

Analysis on Cultural Creative Professional Group Curriculum under the Applied Transformation

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Abstract—This thesis aims to explore the construction of cultural creative professional course. Thesis structure is based on international education certification norms, including the exploration of curriculum problems, vision and educational goals, curriculum construction, curriculum design and teaching effectiveness, curriculum continuous evaluation and improvement. This study is based on the reform of Chinese scholars and experts, following the model of international education theory and citing the experience of higher education in Taiwan. The results are expressed in three graphs and three tables, highlighting the overall context and relevance of curriculum reform in order to promote the quality of education in line with international education certification norms, and become a new pattern of applied curriculum with Chinese characteristics.

Keywords—curriculum reconstruction; cultural creative professional group; applied transformation

I. INTRODUCTION

Facing the national policy requirements to develop undergraduate colleges and transfer them into the applied type, so the curriculum reform is an inevitable trend. How to reconstruct the curriculum to train the applied talents has become an important issue. The key factor of the success of applied reconstruction lies in the policy effect of the government, the way of enterprise's participation and the transformation way of different universities. The core problem lies in the curriculum re-construction.

The inherent characteristics of cultural and creative courses are original design, self-made works and practicality experiential courses. However, as Xiamen University Wang Naikao pointed out that "many colleges and universities set up a professional curriculum system, is the 'culture + industry + management'". Based on the patched up courses, patched up teacher lessons, and the theory class, after graduation, how to cultivate the students who can meet the needs of Regional economic industry employment? The purpose of this article is to explore the teaching problems of the cultural creative courses, sorting out the important theories and models of

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related courses domestic and overseas, and putting forward the new methods for outstanding applied solutions.

Based on the rapid development of China's economy, the demand for cultural and creative talents has changed. The demands transformation is appeared from the industrial restructuring, technological upgrading and so on. That source, which can provide cultural and creative talents, has changed in the school system, professional construction, teaching mode, personnel training, teacher team building, and management service model and so on. From the value chain perspective, university education and regional industries each have their own core functions. Between the two systems, the purpose is to identify new features of cooperation and innovation, resulting in value-added. Systematic structure diagram contains: reasons, problems, structural changes, opportunities and paths, structural changes, countermeasures, innovation, as shown below "Table I".

TABLE I. CURRICULUM OF CULTURAL AND CREATIVE PROFESSIONAL GROUP

Reason	Problem	Opportunities and Paths	
Industrial change, scientific and technological progress, innovation, gap between learning and using	talented person's imbalance between demand and supply, wrong docking	government guidance, industry participation, school conscious tranformation, industrial transformation from service to application	
Structural transformation	Countermeasures	Innovation combination of education and industry	Cultural and creative talents can meet local economic needs, and obtain the international education authentication
Changing of Industrial Ecosystem, Increasing the application of talent needs, Reversaling of Teachers' Teaching, Updating Teaching Materials of Production and Teaching	Schools and cultural innovation industry's development fit, connect, communicate, contact with each other to achieve common development	Cultural innovation ↕ University education	

II. VISION AND EDUCATIONAL GOALS - PROBLEM SOLVING STRATEGIES

The transformation from undergraduate colleges to applied ones is actually a kind of innovation, which includes all kinds of reforms in school education, bringing new ideas, new things and new challenges. This innovative construction program cultural creative professional group courses is a new five-year reform of the new construction program, from the organization and leadership to all units of the school. The Vision is to make the curriculum to achieve international evaluation standards and become a curriculum construction with Chinese characteristics, based on Wu Yan's point of view, concerning about the quality of education and quality assurance, developing of certification tools suited to national conditions. Wu Yan is a director of the Center for Higher Education Teaching Evaluation of the Ministry of Education.

The goals and ideas are based on the view of Gu Cuifeng, Wang Luyuan's remarks on The fusion development strategy of international production and education forum "The autonomy, standardization and ecosystem of applied technology university the construction". The autonomy principle is the motivation for applied technology university construction, providing the initiative, leading and decision-making power for the initiative transformation and independent development of colleges and universities. The normative principle promotes the transformation of organizational operation, the principle of ecology emphasizes on the long - term system balance.

III. THE CONSTRUCTION OF CURRICULUM AND THE CONSTRUCTION PLAN

Cultural and creative professional group is the art profession, in accordance with the state in 2012 promulgated undergraduate professional directory level discipline. The professional (Level 2)1303 Theater and Film and Television Arts, 1304 Fine Arts, 1305 Design (Arts and Engineering), and Creative Arts, which consists of animation, radio and television choreographer, arts profession, clothing and costume design (engineering) Profession composition, and by the arts, engineering and other disciplines cross and support. The relationship among the cultural and creative professional group curriculum construction program and professional construction and also the industry group as shown in below "Table II".

TABLE II. CULTURAL AND CREATIVE PROFESSIONS CURRICULUM CONSTRUCTION PROGRAM

School discipline construction literature and art manages economic and engineering	the cross among cultural creative professional group, art and engineering subjects	Specialty construction is comprehensive, including disciplinary direction, scientific research, personnel training, academic team, and academic exchanges. Specialty construction is the combination of teaching, scientific research and personnel training. The aim is to improve the competitiveness of the school rankings, to expand social influence and visibility. Breakthrough refers to scientific research projects, quality courses, degrees, key disciplines, key laboratories, national
↓		

