Construction of Intramural Practice Base and Improvement of Experimental Teaching System

Beng XU1,a and Liang-liang GU2,b,*

1School of Art and Design, Nanjing University of Finance and Economics, Nanjing, China
2Teaching Affairs Office, Nanjing University of Finance and Economics, Nanjing, China

ahsubeng@163.com, bgumac@163.com

*Corresponding author

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Abstract. It is of great importance to enhance the experimental teaching and improve the existing teaching module. In order to construct a new experimental teaching system of art and design, it is necessary to set up teaching contents rationally which focus on the comprehensive experiment of innovation and entrepreneurship. The construction of intramural practice training base is the guarantee of training professional personnel which should be built on the basis of the existing experimental resources and advanced laboratory equipment. According to the current situation, this article analyzes the importance of improving the existing experimental teaching module, proposes to set up reasonable experimental teaching contents and focus on comprehensive development of innovation and entrepreneurship, and finally puts forward relevant suggestions on the integration of school resources and training base construction.

Introduction

As an important part of the school teaching work, the experimental teaching can not only develop students’ ability of practice and innovation, but also improve their qualities as well as their competitiveness in employment and create their own interdisciplinary performances [1]. It is crucial to establish a scientific and reasonable experimental teaching system to achieve the goal of undergraduate education.

According to students’ creativity, practical ability and social competence required by the school, the Experimental Teaching Center of Art and Design in Nanjing University of Finance & Economics (NUFE) constantly optimizes the experimental curriculum system, structure and experimental courses. Considering the mode of compound talent training of art design and management, the experimental syllabus and instruction have been revised which conform to the new economic environment and meet the needs for the talents in the innovative industry.

At the same time, based on the requirements of “application, practice, comprehensiveness and innovation”, the colleges of art and design are required to deepen the reform and innovation of experimental technology, methods and assessment so as to build a new experimental teaching system which is characterized by “basic skills training—individual skills training—integrated skills training—design and development of innovation and entrepreneurship (integrated development of art and design).

Improving Existing Experimental Teaching Module

The methods of training should be further improved due to various functions of different kinds of experimental teaching in training students’ abilities and comprehensive qualities. According to different majors, the center has set up five experimental teaching modules, namely basic skills training, individual skills training, innovative entrepreneurial design and development, and general humanities experimental training. In addition to the last module which focuses on improving college students’ humanities accomplishment, the other four are targeted course structures on the
basis of integrating the existing majors, such as art design, animation, advertising and journalism, etc.

In basic skills training, the main content of teaching organization lies in the courses such as Art, Photography, Advertising, Design and News Media. In terms of individual skills training, more attention must be paid to these courses. According to different specialities, the experimental center sets up the course group and takes the single course as independent training item, thus to develop the syllabus to carry out experimental teaching. Integrated skills training emphasize the form of teaching with the combination of professional experiment and practice. It is required to adopt an independent comprehensive experimental class in the teaching plans. Each speciality should be set up at least an integrated experimental course which will be taught by full-time teachers about the comprehensive use of professional knowledge. In the training of innovation and entrepreneurship design and development, it places stress on the interdisciplinary experiments, including the entrepreneurial design, art and design competitions, and internships outside and inside the school designed as experimental elective courses in the practical teaching module of school teaching plans. Instructed by teachers both on and off campus, such kind of training is a great combination of innovation and professional knowledge [2].

Setting up Reasonable Experimental Teaching Contents and Focusing on Comprehensive Development of Innovation and Entrepreneurship

The school pays much attention to setting experimental teaching contents, and has set up a total of 2 credits course design project in two semesters. The experimental center has designed a student-centered experimental teaching method which is autonomous, cooperative and practical. The module adopts two kinds of promotion forms: comprehensive training and actual simulation, through which can fully mobilize the interest of students and give full play to the students’ ability of application and innovation.

In the sixth semester, the comprehensive training is designed according to different majors. The specific projects include the experiments such as integrated creation of animation and film, advertising originality and planning, and indoor and outdoor environmental art design. Teachers make specific outline and instruction to help the students to complete the experimental projects independently.

In the seventh semester, the actual simulation training is adopted. It centers on students and teachers will give training topics (real cases), the outline and instruction book. And students are divided into groups to complete the task based on the requirements of bidding documents. Through the simulation experiment, students actively participate in teachers’ scientific research, technological development and the entrepreneurial program design, so as to gradually strengthen their ability of independent learning and comprehensive innovation.

