Reform of Micro-teaching Organization in Higher Vocational Education—A Tentative Study on the Construction of the Training Center for Advertising Design and Production in the School of Art and Design of Changjiang Professional College

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Abstract: The reform of micro-teaching organization is the foundation and source of organizational change. To meet the requirements of the development of modern higher vocational education, it is necessary to reconstruct its micro-teaching organization. It is because of the construction of the "trinity, virtuous circle" training center integrating the teaching and research section, training room, and studio that in terms of the guarantee method of deepening the teaching reform of higher vocational education, the ideological guarantee in the past is transformed into organization and system guarantee; as for the mechanism in promoting reform and work, the external "requirement" is changed into internal "demand"; in exploring the path of teaching reform of higher vocational education, the creation of a development and reform environment in the past is converted into both the creation of the environment and the organization change of the subjects in business development.

Keywords: micro teaching organization, training center, school-enterprise cooperation

I. The Background of Micro-teaching Organization Reform in Higher Vocational Education

Starting from the function of micro-teaching organization of higher education in our country, the traditional teaching and research department of higher vocational colleges can’t meet the requirements of the further reform and development of modern higher vocational education. The reform of
micro-teaching organization is the foundation and source of the whole organization reform. To meet the requirements of the development of modern higher vocational education, it is necessary to reconstruct the micro-teaching organization. This is the original intention of our reform, which also gives birth to the "training center", a micro-teaching organization integrating teaching and training.

Advertising design and production major (hereinafter referred to as "advertising major" has conducted an on-campus pilot, and has set up a professional training center. It is being the pioneer of this reform, and it has harvested a fruitful reform "dividends" through more than three years of practice, and is willing to continue to work for it.

II. Concept and Organizational Function of the Training center

1. The positioning of the training center

The training center is a new type of trinity micro-teaching organization integrating the "teaching and research section, training room, studio" which regards students as the subject, teachers as the guide, studio as the basis, specific work items as the carrier, introduces corporate projects, physical integration, strengthens the organic combination of teaching and learning, highlights the training of students' professional ability, carries out the school-enterprise classroom management, teaching design and assessment, promotes the natural convergence of teaching and employment.

The introduction of enterprises to establish the school training center is to establish a training center is the fundamental premise, but also the core. The enterprise introduced by this major is Hubei ZERO Advertising Co., Ltd., adhere to the "practical design" concept. The local brand with international vision, which is the well-known advertising company in Hubei, establishes the ZERO advertising design studio through cooperation with this major, and students entering the studio set up the "ZERO class". It provides real projects to lead students to complete, as well as provide students with internships and employment opportunities as the talent pool of enterprises.

2. The function of the training center

The construction of the professional training center at the beginning should focus on the reform of environment, and build the teaching and research room for teachers, the training room for carrying out professional activities and studio for completing the projects of enterprises according to the environmental area function division. Students, teachers, enterprises become a subject under the framework of the organization. Students, teachers and enterprises can only play a single role in the original teaching and research organizations, but now multiple identity and responsibilities happen to them in the training center. As shown below:
### The training center is also a pioneer in teaching reform, which can promote the overall development of professional synchronization, enhance the quality of teaching resources, and promote the teaching level of other professional classes. Specifically showing in the following areas:

1. Promote the professional class teachers to carry out curriculum reform: take the initiative to transform the teaching contents into projects, and co-share resources in the training center.

2. Reform course assessment evaluation methods: business projects co-shared, "zero class" and the completion of the professional class project quality, that is, the quality of works of students can be assessed by enterprises.

3. Promote the professional class learning atmosphere: the positive changes of students in the training center of will bring the original class to a good impact, and form benign competition between each other. For example, the graduation project planning activity carried out by the major will greatly enhance the quality of graduation design works for the "zero class" and the competition between the professional classes.

4. The project, professional activities and lectures become normal: related activities are for all students of this major, and increase opportunities

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Teaching and research room</th>
<th>Training room</th>
<th>Studio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Identity: student</td>
<td>Responsibility: complete the course tasks</td>
<td>Responsibility: the construction of advertising club, WeChat, microblog, professional activity planning and implementation</td>
</tr>
<tr>
<td>Teacher</td>
<td>Identity: teacher</td>
<td>Responsibility: complete the course construction and teaching tasks according to the curriculum responsibility system</td>
<td>Responsibility: the construction of advertising club, WeChat, microblog, professional activity planning and implementation</td>
</tr>
<tr>
<td>Enterprise</td>
<td>Identity: member of the professional construction committee</td>
<td>Identity: professional activity member</td>
<td>Identity: project manager</td>
</tr>
<tr>
<td></td>
<td>Responsibility: professional construction consultant, part-time teacher</td>
<td>Responsibility: participate in professional activities and provide relevant resources, organize professional lectures</td>
<td>Responsibility: import appropriate projects, guide students, train teachers</td>
</tr>
</tbody>
</table>
for students in the professional class to learn and exchange with experts in the industry.

Such an organization will promote students, teachers, enterprises not to be alone, but form a school-enterprise cooperation service force, give full play to their own function, and integrate the fractured teaching organizations.

For enterprises, with the training center, the system guarantee in the micro-teaching organization of higher vocational education, the mutual win point with schools will be reached easily, and it is more likely to establish a long-term stable operation mechanism. Schools need to rely on enterprises to train high-quality technical personnel, enterprises need to use the school's students, teachers, venues and equipment to complete its outsourcing business and the establishment of talent incubator base, so as to achieve a "mutually beneficial win-win, two-way extension" purpose. This organization and system makes the school and enterprise interdepend and inseparable.

