On the Project-Based Workshop System in Practical Teaching of Media Major in Local Colleges and Universities

—A Case Study of Hubei Engineering University

Jing Zeng

School of Literature and Journalism
Hubei Engineering University
Hubei, 432000, China
37458578@qq.com

Abstract—**Owned by the Hubei province, Hubei Engineering University is a teaching-oriented and application-oriented local university. Project-based workshop system conforms to the training objective of local universities to produce advanced applied talents, which is conducive to improving students' professional skills and practical ability, and cultivating students' consciousness of innovation. The workshop system can make full use of school-enterprise cooperation to expand teaching resources, reduce teaching costs and strengthen the support of running a school. This paper found problems in the operation of audio-visual project workshop when practical teaching was carried out by the digital media laboratory information management platform, and attempted to find the solutions suitable for the school, so as to provide approaches for the practical teaching of media major in local colleges and universities.**

Keywords—*project-based workshop; local colleges and universities; practical teaching; media major*

I.   INTRODUCTION

With the rapid development of the society, varied demands have been put on talents. In this condition, a creative production mode, workshop which is taken up by several people, has come into being. Originating from the Bauhaus school of design in Germany in the 20th century, the workshop mode has become popular in the whole society as it recognizes its partners as master and apprentice, boasting practical guiding significance without the traditional classroom teaching thought. Hubei Engineering University where the author studied is originally a local university which has now positioned as application-oriented college. The application-oriented colleges and universities put more emphasis on students' practical work ability, professional skills and innovation and entrepreneurship ability, so as to produce the application-oriented professionals that meet the needs of the grassroots. Additionally, these schools set the majors, scientific researches that are responsive to the local industries' needs. This paper, combined with the practices and researches of project-based workshop, colleges and enterprises docking, carries out the exploration on audio-visual project workshop personnel training mode in practical

teaching.

II.   PROJECT-BASED WORKSHOP SYSTEM MEETS THE GOAL OF CULTIVATING LOCAL ADVANCED APPLIED TALENTS

A.   Conducive to improving students' professional skills and practical ability

The media is a highly practical industry which requires practitioners to have solid professional skills, high practical ability. One of the major features of audio-visual project-based workshop is that the practical teaching is guided by the project, so that students can fully participate in the practice. It pays more attention to practical teaching while delivering theoretical guidance. The workshop system, based on actual projects, simulates the real working environment and procedures, and takes real products as the evaluation basis, which can effectively improve students' professional skills and practical ability. This is why many applied majors adopt workshop system. According to the situational learning theory, knowledge is not abstract but situational, and not derived from the logical construction with books, but from the practical experience. It is said that learning is an integral, inseparable social practice, which is a part of the creative social practice in the real world.[1] That is to say, the key to comprehending and constructing knowledge is to participate in practice. Knowledge can only become skills and abilities through the practice in reality. Whereas, the audio-visual project workshop is undoubtedly one of the best teaching methods to accomplish this transformation.

B.   Conducive to cultivating students' innovation consciousness and ability

Under the Omnimedia, the media industry integrates thoughts, wisdom, creativity and content production relying on the Internet. Fundamentally, to train media professionals is to raise their innovative consciousness and creativity. The innovation ability has always been the pursuit of practical teaching. However, the traditional teacher-centered teaching practice is not conducive to the cultivation of students' innovative ability. Instead, we need to create an active, open

and active teaching environment where students can question when learning, develop new ideas and apply new methods to solve problems creatively. Audio-visual project workshop is a student-centered, project-based combination that enables practical teaching through project implementation. This teaching process involves a cooperative and equal working relationship. Frequent contact provides a more relaxed environment for the students to give play their creation compared with the classroom. In terms of teaching approaches, the workshop often encourages students to take the problem as the guide and independently consider, conceive schemes and solve problems. Moreover, the project itself often requires innovative results. Therefore, compared with ordinary teaching methods, project workshop is more conducive to cultivating students' innovative consciousness and creative ability in terms of teaching environment and teaching approaches.

C. Conducive to cultivating students' comprehensive quality and adaptability

The media industry is developing rapidly. New technologies, new products and new fields keep cropping up one after another. Therefore, only by paying close attention to the frontier and introducing technologies and information into practical teaching in time, can we cultivate the media talents that cater to the society and the industry. The workshop is such a production that keeps close contact with the industry as it undertakes social projects. As a consequence, it can ensure the quality of practical teaching and improve student's social adaptability. In practice teaching in the workshop, students need to independently organize themselves, divide the work and cooperate, contact and communicate with all sectors of society and even party A, and mobilize various social resources to promote the implementation of the project. All these are conducive to improving students' awareness of teamwork, organizational ability, coordination ability, communication ability and management capability. Because the actual project presents more pressure than ordinary teaching, students shoulder more sense of responsibility to complete project, and they will also have a greater sense of achievement. To recap, the workshop system is of direct help to the formation of students' professional personality and the improvement of their social adaptability.

