

New Thoughts on the Teaching of Art& Design Majors Based on Studio System

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ABSTRACT. *During the past ten years, the studio-based teaching mode has been heatedly discussed by colleges and universities, especially by those with art and design majors. They have put a lot of resources into studio construction and the research of the teaching reform of the studio system. Based on the background of major universities being devoted to cultivating innovative and application-oriented talents and carrying out continuous teaching reform, this paper starts from the “studio system” teaching mode that many universities are exploring and practicing, and puts forward new thoughts on the “studio system” teaching mode, combining with my own experience in teaching practice. It elaborates mainly from three aspects: breaking the traditional structure of teaching space to realize on-campus, off-campus, online and offline combination; considering studio as a platform for school-enterprise cooperation to achieve project teaching; seeing the studio as a bond to promote the exchange of mentor resources. Meanwhile, this paper discusses the role and value of studio-based teaching model in teaching, and how to optimize teaching space, teaching methods and teaching resources, improve teaching quality and strengthen teaching effect, so as to cultivate innovative and application-oriented talents with high quality.*

KEYWORDS: *New Thoughts, Teaching, Art& Design Majors*

1. Introduction

Many colleges and universities, in recent years, have carried out a lot of research and practice about the “studio system” teaching mode, especially its application in art and design majors. It is as early as during the Renaissance, the art and design majors emerged in the form of workshops, and a large number of art design masters such as Leonardo da Vinci, Michelangelo appeared. These masters integrated theory and practice through studio apprenticeship and created world-famous works. In 19th century, painter's studio teaching mode, also known as “ateliers” in French prevailed in France as well. At the beginning of the 20th century, the term “studio” was coined by Bauhaus. In Europe, most design institutions resorted to the credit system management model, and laid emphasis on the cultivation of students' comprehensive quality in terms of curriculum design. When it comes to teaching, they attached great importance to the cultivation of practical ability, and a combination of

theoretical teaching and studio practice was required. Since the 1980s, some colleges and universities in our country have started to applied the studio-based teaching model, and in the past ten years, more and more colleges and universities have raised the studio-based teaching mode in the teaching reform. They put a lot of resources into the theoretical research and practical exploration of related teaching content. Some of the colleges and universities have achieved good teaching results and provided valuable experience for the exploration of other institutions.

Since I started teaching, I have also been devoting myself to incorporating studio system into teaching, conducting curriculum reform and exploring innovation of teaching methods. I founded the “Dianzhi Color Studio”, and considered it a practice platform for courses like the Color Design, Illustration Design, Modeling Foundation and Design, Display Design etc, which contributed to the extension and expansion of teaching space and the establishment of project cooperation with enterprises. Through specific practical projects, the students could make good use of theoretical knowledge and act out, which was beneficial to their theoretical attainment and practice ability improvement. Meanwhile, the application of the studio platform also provided favorable conditions for the introduction of enterprise teachers, enriched the students' mentor resources, broadened students' knowledge and promoted students' grasps and applications of new technologies. Thus, it offered an effective guarantee for cultivating high-quality application-oriented talents. During the exercising of the studio-based teaching mode, I have acquired some achievements; and at the same time, I met difficulties and saw the deficiencies, which stimulated my thinking to carry out better exploration and practice.

2. Breaking the Traditional Structure of Teaching Space to Realize On-campus, Off-campus, Online and Offline Combination

Traditional teaching generally takes place in places like multimedia classrooms, computer rooms, drawing rooms, etc., which has temporal and spatial limitations. The studios can actually expand the traditional teaching space and extend the teaching time. People can deem the studios as practical training platforms, and allocate equipment and resources according to professional and curriculum settings. Elementary design courses, such as Design and Color, Design and Sketch, Three Compositions, Introduction to Design, and other courses that students majoring in design share, can be conducted directly through the entrepreneurial studios to complete the practice part. During the stage of students' taking specialized courses, specific planning for the entrepreneurial studios is required. At the same time, corresponding curriculum development practice, special skills training and business scope should be set according to the nature and characteristics of different majors and directions. On the one hand, the studios can function as curriculum development practice places. For example, some basic courses involving skills, such as Color, Sketch, Composition, etc., can be expanded and extended by after-class practical training through the entrepreneurial studios. For the students taking elementary courses, they are generally freshmen. During the training, they can communicate and

study with senior students in the entrepreneurial studios so that they can have a deeper understanding of their own major and make a clear learning plan in advance. On the other hand, the studios can also serve to deepen professional skills and carry forward career planning. Through the combination of some professional courses, students can carry out special practices and project practice in the studios, which will continuously improve students' major-related skills and professional quality. At the same time, it is also helpful for students to recognize their interests and strengths, which can point out the direction for their further study and future employment planning.