The experiments of integrated development in art and design include competition, professional practice inside and outside the campus and entrepreneurial training. The aim of this course is to give full play to students’ initiative and enthusiasm and to guide them to carry out the experiment of innovation and entrepreneurship. A large proportion of the people think that their skills are central to career success, but are neglected or ignored within their degree programme curricula [3]. It is a good complementation of the experimental resources from the enterprise and the teaching resources from the school, which can not only help students build their network-like knowledge structure, but also stimulate their sense of competition and creative enthusiasm. Meanwhile, the center attaches great importance to the transformation of information technology, and actively uses modern information technology and multimedia technology to reform teaching methods. Through the computer operation, self-simulation and bidding simulation, the quality of experimental teaching has been constantly improved.

It also pays attention to the practical teaching, combing the practice with employment, and guides students to take part in cognitive practice, professional practice and graduation practice. So the experimental teaching, practice and employment are organically integrated. Besides, by establishing the innovative and entrepreneurial base, schools and enterprises can cooperate with each other to provide money for students’ learning achievements.
Integrating Inside-school Resources and Constructing Practice Base

There have been frequent expressions of concern about a perceived lack of creativity in schools, in both curriculum content and in teaching [4]. Practice base construction plays an important role in improving students’ ability of practice, innovation and entrepreneurship. It is the fundamental guarantee for the experimental teaching as well as the important condition for the school to achieve the goal of personnel training. It is of great need to foster the construction of practice base to achieve school-running goal, and to realize the interaction between the school, society and enterprise.

With the expansion of schools and the rapid development of disciplines, strengthening the construction of practice base has become an important issue to be solved in the current practical teaching. As is known to all, the practice base is divided into two types: off-campus base and on-campus base. Comparatively speaking, the former plays a great role in cultivating students’ practical ability, but it also has some limitations to some extent, such as short training time, less practice and disjointed management. As an important part of practice base, therefore, the construction of practice base on campus is particularly significant, which provides a guarantee for the implementation of practical teaching.

The experimental teaching center of NUFE lays more emphasis on the construction of practice base. Guided by the ideology of “focus on the cultivation of innovative and applied talents with high moral quality”, the center continues to carry out cooperative education of industry, university and research. Improving the quality of teaching outside the school, it further clarifies the importance of building practical training base on campus to achieve the overall educational goal of training applied talents.

The construction of inside-school base is directly related to the quality of practical teaching, and plays a key role in developing students’ practical ability and innovative consciousness. Therefore, it is necessary to integrate the existing experimental resources on the basis of the current conditions, and to gradually transform the center into a multi-functional, modern practice base characterized by experimental teaching, research practice and information service.

Based on the requirements of “strong foundation and wide caliber”, the center takes into account the relation between different majors to greatly satisfy the requirements of the courses like art design, animation, advertising and news. It already has the basic conditions for the construction of the campus practice base. The teaching institutions have been established, including the ADOBE advertising design laboratory, model making laboratory, printing laboratory, decorative painting laboratory, computer animation laboratory, digital imaging studio, and so on. It has initially formed a set of reasonable and complementary experimental teaching framework. Each laboratory is equipped with different experimental modules according to different functions of majors and courses, thus the experimental teaching can be conducted.

Relying on the advanced equipment and experimental conditions, the construction of intramural practice base can help the students carry out the research and improve their adaptability and competitive ability. In addition, more opportunities will be provided for students’ practice through the laboratory. On the one hand, it can to some extent solve the funding problem of the normal operation of the center. On the other hand, more importantly, through practical activities, the students can gather some management experience, which is an important part of the training mode “combination of art and management” in colleges of art and design.

The practice base is regarded as the social service platform with which social service activities can be carried out to strengthen the cooperation between school and enterprise in scientific research and design practice, to train the teaching staff, and to increase the employment rate of students. Thus it can be changed from a single teaching laboratory into an organic multi-functional experimental center for teaching, research and social service. The construction of practice base on campus can better reflect the professional characteristics of teachers and students. Making full use of existing equipment and increasing its utilization rate, we can expand the social influence of relevant specialities.

The modelling of professional practice is critical to an artist or designer’s ‘learning to be’
experience [5]. The construction of practice base conforms to the modern education concept, meeting the needs of personnel training and education reform. It satisfies the needs of the practical teaching development required by colleges and universities, displaying the diversification of practice teaching. This is also an inevitable achievement of the experimental teaching system construction and reform in art majors in our university.

References


