress, the teacher divides students into several design teams and learning tasks are decomposed into six stages, namely “surveying and mapping, research on corporate culture of this hotel and collect decorative materials, molding decoration, computer graphics, physical model, report and discuss the results”. In the stage of surveying and mapping, students master scientific measurement and drawing specification through learning cartography curriculum; in the stage of researching on corporate culture and collecting decorative materials, the learning of curriculum of aesthetics, decorative painting should be integrated; in molding decoration, the construction design course should be set; before computer graphics, mapping software should be learnt; before reporting the results, typesetting software and office software must be used. The practice process of the whole project needs to use knowledge and skill of many courses. Cultural courses and professional courses shall actively respond and assist practice project. In this process, students practice while learning, truly realize applying their

knowledge and enhance team consciousness and professional quality as well during team cooperation.

D. Curriculum Evaluation Method

The evaluation of curriculum teaching is the way and means to check whether teachers finish the teaching task of curriculum and whether students achieve learning goals. The evaluation of applied undergraduate courses in art and design should naturally insist on the principle of “application”, evaluate according to the standard of industry development and social demand. As a starting point, first of all, curriculum evaluation should be an objective and dynamic process, and its evaluation criterion should integrate the standard of vocational skill of enterprises industry, that is to say, for the evaluation of students’ final grades, it is no longer based on the opinions of course teacher. Instead, it gives priority to the evaluation of full-time and part-time teachers and experts of enterprises industry, self and mutual evaluation of students’ teams as supplementary means. It combines the three sides to evaluate the professional ability and synthesizing grade of each student, then bases on students scores to evaluate the teaching effect of course teachers. Secondly, the evaluation of curriculum teaching should be the mutual fusion of current evaluation and summative assessment [5]. For the evaluation of course scores, we cannot only see the results without asking the process. In various stages of course progress, there are related tasks submitted by students, such as project practice plan, investigation report and designing scheme. All of them should be recorded and evaluated, besides, including properly evaluating students learning methods, team collaboration ability and the performance of professional spirit, as the reference when evaluating the final grades. This integrated, diversified ways of evaluation can objectively reflect students’ professional level and practical ability and embodies the applied and professional cultivation requirements.

V. EXPLORATION AND ANALYSIS THE PRACTICAL SIGNIFICANCE OF CURRICULUM SYSTEM OF APPLIED UNDERGRADUATE COURSE IN ART AND DESIGN

As two kinds of methods to acquire knowledge, whatever the relationship between theoretical research and practical application is, the former has a certain guiding significance on the latter. From the point of view of education, the theory of curriculum is corresponding to curriculum construction practice. The theoretical discussion for the curriculum system of applied undergraduate course in art and design is to lay the foundation for the cultivation of applied talents. Its practical significance is embodied in the following three aspects: firstly, the discussion of curriculum system is the requirements of students’ benefit. Looking from student subject, they need a teaching system that has become mature in theory to guide their own road to success and in teaching training, schools and teachers should avoid using new methods lacking of argument to guarantee students’ learning interests. Secondly, the discussion of curriculum system is the realistic demand of specialty development. Art and design specialty is a practical specialty. Curriculum system

of knowledge import type has already been not suitable for the rapid development of the specialty and the curriculum of new ability cultivation is in urgent need of plenty of theoretical and practical researches as the support. In addition, the discussion of curriculum system is the requirements of school-enterprise cooperation as well. The development of modern economy and society prompts industry to relocate the standard of introduction of talents and improve the requirements for schools that provide talents. In school-enterprise cooperation, enterprises often pay close attention to the design of the curriculum system. When necessary, they will do beneficial intervention, because only a workable research basis of curriculum system can guide the correct practice training goal and then guarantee the success of the school-enterprise cooperation.

VI. CONCLUSION

In conclusion, the construction of curriculum system of applied undergraduate course teaching in art and design can follow some ways: it demands schools and educators to break traditional model of teaching, attach importance to overall cultivation of students' cognitive ability; listen to the feedback of talents market, actively adjust the teaching contents according the requirements of the cultivation of application ability; open the space for school-enterprise cooperation to provide enough practical teaching for students; adopt project leading in the curriculum advancement and reappear the real working process; in curriculum evaluation, highlight the important status of application ability and make students accomplish tasks with ease in the future work. We believe that with the connotation construction of applied undergraduate course teaching and constant deepening of the research of education subject, the research of curriculum system will be improved and it will be before long for the emergence of applied design talents with high quality.

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