D. Conducive to expanding the teaching resources and the supports for school

With the development of society and the popularization of higher education, people have come to realize that talent training cannot be done behind closed doors. Socialized education has become a common trend, especially for the training of applied media talents. However, the truth is that many media majors in colleges and universities are newly established without rich teaching resources and favorable teaching conditions. Fortunately, the deficiencies in equipment, places and teaching staff have been addressed by the workshop system which facilitates communication and cooperation among the school, the enterprise and the society. Schools have access to the software and hardware of the latter to reduce the teaching cost and at the same time, improve the teaching quality. More importantly, industry and enterprise experts and senior staff can access the teaching field in the name of double-

professionally-titled teachers, and provide valuable experience and practical resources that are rare in school.

III. EXPLORATION EXPERIENCE OF PROJECT-BASED SYSTEM IN PRACTICAL TEACHING

A. Relying on the digital media laboratory information management platform

When undertaking the project, audio-visual project workshop requires all students and teachers to participate in. They will simulate the work mode of small businesses, from recruitment, project management, and incentive mechanism to financial management. All the operations are relied on digital information management platform, which will not only facilitate modern management, and also enlarge its popularity and influence.

B. Strengthen school-enterprise cooperation

If schools don't strengthen the practical teaching about media professional, and just conduct theatrical teaching according to the textbook, the teaching effect will be very poor. The nature of the media demands students learning through practice, otherwise, the efforts will be wasted. Given this, to bridge majors with the society, we need to consider the workshop social context, extend teaching content, integrate teaching mode with school services, enterprises and social projects. Students will gain a lot in both professional quality and comprehensive ability by finishing the project work, practicing the media technology, and following the instructor of employees. With the enterprise media resources, human resources and materials, they learn professional knowledge while developing individuality [2].

C. Strengthen the training of top-notch professionals

Innovative entrepreneurial media talents are much-needed in the society. As the media industry develops rapidly, under the workshop system companies project simulation should be carried out together with the teaching of the textbook. As for the media industry, talents training should be combined with the enterprise practice, and theoretical study, so as to produce high-end talents. In the context of workshop system, innovative and entrepreneurial media talent should realize in the exploration on talent training mode that the students major in media profession, whether the playwright-director or broadcast are required by each enterprise. Therefore, in the higher vocational education, schools need to implement workshop personnel training mode, guide and pay attention to students with great development potential. Convert the talent training into a complex activity integrating teaching and production [3].

IV. PROBLEMS AND SOLUTIONS IN THE OPERATION OF PROJECT-BASED SYSTEM

A. Problems

1) Weakness in the mentor's ability
In School of Literature and Journalism of Hubei Engineering University, media advertising, broadcasting and hosting and artistic and network, digital media art and new

media, the training method of participating competition have achieved very good results in the practical teaching of advertising, broadcasting and hosting. However, for the new digital media art and new media major, although the workshop reform helpt a lot in the students' application ability training, there are many impediments, such as limited amount of project and practical teaching experience shortage. In the workshop equipped with the two teachers from the enterprise and the school respectively, the former one has limited energy, and the latter is not able to go deep into the project. What's more, in the workshops that are set up in Xiaogan TV stations at all levels and media studios of various types, it's common to see that students are not able to quickly participate in practical projects and corporate tutors ineffective cannot effectively organize these students. To sum up, the fundamental problem is the ability structure of the teaching team. In fact, about one third of the teachers were major in advertising, while the other two thirds were from the communication and literature professions. Therefore, it is inevitable that these teachers lack of project experience, or carry the genes of the original major. In a word, the lack of comprehensive professional skills and project follow-up ability leads to insufficient guidance for students, thus affecting the normal development of all kinds of workshop project, which is actually a common problem in the media major of local application-oriented undergraduate colleges and universities.

2) Unstable project source

The fundamental purpose of the workshop is to carry out practice teaching of which the basis is the project. High-quality and stable projects can help improve the quality of practical teaching, and good practical teaching quality can ensure the smooth implementation of the project. Only when the two complement each other can the sound operation of the workshop be guaranteed. However, in reality, they often confront each other. When short-term project of school-enterprise cooperation is finished, the workshop cannot passively wait for another project. If the source of the project is unstable, the practice teaching based on the project cannot continue, which will make the whole teaching process incoherent and seriously affect the teaching effect, thus losing the significance of the audio-visual project workshop.

