

## Practical Research on the College Art Design Experiment Center under the Studio Production Mode

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**Abstract:** In the teaching of art design in China, the “studio” teaching mode has become a brand-new teaching mode, which has been effectively applied in practical teaching. Enterprises and universities cooperate with each other to create a studio, and use this as a platform and link to complete education. Abandoning the teaching methods and measures of internship training in the past teaching process, the perfect combination of theory and practice is realized. In teaching, through theory-oriented practice, practice verification theory. Such an education method can better achieve the purpose of training, and provide more versatile artistic talents with comprehensive quality, strong professional operation ability and innovative ability for the society. Based on the analysis of the malpractices of traditional laboratory construction and management model, this paper constructs an open experimental teaching platform based on “studio system” according to the characteristics and requirements of art disciplines, and from the laboratory opening, management mechanism and teaching system. In the other aspects, the research and practice of the open experimental teaching management mode under the “studio system” platform was carried out.

### 1. Introduction

The “studio-based” teaching mode is based on the student's professional ability training, with the studio as the platform, using the “master” with the “apprentice” form, a theoretical teaching method that integrates the theory teaching with the project design. [1] The project teaching carried out by this model is based on the studio, integrating curriculum, classroom and practice, based on curriculum knowledge, with the application of professional technology as the core, with professional teachers and enterprise technicians as the mainstay. The student is the main body, taking the design project as the main task, and the teacher leads the students to complete the comprehensive professional ability training in the process of undertaking and completing the project design. [2] This requires teachers not only to teach professional courses, but also to be responsible for guiding the design and practice of art projects. Therefore, the construction of professional teaching team under the “studio system” teaching mode bears the brunt of becoming the important focus of the art design major in higher vocational colleges.

### 2. The status and characteristics of the studio system

The professional teaching team is an interdisciplinary and cross-curricular teaching team. It is a teaching team composed of individual teachers who are specialized in a professional field and who are responsible for the division of labor and mutual responsibility. For professional art design education in higher vocational schools, the professional teaching team is aiming at educating and educating people, serving the art design in the local economic construction, professional talents in the engineering field, and serving the society as the direct goal, with clear division of labor and cooperation, mutual responsibility.[3]A team of teachers with complementary knowledge and complementary skills. Therefore, it is different from the general teaching work group and emphasizes the need to complete collective work that requires joint efforts. In terms of commonality, it has the common characteristics of higher vocational education, professionalism and dual-master quality. It has two-dimensional characteristics that conform to the standard dimension

of talent training level and the standard dimension of service social competence. These characteristics have an important standard role in building a professional teaching team.

The studio model teaching originated from Bauhaus, led by the teachers of the professional art design team, using the laboratory teaching resources, teachers to carry out the theory from practice to practice, training, specific skill operation, material application, post-maintenance and tracking, etc. The experiment proves that the studio-based art design experiment center teaching is a very effective teaching method. It can train students who meet the needs of the market, effectively train students' professional norms, and make students better adapt to the needs of the society and better serve for employment. Preparing to greatly improve the quality of running a school.

### 3. Teaching practice innovation in studio mode

The Art Design Experiment Center was established by two studios, the Color Studio and the Animation Studio. Teachers take the initiative to bring students and students under the class to take the initiative to talk with the teacher, from the podium to the studio, from the teacher's "output" to the teacher-student interaction, from the theory to the follow-up creation, the studio teaching actively explores the new model of the growth of teachers and students. It is becoming a new mode of teacher development and student academic growth. Each studio usually consists of two or three instructors and more than 10 students, forming a professional growth community. These two studios are composed of teachers with different professional backgrounds, including environmental art design, visual communication design, animation major, film and television advertisement, new media major, etc., which are practical experience, and are organized in order to improve students' professional practice ability.[4] Teachers are responsible for conducting professional study activities such as seminars, surveys, and creations based on their professional characteristics and their own specialties. The studio extends the professional teaching from the class to the class, and also forms a transformation of the teacher's single teaching to the teacher-student interaction. The "studio system" teaching mode is the teacher responsible mechanism, that is to say, the professional teacher has the responsibility and obligation to ensure that the studio runs smoothly. In the teaching process, the teacher is equivalent to the designer or the boss to carry out work management. The student is equivalent to the employee and must conform to the employee's position and ability to complete the training of the nature of production. Compared with the original teaching activities, the teaching style of the "studio system" has the characteristics shown in Figure 1.