		teaching masters, excellent papers.
Application group 5 professional groups ↓	the combination of cultural creative professional groups	Profession group construction, after all, is different from the subject construction and profession construction. It needs the support and integration from many specialties. Profession group construction is the need to combine regional industries, at the same time, the employment of students should also link specialties. Profession group construction should be timely adjustment of profession and profession group structure, to promote profession vertical and horizontal development, to match the development of social economy construction, and to reform profession group connotation.
11 faculties 4 departments ↓ Profession construction 25 professions	animation, radio and television choreographer, arts profession, clothing and apparel design	The construction of specialty is oriented to the needs of social and economic development and industrial structure adjustment. Students' training and the employment direction of graduates are taken into consideration, which directly affects the enrollment and teaching infrastructure. It is based on the quality of teaching as the goal; it is the core of personnel training model and curriculum construction. The content of professional construction includes the development of professional training objectives and specifications, the development of teaching plans, professional settings, teaching materials and teaching reform. It does not belong to the scope of discipline construction, isn't the subject construction content.
Profession supply chain Upstream: Vocational secondary professional disciplines Middle: Undergraduate Education Downstream: industrial clusters and cross-domain	cultural creative professional industry group	Industrial cluster effect refers to enterprises in the form of new space economic organization; through the network closely linked together in a certain region within a specific industry have a number of divisions of labor relations. Fujian will be the first to promote the business, communications, tourism, entertainment and cultural industries, strengthen the docking of Taiwan's economy, society and culture, expand market openness, and promote the cooperation mechanism of policy innovation. Professional group and industrial cluster fusion effect is the educational courses, the spirit of the supply chain from upstream, midstream and downstream trinity. When these three aspects professional courses formulate development construction, this solution can connect the profession and industry relationship, forming into the academic group, professional group fused to the industrial chain, promoting the technology skilled talents systematic cultivation ability and level.

IV. THE COURSES DESIGN METHOD AND TEACHING RESULTS

The course design thoughts is refer to the design educational certification standards requirements, profession and implementation settings has more than three-eight proportion of the lowest graduate credit. Therein, the design implementation courses have one-four proportion of the lowest graduate credit. To use the capstone general course concept to supervise if the students learning of Integrate skills, knowledge and situation, practical ability and output results can meet with the industry requirements or not. The standards formulation of cultural creative professional group talent cultivation is made by mainly four measures: demand research, training standards, quality assessment, professional certification, based on deepening strategy of the integration between production and learning , its solution is continuously deepening with animation, radio, television playwright-director, fine arts, clothing and dress design majors professional group to conduct the applied type talents training mode reform, combining with the characteristics of each major features, roundly to revise the talent training scheme. Actively to explore the university-enterprise joint training, "modern apprenticeship, using cooperation between Fujian and Taiwan cultivation diversified personnel training mode, etc. The colleges and enterprises two institutions together develop the college and enterprise combination model, focusing on the professional group combined with industrial clusters, from the supply side to make the school running characteristics, curriculum standards applied talents, and in industry demand side, dealing with the regional industrial clusters, industry professional duties, talent using organizations job employment application ability, further cooperation, respectively, including the curriculum system reconstruction and fusion education (including strengthening shared resources, deepen the professional and cross domain), reform of teaching and learning mode (including teachers further study, students cultivation), industry-education integration, teaching, cooperative education mechanism. Which is accord with the deepening reformation of vocational education teaching, so as to promote the employment as the guidance, to adapt to the economic development requirements of the new normal and technical skills talents, to improve the integration between production and education, to enhance students' employment ability as the core, to strengthen ideological and moral, cultural literacy education and technical skills training, comprehensively improving the quality of personnel training.

V. COURSE CONTINUOUS ASSESSMENT AND IMPROVEMENT

Using the course assessment model (context, input, process, product, CIPP) , based on the With industry and education meeting continuously scheduled and modify a group of professional courses, Curriculum evaluation including the graduates profession suit rate, high employment rate , high starting salary, high enterprise satisfaction, and high social evaluation (4 highs) as the main index in the talent training quality assessment. To absorb employer units to take part into the whole teach dynamic supervising, analyzing and the teaching quality evaluation. Make the talent training quality to

achieve the society, employer, students, parents, school satisfaction. So as to coordinate CIPP based each subsystem orderly running, making the whole system functioning as bellow "Table III"

TABLE III. CONTINUOUSLY IMPROVING THE CIPP BASED COURSES ASSESSMENT MODEL

Context	cultivate art and design applied talents cultivation method using the CIPP course assessment model			art and design professional courses innovation and features
Input I	Expected Effect	art and design person cultivation goals	Industrial and educational meeting course schedule and modification From teachers' curriculum department regulations to interested person to discuss the courses	
		art and design career developing route map	Industrial clusters from the discipline knowledge to the professional ability standard	
Process P	Practic e interns hip Implement training	art and design professional group class teaching plans	from the teachers teaching performance to the students learning practice	
		art and design practical approach learning method	from the teachers teaching contents to the students learning results	
Output P	multiple assessment	Learning process assessment and summative assessment	from the knowledge learning results to the anticipated learning outputs	
	Continuous improvements	Curriculum implementation of continuously industrial and educational meeting modification	From the college professional teachers self-improvement to related external people feedbacks and comments	

VI. CONCLUSION

In conclusion, curriculum reform is influenced by the policy deployment, enterprise participation, school leaders leading, and the staff's carry out and other factors, applied technical transformation construction is related to the high-level professional and technical personnel training, the critical success factor lies in the government policy effect and enterprises participating models and the different universities reforming forms, the core problem is the course reconstruction and reformation.

This thesis borrows certain international courses reforming new concept and method and the Taiwan college experience, using the systematic exploration for cultural creative professional curriculum issues, then supplying the cultural creative professional group curriculum construction scheme, then to response to the culture and design professional group talents cultivation scheme, the last to continuously improve the CIPP based course assessment model.

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