3) Conflicts between enterprise-style operation and school-style management

Audio-visual workshop adopts the operation mode of corporate. Each project has a leading group and project leader, and the responsibilities of the project are assigned to each person. Under this mode, salary management and work system can improve the operation efficiency of the whole project. Different from the school management system, it will inevitably affect the teaching quality and even the smooth progress of teaching when the project is inconsistent with the teaching content and the teaching plan. In school, students are evaluated by the credits they obtained after passing the examination. However, there is no clear explanation on the teaching evaluation system for the workshop.

B. Solutions

1) Enhance the construction of double-professionally-entitled teachers

The implementation of the practice teaching mode, project workshop system, requires three key elements, that is, project-based teaching content, professional learning situation and socialized learning results. According to the employment direction of students majoring in advertising, broadcasting and hosting, digital media art and new network media, the projects that the studio can undertake are generally photography, animation, film and television creation and post-production, etc. These projects are relatively interdependent. This requires the instructors of the project workshop to be proficient in hardware equipment such as photography and video shooting, as well as the software of post-production such as Photoshop, Premiere and Adobe after Effects. In addition, they need to possess rich humanistic and social science knowledge and good music, art taste, have good communication ability and have acumen market sense. In short, a workshop mentor should have good theoretical literacy, skilled practical skills, and the ability to sense the market.

2) Deepen school-enterprise cooperation

In view of the unstable source of studio projects, we can take measures from three aspects. First, define the scope of service according to the teaching task undertaken. The workshop services, in addition to considering the local industrial docking, tutor research direction, needs to start from the teaching task, so as to ensure the consistency of project undertaken and teaching content. Second, improve the service. Only by improving the service and establishing a certain degree of popularity and reputation in the industry and society, can we expand the source of projects and thus have more opportunities to choose projects suitable for teaching. Third, establish long-term cooperative relations with enterprises. For example, we can provide services with annual fee for enterprises. The enterprise pays a fixed fee every year, and the workshop undertakes the certain business of the enterprise, so as to ensure the sustainability of the project and teaching.

3) Innovate system management pattern

In accordance with the principle of deepening cooperation and seeking mutual benefit, we need to complete the target management and system construction of school-enterprise cooperation, and establish a long-term operational mechanism for promoting school-enterprise cooperation. First, we should take measures to improve the organizations, for example, set up the school-enterprise cooperation office, and take over the daily work of the audio-visual project workshop. Second, establish and improve the school-enterprise cooperation rules, improve the operating mechanism. Formulate or revise rules and specifications like the *Measures for the Implementation of University-Enterprise Cooperation and Project-Based Workshop Management, University-Enterprise Cooperation Project Management, Implementation of the Cultural Mix between Colleges and Enterprises, Management of Joint Construction of Training Bases and Measures for the Administration of Social Services.* Take target management and project management for those workshops that at the core and the key link to mobilize the two sides. Third, establish a deep collaboration. Enterprise and school can jointly conduct on-the-

job staff training or pre-job training, organize teaching materials to enrich the case teaching with the combination of new technologies, new processes and theories, which paves the way for the employment and sustainable development of students.

V. CONCLUSION

The media industry develops so rapidly that universities and colleges are prompted to prepare teaching courses for the media job under the influence of the project-based workshop, which aims to improve the students' ability of professional operation, and vocational quality in the future. It is found in the practice exploration that media talent cultivation system integrates project-based workshop system and professional system, and deepens reform of the teaching management system. The digital media art is exactly the innovation entrepreneurship practice based on professional workshop system teaching mode, which optimizes advanced applied talents training mode in a practical way. It has achieved good teaching effect by linking the teaching and practice, employment, entrepreneurship effectively. In a nutshell, innovations should be made on teaching mode according to the

changing needs of the Times. The development of education will gain more momentum.

REFERENCES

[1] Lave. Situated Learning: legitimate peripheral participation[M]. Shanghai: East China Normal University Press, 2004.

[2] Wu Hua, Luo Haiping. Research on the Cultivation Mode for Innovative and Entrepreneurial Talents under Workshop System [J]. Tsinghua Journal of Education, 1999, (4).

[3] Xiao Haiping, Deng Yincheng. Cultivation of College Students' Entrepreneurial Quality and Teaching Reform in Colleges and Universities [J]. Journal of Hebei Normal University: Educational Science Edition ,2009, (2)

[4] Deng Qihua, Wang Lin, Yang Zongwei, Wang Zhibin, Fan Zhengpin, Zhou Wen." Practice and Exploration of School-Enterprise Cooperation Mode of "Hui-Zhan-Shi" [J]. Chinese Vocational and Technical Education, 2015 (35)

[5] Qi Guanghui. Thoughts on the Development of School-Enterprise Cooperation in Vocational Colleges [J]. Modern Enterprise Education,2013, (18)

[6] Lv Meng, Rao Wei. Development and Transformation of Experimental Teaching of Journalism and Communication under Omnimedia Environment [J]. Research and Exploration in Laboratory, 2017.10(36)