Discussion on Promotion of the Studio Mode Teaching System in the Local University

LILI YANG and XIAOFAN ZENG

ABSTRACT

The subject of art and design education has achieved great progresses, but with the deepening of teaching reform, the current practical teaching is faced with fewer students' practical activities, less practical ability and so on. Based on the studio teaching model, this paper expounds the advantages and implementation measures of adopting studio model in the art design teaching of local colleges and universities. And through specific cases, it demonstrates the feasibility and effectiveness of studio teaching model in art design teaching.

KEYWORDS

Art and design, The studio system, Local university.

INTRODUCTION

Art design brings people not only visual enjoyment, but also the spiritual shock to people. The development of art and design can not only reflect the importance of a country's art and design, but also reflect the level of civilization and progress of a country and region [1]. After decades of development, the art design discipline has achieved great progresses, but the current practical teaching still needs effective reform.

At present, the situation and challenges of art design teaching in local colleges and universities mainly include the following problems. Firstly, students practice less and their practical abilities are not strong. Secondly, the classroom teaching resources in local universities are very limited. Thirdly, the traditional teaching methods are boring and theoretical. Therefore, the cultivation of students must be reformed in art and design [2].
IMPLEMENTATION OF THE STUDIO MODE TEACHING

For the university teaching, the students of art and design discipline are expected that the school can provide all kinds of practical activities. Therefore, the Studio Mode in the teaching and learning is born. Studio Mode is a special teaching mode aimed at teaching students with professional knowledge and professional ability as the main teaching objective. The school of art and design specialty in higher vocational colleges teaching pattern is developed by use of the practical work. In addition, the work of the required professional skills specific to art and design courses are needed to strengthen the professional knowledge and skills training in the curriculum [3].

As far as art and design is concerned, the term includes two key points which are design concept and design performance. Design mainly involves the concept level, and the solution of these problems must be done with a lot of practice. Thus, it is very important to design feasible and effective Studio Mode teaching methods, by considering the characteristics of local colleges and universities. The specific measures can be considered from the following three aspects.

Change of teaching dimensional thinking: from teaching to practice

For the Studio Mode, the practice teaching in the lower grades can take heuristic, case teaching, discussion, and in high grade can take research questions, debate and defense based teaching methods [4]. Specifically, in the process of implementing the studio teaching mode, the first-grade students can take the real topic and virtual operation, to access to the subject of teaching and marketing linkage awareness and recognition. The second-grade students can begin to set the real problem. Finally, the students can take the independent project and group operation, to guide students to team or individual self-practice, by achieving experiences and contacts with the market communication. The students can choose their own professional direction and positioning of self-movement.

Thus, through the cascade teaching system, the teaching completes the changes from the classroom to the laboratory, and make the changes to enhance experiences and practical trainings in a fair and open competition system, and the changes to link with the access to market practice projects. This Studio Mode is essentially different from the previous theory of teaching, which is just theoretical teaching for the purpose of targeted learning.

Highlight of the initiative, guidance, interest characteristics of the teaching activities

In the new teaching mode, the students can choose a variety of materials studio according to their own interests. The characteristics of various materials and process methods are helpful to understand the study, through a variety of materials based on the study. Students can enter a fixed different materials work room, for example, bamboo product model studio, luggage design studio, wooden jewelry studio, and so on. In the studio with a specific material as the main means, supplemented by other materials at the same time, the students can achieve the traditional skills and modern design training.
By learning with the Studio Mode, the students can grasp the material art in many forms, and master the basic skills of various materials, in order to achieve a variety of materials and basic skills of cognitive popularity. Meanwhile, this kind of teaching mode requires the teacher to give full role to the guiding role, but not as traditional teaching as the "master" role, for which the teacher is the leader and the student is the recipient. In traditional way, teachers only need to prepare classes according to the script, and just teach regardless of the students, while the students only passively receive knowledge. But in the new teaching way, the role of teachers is the organizers, mentors, helpers and promoters to fully reflect the students' cognitive role.