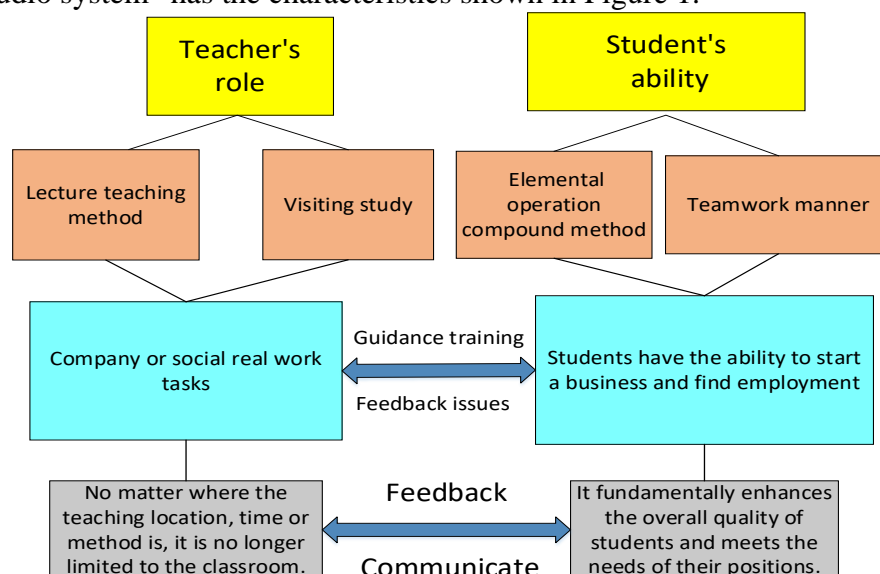


Figure 1. The duties and tasks of teachers and students in the studio mode

#### 3.1 Research on the practice of art design in the studio mode

Under these two studio-based models, the Art Design Experimental Center conducts projects, one is a teacher-led research project for quality engineering within and outside the province. Based

on the progress of the project and the details of the application, the members of the research team will focus on the research of graphic creative teaching methods, such as teaching methods such as teaching method, visiting learning method, and compound operation method, and applying these methods to graphic creative classroom practice homework, after-school homework, final work, related design competitions, actual cases, graduation design, design competitions, and then radiation affects other courses, especially for logo design, advertising design, photography, sculpture, illustration, etc. The course has a profound impact. What's more important is to let students learn to learn and become learners. [5]The role of teachers is reflected in teaching and guidance. In addition to focusing on the teaching part, teachers are more important to guide students to move toward the established goals step by step, appropriate guidance, encourage students to do hands, praise students for doing well, so that students can keep enthusiasm and exuberant energy to learn, create more and more unique works, showcase our creativity, and lay a solid foundation for learning logo design, advertising design, photography, sculpture, illustration and other courses and graduation design. .

Under the studio system, the practice of the College Art Design Experiment Center is closely linked to the experimental teaching of the art design, the scientific research of art design, the practical operation of guiding students, and giving back to the society under the leadership of the “studio”.

### **3.2 Conducting art design competition guidance in studio mode**

In these two studio models, the Art Design Lab conducts competitions related to art design. One is a competition between schools and enterprises, and teachers actively guide interested students to participate. These design events pay close attention to the current affairs of the country, and the creation, exhibition and research keep pace with the times. In the era of complicated data information and the ever-changing art media, we keep thinking about design patterns, investigate the ecology of new things, and present the artist's hard and rich artistic life through design works; recommend students or teachers to explore new works and encourage history.[6] The solution also focuses on theoretical construction; it not only spreads overseas foreword research, but also pursues cross-cultural comparison and cooperation. This will enhance their professional ability and broaden their horizons. They will also glory for the school and enhance their self-confidence, laying a good foundation for future academic, research, graduation design and employment.