In addition, the studios serve to conduct academic exchange. Regular exhibitions such as the exhibition of teachers' works and the exhibition of students' project achievements (works) etc. Are held in studios, which enable the studios to carry out academic exchanges with the outside. Meanwhile, the exhibitions promote the studios to let more enterprises know the students' professional strength and attract more engineering projects. Exhibitions can also boost pride among students and make them more positive. In addition, on-campus or off-campus academic exchange activities can take place by holding or participating in competitions, inviting experts to deliver lectures. As a window for teachings to communicate with the outside world, the studios can introduce the latest resources to teaching as well, such as online class. Nowadays, there are rich resources and various forms of online courses, such as "Coursera", "CCTV Network China Open Class", "NetEase Cloud Classroom", MOOC and other websites and apps, which provide great convenience for the obtainment and learning of video courses. In teaching, teachers open the mind, make the best of modern network technology while maintaining the traditional teaching advantages, and make the classroom content and form abundant. On the other hand, thanks to the "studio system", the use of studio as a base for practical training and practice, can expand the classroom space, bring students freshness, arouse students' interest, inspire students' creativity, and attain good teaching results.

3. Considering Studio as a Platform for School-enterprise Cooperation to Achieve Project Teaching

As a platform for students' specialized training, studios can undertake or participate in outsourcing projects of companies that maintain partnerships with schools, such as internship bases or new technology learning bases for teachers. In this way, the partnerships between schools and these enterprises can be strengthened. At the same time, new cooperative relations between schools and enterprises can be established by teachers or students through business negotiations, project bidding and other forms; project cooperation with enterprises can be attained if schools select some courses, develop expansion plans, and intend to expand the course content by utilizing the supporting resources of the studio. Taking the "Commercial Illustration" course as an example, project cooperation with the Guangzhou branch of a well-known German company, Faber-Castell, was achieved through the studio platform. The design of illustrations was themed with "Impression Guangzhou" and

products provided by Faber-Castell was used in the process of design. Through the project cooperation, students have extended the classroom from school to society, and applied theories to the specific practice. Their ability has been greatly enhanced, and the teaching effect has been improved.

For some large-scale professional competition and enterprise investment projects, studios can, combining with specific courses, develop cooperative plans with other institutions in the form of studio cooperation. Studios can unite teachers and students to become a professional team to analyze the proposition requirements of the contest, the style of previous award-winning works, the characteristics of the judges and other relevant information of the contest. This professional team can also analyze and organize the requirements and key points of enterprise investment projects, so that students can combine their own professional ability to design more effectively, won awards, and gain access to business cooperation. In this way, students' application ability and professional quality can be enhanced.

4. Seeing the Studio as a Bond to Promote the Exchange of Mentor Resources

The effective operation of the studio can be hardly attained without the teamwork of professional teachers; at the same time, the studio platform also provides favorable conditions for the cohesion and integration of teachers' resources. Whether the teachers are excellent or not can influence the effects of students major-deepening practice in the entrepreneurship studios. Therefore, the premise of the establishment of studios, is to have a group of professional teachers with solid knowledge and expert skills. Besides, they need to have rich practical experience, professional research attitude, unique and forward-looking professional insights, and hold positive learning attitudes like constantly accepting and learning new professional skills and paying attention to the development of relative majors. At the same time, they need to be enthusiastic, patient and dedicated to teaching and guiding students. On the other hand, with studios as the platform resource, enterprise professionals can be introduced as mentors to communicate and cooperate with teachers in the schools. They can jointly design courses, conduct lectures, perform tasks and guide students,so as to bring students more comprehensive industry information and new skills.

In the meanwhile, teachers need to assist and guide students on how to make career planning and study plans according to market demand, students' advantages, professional expertise and hobbies etc. For students with entrepreneurial abilities and goals, teachers can utilize the studio platform resources to guide students to complete the entrepreneurial preparations such as team building and business developing. For students with scientific research ideals and scientific learning ability, teachers can help them to apply for scientific research, carry out steps such as project's preliminary preparation, bidding, production, feedback etc. By conducting individualized teaching, students' specialized ability, students' ability to integrate and digest knowledge ,and students' comprehensive ability will be improved.

5. Conclusion

In conclusion, the studio-based teaching model is of great value to teaching. For one thing, it contributes to schools' cultivation of high-quality talents with comprehensive ability. Personality can be formed, consolidated and perfected through a variety of activities, practices and experiences. Undoubtedly, the activities with rich contents and varied forms in teaching can have a profound impact on the formation of students' personality. "Studio System" teaching model can not only exercise students' professional ability, but also train students' communication ability, teamwork ability and market acumen etc. Meanwhile, the integration, penetration and migration of various professional courses can be achieved through the practice in studios. Thus, as the "second classroom" of the courses, "studio" is of great practical significance, through which students tend to integrate all practical exercise of the professional courses. As a result, the derailment between courses is prevented and students' comprehensive systematic professional quality is cultivated. For another, it is conducive to the construction of teaching groups. Through the cooperation projects and resource integration between the studio platform and enterprises, specialized teachers can better understand the main points of market demand for talents, and can find suitable methods of guidance when cultivating talents. Simultaneously, Specialized teachers can carry on a more in-depth study on new techniques and technologies, which may effectively improve their professional quality. "Studio" also brings more practical cases and data specialized teachers' researches may require, thus enhancing their scientific research capabilities. In addition, the additional project revenue generated in studios can facilitate teachers to work harder and foster an enterprising mind. These factors are of great significance for building a strong and professional group of teachers. However, at present, the implementation of "studio system" teaching model in most colleges and universities still has much room to improve. For example, in management, the lack of reasonable management mechanism, efficient management team, and long-term planning and innovation failed to give full play to the role of the studio platform. These deficiencies are literally the things that need constant thinking and discussion in future practice and exploration.

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