Establishment of a broad curriculum goal centered on general skills

Art design is now more needed with the practice of professional courses. In some traditional production teaching, such as bamboo, gypsum, sludge, display, landscape, packaging and other model studio, the basic use of the professional direction is the center, by applying the one to one course target way. However, due to the huge professional knowledge system, the content is too deep and cannot be limited in time and space to complete the teaching task. Thus, the traditional mode of professional direction as the center will inevitably cannot meet the needs of modern professional direction of different skills and requirements, and cannot achieve the teaching purpose of "transcending the construction of horizontal knowledge in the field of specialization, sharing the resources of the subject and realizing the reorganization of knowledge" in the reform.

Therefore, the Studio Mode not only emphasizes the professional direction of the targeted, but also breaks the boundaries of professional direction, to establish a general skillful curriculum goal as the center of the diversified curriculum, that is, to learn the relevant practices of technology and skills, and blur the boundaries of its technical subject knowledge. Emphasizing the role and value of its technical knowledge for artistic expression, the students in the design can get the necessary skills to express some of the system based on the profound experience of the design, model, and the inherent link between products. Finally, the students improve the general shape and complexity of the perception level, through the teaching mode of vertical and horizontal knowledge network.

A PRACTICAL TEACHING CASE OF THE STUDIO MODE

Studio teaching mode focus on student practice ability training. Art design of industrial design professional production course is the embodiment of this teaching model. Model production, is a kind of industry conditions to determine the production of goods to adapt to the characteristics of the creative activities, which not only refers to the structure of the model, but also take into account the views of both users and producers. Through model production, the concept of abstract system can be finally turn into a unified and specific image of the object, which means to focus on the relationship between model structure and function. The model of industrial design is a creative extension of the activities, but also the key factors for the students to understand the market.
The authors in the "Internet+" innovation model of the product model production course teaching reform have started to explore the level of the project under the support of the semester for the model production and technology. In fact, the professional course of the studio teaching model improvement has achieved a better teaching effect.

First of all, we have to determine the subject. According to the specific requirements of the model syllabus, the choice of the subject should be representative in the design content. Through the design of typical products by applying the suitable subject, the general design process, the important processing equipment and the key technical skills can be integrated together, so as to achieve teaching objectives. In this case study, the ABS board is chosen, which is a kind of macromolecule plastic. The production of ABS board mold is used to study and improve the shape of the design process. As shown in Fig.1. Next, the production of product model teaching makes an emphasis on the design from human nature to meet the emotional experience. Small batch and diversified production involve the students in the design process. This allows the students to make excellent professional qualities, so that students can be more quickly adapt to future work.

Secondly, the Studio mode will pay attention to cultivate the team spirit and cooperation ability. Team spirit is one of the essential qualities of a qualified designer. The model production courses generally require the students to form a group of 3 or 4 persons, to take the task of drawing, pinching, grinding, and detail carving. As shown in Fig.2.
Finally, through the promotion of the teaching mode of the Studio, the network teaching platform, laboratory teaching platform and enterprise production workshop can be built up together. By taking the new constructed site teaching platform, the students can change the passive learning mode to active practice training to follow up the autonomy and innovation. The Studio Mode can not only broaden the channels of student practice, but also promote the development of students' science and technology innovation activities, and therefore improve the practical ability and innovation ability, based on the implementation of individualized teaching. As shown in Fig. 3.
CONCLUSION

Generally, the Studio Mode is of advanced significance for improving the teaching quality of art and design in local universities. It can increase students' practice opportunities and improve their practical ability, and expand the classroom theory into social practice, and make full use of social education resources, and improve the connection between the school and the society. The new teaching mode can improve the teaching level of teachers, and to reform the educational concepts and teaching methods. For the teaching of art and design in local colleges and universities, we should explore the suitable Studio teaching mode.

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Corresponding Author: Xiaofan Zeng, Email: zengxiaofan@hust.edu.cn

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