

# Design Talent Training Strategies under the Multi-interactive Teaching Model

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**Abstract**—Along with the development of the design discipline in our colleges and universities, it puts forward higher requirements to the talent training model. Although there have been some mature experience worthy of reference, but there are still some problems. We have a long way to go in the school-enterprise cooperation for design discipline. In the new situation, it also faces severe challenges. This paper has put forward some implementation strategies of "multi-interactive teaching" to explore a new design talent training way.

**Keywords**—*multi-interactive; school-enterprise cooperation; internet teaching; interdisciplinary teaching; cooperative learning*

## I. INTRODUCTION

The design talent training goal of our colleges and universities requires to foster talents according to the needs of society, the industry, enterprises and posts, and students' self development, requires to strengthen students' design skills training, cultural literacy and professional quality, requires to attach importance to the cultivation of students' individual creativity, communication ability, team cooperation ability, employment ability and employment skills, and strength students' sustainable development ability.

In 2011, design science was ranked as first-level discipline. The Academic Degrees Committee of the State Council issued Awarding Degrees and Talent Cultivation Discipline List (2011). The credits of design science previously belonged to that of arts and engineering. Since then, the two disciplines of arts and engineering have begun to play a role in the same platform. Design science has stepped into a healthy development way. The List also gives clear requirements on design knowledge, design ability and design quality of the talents. All of these have put forward new requirements and challenges to the innovation of the talent training model in colleges and universities in China.

The multi-interactive teaching is no doubt a new model in design in colleges and universities, and it has begun to play a very important role in the teaching .

## II. PRACTICAL DIFFICULTIES AND PROBLEMS IN DESIGN EDUCATION

At present, there appear some gaps between design education and design industry in our country. The main manifestations are that design talents from colleges and universities can not directly engage in design work and design enterprises need to retrain them.

The phenomena reflect some problems and it hinders the sound development of design education and design industry in China. As a whole, the problems are as follows:

- single teaching model
- single curriculum setting
- single teacher structure
- single skill of teachers
- single employment channel

We have accumulated a lot of good experience and measures to solve these problems. But some problems are difficult to solve in a short time, which requires to the role of collective power.

## III. THE IMPLEMENTATION STRATEGIES OF MULTI-INTERACTIVE TEACHING

### A. Keeping Promoting the "School-Enterprise Cooperation" Model

The core idea of the multi-interactive teaching lies in the integration of all the effective resources serving for education. The manifestation mainly is the "school-enterprise cooperation".

1) *The traditional model of the "school-enterprise cooperation" in design talent training model in colleges and universities.* Design science is a comprehensive application discipline, with a strong social practice. It is mainly used to train academic and applied professionals. Students need to have relevant design knowledge, design ability and design quality. According to the different professional training objectives, currently the design talent training model in colleges and universities can be divided into the following types:

- "Engineering workshop" model. This model builds a good platform for professional teachers, corporate designers and students, which give schools and enterprises common support. So, it has received a general welcome in the education circles and become an important model of "work-integrated learning". This model help students finish design tasks and improve their design ability, making ability and teamwork, and mobilize the initiative of the students. It also makes the school effectively use the resources of the enterprise serving for teaching and enables enterprises to take advantage of intellectual resources of teachers and students to generate profits.
- "Order training" model. This model mainly relies on the joint coordination of schools and enterprises to cultivate specific talents for specific enterprises. The schools make teaching program, teaching outline and curriculum according to training objectives, and employ relevant teachers to train new talents for enterprises. It is a highly targeted model.
- "Project guidance" model. In the "project guidance" model, the schools directly introduce enterprises' design projects or production tasks into class. Then teachers and students together carry out the teaching around the project or the task.

Overall, the "combination of production and study" is the basic concept of the professional construction and teaching reform of design science. It mainly emphasizes to "rely on the industry, closely contact enterprises, dock with occupation, optimize the specialty, serve the industry and promote employment. It is an ecological model and an extensive ideal model.

#### B. The Difficulties of the Traditional "School-Enterprise Cooperation" Model

The traditional "school-enterprise cooperation" needs to be built on the basis of a certain teaching plan, which has to solve difficulties in many links:

- difficult to find appropriate cooperative enterprise
- difficult to find appropriate cooperation projects
- difficult to find a suitable teacher
- difficult to find a suitable time
- difficult to find an appropriate teaching outline

The smooth docking of school-enterprise project shall not only accord with the laws of the teaching, but also meet the needs of enterprises. There are certain standards and certain time limit in the implementation of the enterprises' project. The completion of the docking needs to meet all these preconditions.

#### C. The Innovation and Practice of "School-Enterprise Cooperation" Model

In the face of these difficulties, the paper has put forwards some new attempts and explorations on the basis of

the traditional model of Easton Academy of Fine Arts in Zhengzhou University of Light Industry.

1) *The fast single training model paying attention to solve specific and professional problems.* The fast single training is mainly to solve certain professional problems. For example, aiming at the subject of "How can we improve students' logo design ability quickly in visual communication design?", Easton Academy of Fine Arts of Zhengzhou University of Light Industry cooperated with Zhengzhou Graphic Arts and Design Association, discussed and found an effective model - fast special training. Not only that, they have made some attempts. In April 2013, with the joint efforts of both sides, they carried out three-day fast special training on the school-enterprises cooperation project with "Jianhe Action" as subject. This topic is selected from the network and is a real symbol collection subject. It is aimed to design logos for Desert Ecological Industry Research Institute jointly established by Nanjing Agricultural University and Xinjiang Agricultural University, and Desert Research Institute of Arid Region. The schools invited 6 designers acting as fast special supervisors and each supervisor had ten students to carry out the subject making. Finally, the logo designed by Zhang Haichang student was selected by the unit and he also obtained 3000 yuan as reward.

