

Construction of Teaching Management Model of Majors in Arts Department

Take Arts Department of Zhuhai College of Jilin University as an Example

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Abstract—Teaching management is an important guarantee for smooth implementation of teaching in universities. Teaching management plays an extremely important role in promoting school running quality and level of universities. Because of particularity of disciplines in major of art design, it has practical significance on discussing modern teaching management model that is appropriate for its special teaching characteristics. This article tries to start with analyzing teaching management characteristics of art major and puts forward a full set of teaching management model with practical significance.

Keywords—arts department; teaching management; construction of mode

I. INTRODUCTION

Teaching management is an important guarantee for smooth implementation of teaching in universities. Teaching management plays an extremely important role in promoting school running quality and level of universities. Because of particularity of disciplines in major of art design, the actual teaching management in universities always encounters various problems. Therefore, for major of art design, it has practical guiding significance on discussing modern teaching management model that suits its special teaching characteristics.

Arts department of Zhuhai College of Jilin University was established in 2006. So far, it has ten years of history. There are two undergraduate majors of visual communication design and animation, with 1,717 undergraduate students and 47 professional teachers. Visual communication major includes five major directions such as environmental art design, industrial molding design, exhibition design, apparel design and advertisement design. Animation major includes two major directions of two-dimensional animation and three-dimensional animation. Arts department achieves prominent results through ten years of construction and forms teaching team with rich teaching experience and strong scientific research strength in years of teaching reform and practice. Now it has constructed relatively complete professional discipline system.

II. CHARACTERISTICS OF TEACHING MANAGEMENT OF MAJORS IN ARTS DEPARTMENT

A. Particularity of Teaching Plans

The teaching plan of courses in majors of arts departments is from simple to complicated step by step. The order of courses is elementary course, professional basic course and professional course. Because the teaching of art design is special, it requires elementary courses must have close relationship with professional course. Students' design capacity is gradually improved with continuous deepening of professional course. Besides, it also requires a lot of practice in courses to finish teaching. Students need a lot of practice to finish learning of professional knowledge. For students of design major, actual operation and practical experience are more important. In practice, students can check their level and degree of design and improve aesthetic and design ability, so the proportion of practice teaching is more than curriculum plan of other majors.

B. Particularity of Teaching Arrangement and Management

The particularity of teaching management of majors in arts department is also embodied on teaching arrangement and management. In actual teaching management, teaching of art design major has the problem of continuity. For example, on elementary course of coloring class, students' painting has certain processes and steps. After students prepare a draft and just begin to put color on it, the time of two classes may be over. It goes against improving students' skills and it is very difficult for them to create artistic works. Another example, in professional course, the course of Engineering Drawing is completed through drawing by hands. After the time of one class is over, we even cannot prepare a draft. Under this circumstance, it is impossible for us to continue to drawing because artistic creation has consistency and very strong thinking. Once stopping, we cannot carry out further creation. Besides, the drawing of artistic works needs a lot of integrated time so that we can finish the creation of works. Therefore, it is often found that teaching arrangement of junior grades in art design major basically set four or eight credit hours for elementary courses. When students of senior grades begin to learn professional courses, they also arrange four or six or eight credit hours. The reason is that after teachers teach

professional theory in professional courses, practice exercise and seatwork are followed to consolidate contents taught by teachers in class. It needs students to personally draw or design to realize integrity of teaching. Therefore, they often adopt centralized teaching on curriculum provision. Professional courses are taught continuously and intensively.

The teaching management of the entire semester often appears the situation of being slack at the beginning and having to speed up towards the end, because most courses of art design major are arranged according to progressive sequence of courses from the easier to the more advanced. In addition, the work attendance checking system in teaching management also has loopholes. It is very difficult to assess and check on work attendance teachers because there may be no course arrangement for them after continuously teaching a course.

C. Particularity of Teaching Assessment

In terms of teaching assessment, art design major is different from other humanistic disciplines. The assessment of basic courses in some disciplines is the same with that of humanistic disciplines, adopting the form of closed-book examination at the end of term. The assessment of most professional courses combines with design and creation. Instead of adopting the form of closed-book examination, it requires students to submit design works, write investigation report or show and explain design works on the spot. It is similar to interactive assessment form. These characteristics decide that art design major should be more targeted and special in teaching management, instead of being equal to other majors.

D. Professional Teaching Pays More Attention to Practicality

On setting of professional teaching, art design major attaches more importance to practical courses of students. Because in the field of art and design, new products, new materials, new crafts and new manifestation mode appear ceaselessly, students need to continuously practice on the basis of new knowledge to grasp the latest tendency of design. Practical courses of students are often carried out in laboratory, practice base and enterprise. Teachers should pay more attention to operational ability of students in teaching process instead of theory inculcation because many professional skills need students to operate in person.

III. CONSTRUCTION OF TEACHING MANAGEMENT MODEL OF MAJORS IN ARTS DEPARTMENT

According to characteristics of teaching management of majors in arts department, practical situation of the college and related experience of similar universities, we construct teaching management model of majors in arts department. The concrete constructing measures are as follows.

A. Establish Teaching Management Model That Conforms to Characteristics of Art Major

Through extensive investigation and survey of disciplines in similar universities, analyzing current situations of students, teachers, teaching facilities and teaching of this department,

we can summarize teaching management model that conforms to characteristics of art major under the system of independent college.