### **3.3 Conducting art design projects in the studio mode**

At present, most art design experiment centers and studios have the phenomenon of ambiguity, insufficient funds, and insufficient attention. Therefore, under the two studio system models, the Art Design Experimental Center actively introduces social projects. Teachers provide invitations to students and the society according to professional needs and project requirements, inspiring teachers and students to curiosity and desire for knowledge, to achieve interdisciplinary and interdisciplinary design team service.[7] Studio teaching enters the government, enterprises, institutions and communities. The school's innovation and entrepreneurship department has strongly supported this. It has been actively and steadily developing in this respect, forming a far-reaching impact on the work, establishing long-term cooperation, absorbing some capital investment, and truly applying what it has learned.

### **3.4 Carry out experimental innovation in art design in the studio mode**

Studio art design experiments are diverse. Actively carry out “basic” experiments, including sketches, colors, and three major courses; “integrated” experiments include urban construction departments, accounting departments, or other student elective courses. These two experiments are integrated into multiple knowledge points of the major, and students are trained to analyze and solve problems from different angles and master a variety of experimental skills. These course designs select specific topics and allow students to practice in stages during the specific teaching process. Each step is deepened differently to achieve a deep understanding of the subject.[8] At present, the original lack of originality in China's design industry, the main manifestation is that innovation is not enough, and the instinct demand in the general sense of human beings is not

enough. It is necessary to activate understanding of life and wisdom, and combine reasonable research methods to promote design experiment innovation.

#### 4. Conduct reasonable evaluation of results

Traditional teaching is usually conducted in the form of students' assignments. The difference in student work is often the evaluation standard of students' final grades. It is only the performance of the results, and the students' design process, inspiration, and production techniques are often neglected, it is difficult for teachers to see the whole process, and these are often very important in practical teaching. In the process of student creation, the flash of creativity is often reflected, and it is very important to train art students.[8]Therefore, the assessment of students' academic performance can not fully see the student's design results, but also should focus on the entire design process. The studio-based teaching model emphasizes the student's design process and design creativity, as well as the students' hands-on practical ability, team project results display and social evaluation to objectively evaluate students' practical results. The method of student evaluation is shown in Table 1.

Table 1. Student comprehensive evaluation comparison

Teaching method	Interim results	Classroom performance	Design process	Inspiration ideas	Production techniques	General comments
Traditional teaching methods	80%	20%	-	-	-	100%
Studio mode	50%	20%	10%	10%	10%	100%

This mode meets the needs of today's social development and breaks the conventional teaching method. The studio-based teaching is market-oriented and closely integrated with the market demand, which makes the school's practical education and society integrate, and improves the employability of students. The combination of classroom teaching and design practice can stimulate students' interest in learning and entrepreneurial employment, create a good learning environment, enhance teachers' sense of responsibility and crisis, and remind teachers to keep learning and keep up with the trend of the times. Will be eliminated by the society; studio-based teaching provides an open, free and realistic teaching environment. In the process of practice, students constantly recognize their own deficiencies and effectively promote students' professional ability, which is a kind of teaching in art majors. The studio-based teaching model is a teaching attempt in the process of applying talents. It needs to be continuously researched and explored to adapt to the needs of social development and practice.

#### 5. Conclusion

Based on the globalization and multi-faceted perspective and the era of information explosion, the experimental teaching of college art design center under the studio system should consider the problem of modern living environment, scientifically solve the problem of harmonious coexistence between man and environment, and present it to the world. A better way to survive. Using the studio as a platform, creating such a talent training model will help the art design students to integrate the theory and practice in the teaching process, and establish an organic framework for continuous communication between the two to realize the information of colleges and modern society. The purpose of mutual promotion is to maximize the students' innovative thinking ability, no longer stick to the traditional employment concept, have more entrepreneurial ideas, and put into action to help graduates get started as soon as possible, showing high level of excellence. The advantage of education. The "studio-based" teaching mode is used for continuous exploration and experimentation. For the art design profession, it has opened up new channels to cultivate high-skilled, high-quality design talents that can adapt to the diversified market demands.

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