III. Implement "Individualized Teaching, Medium-term Diversion, Dynamic Adjustment" Management Method

The specific project provided by the enterprise in the training center is derived from the business project that is being carried out at that time. Students will improve their professional ability through actual training. If the scheme is selected by the enterprise, there will be corresponding rewards. The studio builds the corporate simulation environment, the classroom task is the corporate real project, and accepts the corporate culture management and edification. Students entering will be discouraged if they can't adapt to it or have poor performance in the regular assessment of the enterprise, and the enterprise will accept new students with excellent performance into the studio, to achieve a virtuous circle with dynamic adjustment.

Students of the fifth semester can bring the project into a comprehensive professional skills training or graduation design at the same time when using the spare time to complete the project. In this way, students can achieve the purpose of practicing the true question and actual training. After completing one year of actual combat training from the fourth semester to the fifth semester, professional skills, professional ability and professional quality of students are greatly enhanced, which improve the quality of personnel training effectively.

It is precisely because school-enterprise cooperation must be carried out deeply and the role of "studio" in the trinity should be played fully in order to promote the development of major construction in the training center that the transformation from external "requirement" to internal "demand" formed in the cooperation with enterprises, and consensus from "it is I who should find enterprises" to "I am looking for enterprises" is reached in terms of major development.
IV. Characteristics of Training Center of Advertising Major

① Enterprises provide projects: Corporate projects imported, and implement truly.

② Project creativity development: the center will develop new projects. For example, PS skills contest is sponsored by the Wuhan Heart Culture Communication Co., Ltd. The center plans online and offline promotion, finalists and finals, awards and corporate reviews, lectures and other links. It indicates that the center has the ability to independently develop projects.

③ Professional activity project operation: to facilitate students in the center can practice vocational skills in real time, accumulate actual combat experience, the professional activities will totally transformed into projects for operation, such as advertising logo design competition, freshman major education, graduation design and defense, mid-term defense and so on, they are all advertising projects promoted by students under the guidance of teachers, from the initial activity planning, conception, online and offline visual case production, to posters, brochures, film, WeChat, microblog and other media to integrate various resources to achieve the purpose of activities propagation, and then students will assess the effectiveness of advertising through the situation of activities. The operation in which students can complete the activity project independently can increasingly enhance their professional ability and literacy.

④ Teacher project responsibility system: from the perspective of teacher training, as the project leaders, teachers will lead a part of students in the center to complete the projects of students. They will report to the enterprises for blind trial and comment, which will improve the business of teachers at the same time when assessing students.

⑤ Project resources sharing: projects in the center will be released to the professional class through professional teachers and media promotion and other ways. Professional course teaching project and the central project can be common, and can also be completed as the activity project of professional classes after class, so that students benefit to the maximum extent.

V. Achievement of Education and Training Center

The students in advertising specialty education and training center establish “Zero Class” which includes relevant “Zero Factory” QQ group and “Advertising Mad Man” Wechat group. Students rely on the Hubei Zero Advertisement Co., Ltd to complete multiple social service items for Shanghai Mary Paper, Wuhan Sentai Environmental Protection Co., Ltd, Perma Taste Life Health Club, Gold Matt Life Square and so on, and instruct students’ graduation project and establishment of professional courses, arrange summer internship and work shift for students and work on regular post for teachers, and employ the expert to make the professional lecture for students and
teachers. The center also brings in the Wuhan Heart Culture Transmission Co., Ltd, Wuhan Shengran Weixun Internet Technology Co., Ltd, and Wuhan Dosn Media Group, etc. It truly deepens the cooperation of enterprise and schools, and plays the active role on training students’ vocational ability, improving teaching staffs’ professional skill and professional establishment and development. The students are the main beneficiary, which is specifically showed in the following contents:

1. Students improve their vocational ability and own the commercial thought through completing the corporate projects. They become the high-quality talents of advertising specialty who are good at the observation, dare to innovate, familiar with software, and know materials.

2. Know corporate operation procedure of project well through corporate summer vacation internship and work shift internship, becoming “professional people” in advance and improving the comprehensive vocational quality through

3. Enhance the team-work ability and awareness through cooperative project, establishing a active, progressive and interdependent team.

4. Improve their ability to practice the manner of dealing with people, to make communication and expression, and professional quality. At the same time, the deep friendship formed between classmates; teachers and students; teachers and students, and enterprises.

5. Maximize the students’ subject behavior

Therefore, students have a strong sense of ownership; they will not only deeply feel that they need education and training center, but feel the sense that the center needs them; all the dedications have special value and significance.

VI. Conclusion

The “dividend” of these reforms would never have been achieved in the past. Due to the construction of teaching and research office, training room, work room and education and training center with “Trinity and virtuous circle”, it can transform to original and system guarantee from the guarantee with ideological understanding under the mode of guaranty of deepening the reform of higher vocational education; Second, the aspect on promoting reform and working mechanism, namely, the transformation from external “requirements” to inner “demand”; The third is to explore the path of teaching reform of education in higher vocational education, which has been changed from the past mode that creates the environment for development and reform to organizational reform that not only build the environment but pay more attention to the subject of career development.

Above contents are the feelings and experiences since the operation of education and training center, we will continue to explore and summarize in the future, gradually establish and perfect the system construction of the
center to make it get promotion and application and make it become micro
teaching organizational form of modern higher vocational education. It will
reach the goal that cultivates students better, builds teaching staffs and absorbs
enterprises.

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