Consciousness of innovation plays a vital role in art design education, which shall also pay attention to cultivation of artistic individuality. In professional teaching, teaching contents shall be updated according to development of the times and society. Traditional teaching management regulations prevent teachers from flexibly adjusting teaching contents. Especially in some universities, the teaching of art major is equal to teaching management of liberal arts. They carry out unified management and evaluation. It leads to the situation that teachers and students in art design major passively respond to assessments and inspections and neglect characteristics and features of art major. Therefore, universities shall give more autonomous rights to art design major under certain premise and reasonably formulate teaching management system suitable for art design major according to practical situation.

B. Establish Scientific and Efficient Monitoring System and Evaluation System of Teaching Quality

The teaching quality monitoring of art design major can be carried out by functional department of teaching management to comprehensively supervise and guide teaching organization and management of colleges according to evaluation system and supervision system of teaching quality and organize expert group to examine and approve teaching plans of the college. In general, from the perspective of teaching management of art design major, firstly, the basic documents of teaching should be complete, including training program, teaching plan, teaching program, experimental framework, teaching process plan and class schedule of each major. It also needs mature working systems, such as student status management, performance appraisal management, course scheduling and curriculum schedule adjustment, teaching archive keeping, as well as work post responsibility and system of rewards and penalties of teaching and teaching management staff. Besides, they should regularly check three periods before teaching, in teaching and after teaching. Meanwhile, form two-way evaluation system, which includes teachers' evaluation on learning, students' evaluation on teaching. The evaluation results have relationship with system of rewards and penalties, in order to guarantee the quality of classroom teaching. Construct Trinitarian assessment criterion of teaching quality, teaching methods and teaching innovation and formulate scientific monitoring measures for teaching quality.

C. Promote "Project-based" Teaching and Make Efforts to Create Atmosphere of "Promoting Learning through Competition"

The meaning of "using competition to promote learning" is to combine theoretical knowledge of design with design practice through discipline competition of art design, fully exert students' ability of design creation and strengthen students' ability of design practice. Organizing students to actively participate in art design competition helps the society to check students' design level and further improves students' interests in learning this major. The process of taking part in

the competition is also the process to continuously summarize experience, learn from others and improve them. It has positive significance on students to know them, promote professional skills and improve design performance ability.

Administrators of art design teaching should collect and release all kinds of competition information, actively encourage students to participate in exhibition and competition, actively guide teachers to give instruction on competition to form a whole set of new pattern of competition teaching, truly reflect it in design experience and perceive the essence of competition teaching. These administrators can contact with practice bases outside school more frequently and strive for enterprise sponsor to complete competitive events of enterprise type.

D. Increase the Proportion of Practice Teaching According to Characteristics of Art Disciplines

According to future development objectives of our college and cultivation direction of practical and applied talents, teaching management of art major shall intensify the management of practical teaching. On curriculum provision, it is necessary to enhance the construction of laboratory and studio and make design truly become practical creative products with specific functions. Intensify cooperation between school and enterprise, actively make efforts to open up cooperation and communication with the society, choose qualified units or enterprises with high benefit to cooperate, sign long-run agreement with them, establish practice bases required by professional practice and better provide students with space for experience. Students participate in project design in practice process and experience role transition from students to designers. They not only learn professional knowledge but also accumulate practical experience. Meanwhile, they complete the overall process of art design teaching of “theoretical teaching to practice to creation”.

Teachers should actively participate in various activities of academic exchanges to improve their professional skills and strengthen academic atmosphere inside the department. Regularly carry out academic activities, academic forum and academic lecture, lower the threshold for experts inside the industry, properly provide corresponding treatment and gradually form scientific research system with characteristics of its own.

E. Build A Stable Teacher Team and Teaching Management Team

Teachers are leaders of students' learning. Their teaching level has direct influence on teaching quality of art. It is difficult for teachers without innovation to cultivate students with characteristics. Therefore, the construction of teacher team is the key to improve teaching quality. The overall quality of teacher team can be improved through the following methods: Firstly, choose excellent teachers as visiting scholars to communicate and learn with domestic and foreign relevant universities; secondly, introduce excellent talents at home and abroad as academic leaders, encourage teachers to improve level of expertise, engage in advanced studies; thirdly, employ high-level technical professionals to teach and improve level

of discipline; fourthly, implement all-around management of objectives, have clear requirements for responsibilities of each teacher. The implementation of work post responsibility for teachers' teaching brings teachers pressure as well as provides impetus for them.

Strengthen continuing education training and ability enhancement of teachers, encourage teachers to engage in advanced studies and visit and learn at home and abroad. Make efforts to promote teaching ability of teachers and improve their scientific research level. Adopt the way of “letting master teachers to drive and guide young teachers with less experience”, form “tutorial system” of teaching and imparting, strengthen the cultivation of young teachers and formulate feasible plans of improvement for them. Besides, according to actual requirements of disciplines, invite domestic well-known experts and scholars to give lectures, interview and discuss with them, improve overall quality and level of teachers. Put emphasis on training backbone teachers and let them truly play a leading role. Cultivate double type teachers, pay attention to cultivate and introduce high quality talents, implement combination of full-time and part-time teachers, improve the structure of teachers and meet the teaching requirements of the team, fade the boundaries among basic course teachers, theory course teachers and professional practical teachers and gradually realize that teachers master many skills while specializing in one.

IV. CONCLUSION

Construction of quality guarantee system of undergraduate teaching in design discipline is a systematic integrated engineering and requires multidirectional and multi-angle common efforts of schools, colleges, teaching departments, teachers, students and teaching administrative staff. Art discipline has its own uniqueness. It is necessary to formulate flexible management style, deal with a variety of contradictions, and formulate perfect teaching management system on scientific and standardized principles to make teaching management system of majors in arts department develop toward healthy, professional and active direction.

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