Fast special training shortens the time of the traditional school-enterprise cooperation and has a good practical effect. It is a cost-saving cooperation model.

2) *The master workshop model focusing on creative thinking training.* The master workshop is one of the most popular and widely recognized models in recent years. The teachers selected for this model have a very high reputation at home and abroad, and have very high professional standards. Generally the master workshop training cycle is a week. It is a general-purpose model focusing on the development and training of students' creative thinking. Take visual communication design as example. Easton Academy of Fine Arts of Zhengzhou University of Light Industry has established a "display workshop" together with Pennsylvania State University, and they have achieved good teaching results in practice. Students have some foreign thinking training methods through the master workshop, and they can apply to the practical professional learning.

3) *The specific long-term subject model based on the graduation design.* In exploring the school-enterprise cooperation way, in order to solve the problem of the relations between subject and time, Easton Academy of Fine Arts of Zhengzhou University of Light Industry and Zhengzhou Hongguan Culture Co., Ltd. jointly developed the special book design subject - imprinting plan based on graduate design. The plan cycle is 14 weeks. The cycle is relatively long. The selected subjects are from the real needs of enterprises. This model can not only finish the enterprises' projects, but also help graduates finish graduation design. In addition, it builds a two-way selection platform for enterprises and students.

In short, "school-enterprise cooperation" has become the inevitable choice for the development of design discipline in

colleges and universities, and the inevitable choice of the talent training model, and one of the important ways for the healthy development of design discipline. We have a long way to go in the exploration and development of the new model, and we still have to try a lot and make reforms. The school-enterprise cooperation could play its due role in the development of design and the cultivation of design talents in our country.

#### IV. THE PROMOTION OF DIVERSIFIED TEACHING FORMS

The idea of "education fairness" is particularly important in the healthy development of the whole design education. With the continuous development and progress of science and technology, this desire is getting closer and closer to us. "Education fairness" is slowly advancing accompanied by the promotion of diversified teaching forms.

##### A. *The Network Teaching Relying on Internet Technology*

As a new teaching form, MOOC has entered into our daily lives. The large-scale open online courses have emerged since 2008 and developed rapidly in the United States since 2012. It has received the public's warm welcome because of its scale, openness, transparency and easy access.

The biggest characteristic of MOOC is that anyone can enter the study free of charge, which is also the most direct way to achieve the "education fairness", because excellent teacher resources are shared among students from everywhere.

The remote education relying on the Internet technology will set off a new wave of education across the world, which is bound to be a revolution in education cycles and will promote a series of education reforms in the aspects of teaching content, teaching methods, and etc.

##### B. *The Participation of Public Interest Groups in the Open Class Teaching*

In recent years, there have been some new educational behaviors or educational activities in a large scale in China. The performers and practitioner of these activities have a common feature that they are the first-line designers in the design industry. And these educational activities are all held in a non-profitable manner and in the type of "public lecture" and "exchange and sharing", such as Chinese Designer Salon (CDS), Zhengzhou Graphic Arts and Design Association, Shenzhen Graphic Design Association, China Design Three's Activity, Beijing International Design Week Activities, the annual design education meeting of Chinese Higher Education Institute and other activities.

The promoters of "public lecture" and "exchange and sharing" are almost all initiated and organized by designers collectively. The common characteristic of this educational activity is the "experience exchange in design". The industrial insiders can communicate with each other, and relevant teachers and students even customers can participate in these activities. Especially for students, these education resources are open and free of charge. It is absolutely fair and open education class.

The fairness of education reflects its important significance and value in the promotion of such a non-conventional education, whose function is quiet and silent.

##### C. *The Interdisciplinary Integration Teaching*

With the development of society, the concept of design is showing a trend of "interdisciplinary integration" among various professional design specialties. The relationship of all design specialties is becoming more and closer, even it can be said they are inseparable from each other.

Fuzzing up the definitions of these design specialties has put forward higher requirements and expectations on design education, and it also requires design talents to master comprehensive knowledge in a higher level.

The specific implementation core of the interdisciplinary integration teaching is to integrate the resources of professional teachers, and develop a unified design plan according to the specific design project, and achieve the cooperation of different specialties. For example, the design exhibition of certain brand may involves in logo design and font design of graphic design, and appearance modeling design of product design, exhibition and display design, interior environment design, fashion design, animation and advertising and so on. It requires a unified style to plan the whole situation and all design specialties should communicate with each other.

According to this idea, we can establish the cooperative platforms among all specialties in teaching content, and develop a detailed teaching plan, so that teachers and students can work together in various fields and realize the perfect integration of all specialties. For example, the all-dimensional interdisciplinary integration design of international well-known brand Apple is the best successful business case.

##### D. *The Cooperative Learning in Teamwork*

Almost all enterprises need active and cooperative high-quality talents, but nearly all enterprises need to retrain their staff to meet the standards.

How to play students' learning enthusiasm and initiative is long-discussed subject in colleges and universities. And the basic reason of the long lasting subject is because that we adjust the talent training model according to the actual needs of the society. In design industry, enterprises have high requirements for the cooperation ability of design talents, so it is very important to solve the problem in the school.

In the group teaching model, the design project making can establish a cooperative learning environment for students in a short time. Group teaching can promote the students' team consciousness, improve the students' learning interest, and improve the learning atmosphere. It can be said that group teaching is the most effective method of cooperative learning.

## V. CONCLUSION

With the “multi-interactive teaching” model, we can use all social and educational resources more efficiently and explore the possibility of diversified education forms from society, schools, enterprises, teachers, students and other aspects. From the perspective of social coordinated development, it can build a series of education resources into interest community and thus lay a theoretical foundation for the healthy development of design education and design industry.

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