

## *Original Paper*

# Research on the Construction of New Studio System Teaching Mode for Public Art Majors

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### **Project**

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### **Abstract**

*The construction of a new studio teaching mode for public art majors can provide students with practical learning platforms and environments, which can help to cultivate high-quality and innovative artistic talents and provide new ideas and methods for the integration of engineering, industry-university-research fusion of talent cultivation. This paper analyzes the role of the new studio teaching mode for public art majors, the problems faced and the construction strategy, in order to cultivate more art talents with high quality and innovation ability.*

### **Keywords**

*public art major, new studio system, teaching model*

2022 Circular of the General Office of the Ministry of Education on the issuance of “The Guidelines for Public Art Programs in Higher Education Institutions”. It is pointed out that a batch of high-quality digital educational resources for public art will be developed, a batch of aesthetic practice bases will be constructed, and a batch of outstanding achievements in public art education in higher education

institutions and studios of famous teachers will be cultivated. The policy provides guidance for the construction of a new studio teaching mode for public art majors, and how to effectively construct a new studio teaching mode for public art majors and strengthen the integration of engineering, industry-academia-research fusion of talent cultivation requires further exploration and practice by teachers.

## **1. The Role of New Studio System Teaching Mode Construction for Public Art Majors**

### *1.1 Favorable to Cultivate Students' Professionalism and Skills*

As a public art major cultivating talents of open public space art creation and urban environment design, it has strong practicality, and only through practical operation can it promote the transformation of art creation. The studio system teaching mode takes the enterprise as the carrier, takes the studio as the teaching platform, and cooperates with the enterprise to undertake the public art related design projects, students can contact the public art related work positions and work projects in advance under this studio system training mode, students can enhance their vocational skills by participating in these projects and practical operations. At the same time, in the studio system teaching mode, students can participate in the actual project, students can not only learn public art related knowledge and skills, but also come into contact with the industry norms, professional ethics and other content, through the latest development of the industry and the requirements of the understanding, so as to enhance the students' vocational literacy and skills, can lay a good foundation for the future development of the profession (Dong & Zhu, 2019).

### *1.2 Promote School-Enterprise Cooperation to Realize Teaching-Doing Integrated Teaching*

In the studio system teaching mode, emphasizing school-enterprise cooperation, through the introduction of enterprise projects or co-development of the curriculum with enterprises, allowing students to participate in enterprise projects and work, which is conducive to the realization of the combination of work and study, prompting the integration of teaching and doing teaching, and promoting the teaching of public art majors to match with the work of the relevant industry, which is conducive to the realization of the combination of theoretical and practical teaching. In addition, the new studio system teaching mode focuses on practical operation and independent exploration, and integrates teaching, practice and creation, so that students can master the theoretical knowledge of public art majors in their study and apply this theoretical knowledge in practical operation and creation, realizing the integration of teaching and doing, which is conducive to the cultivation of students' practical ability and creative ability, and to the improvement of the quality and effect of teaching.

### *1.3 It Is Conducive to Stimulating Students' Enthusiasm and Autonomy in Learning*

On the one hand, the new studio system teaching mode focuses on practical teaching and the combination of actual projects, students by participating in the design, planning and implementation of real projects, students in the real or simulation simulation of the working environment, can be a real sense of the actual working atmosphere and requirements, in this atmosphere, students can be prompted

to enhance learning motivation and enthusiasm. At the same time, students can experience the fun of personal participation and the challenge of independent creation in real projects, which can improve students' autonomy and enthusiasm in learning knowledge and skills through hands-on practice. On the other hand, the new studio system teaching mode emphasizes group cooperation and interaction, students can play out their strengths and specialties in team interaction, and interact and cooperate with classmates, teachers and industry experts, which can stimulate students' sense of competition and spirit of cooperation, and motivate students to consciously learn the relevant knowledge and skills of public art majors and apply them better in group cooperation (Zhang & Jia, 2019).

## **2. Difficulties Facing the Construction of New Studio System Teaching Mode for Public Art Majors**

### *2.1 Insufficient Teaching Equipment and Resources*

On the one hand, the teaching equipment is insufficient. As public art majors need to establish a variety of themes according to the teaching content of the studio platform, such as sculpture, interior design, garden architecture design, landscape design studio, rendering design studio, etc., in these studio teaching venues and equipment, usually need painting tools, sculpture tools, multimedia equipment, computer equipment, drawing software and other equipment and venues. However, in the actual teaching, due to the lack of capital investment in some colleges and universities, the studio system teaching equipment is not complete, or part of the teaching equipment is old and aging, which directly affects the construction and smooth implementation of the studio system teaching mode. On the other hand, the construction of teaching resources is insufficient. As the new studio system teaching mode emphasizes the combination of teaching with actual projects, which requires the combination of course content with actual work requirements and industry development dynamics. However, most of the current teaching materials and curriculum are unreasonable, such as the content of the textbook is not updated in time, and the curriculum is heavy on theory and light on practice, which seriously affects the development of the studio system teaching mode. At the same time, there is insufficient sharing of teaching resources for public art majors. Different teachers or classes have not established teaching resource sharing platforms and mechanisms, resulting in teachers usually working separately when teaching public art courses. Or there is insufficient sharing of teaching resources between colleges and universities, and the cooperation between colleges and universities and enterprises is not deep enough, resulting in insufficient sharing of project resources between schools and enterprises, which affects the quality of teaching.

### *2.2 Shortage of Teachers in the Studio System*

The studio teaching mode has high requirements for "dual-teacher" teachers, who are required to skillfully lead and guide students to complete the design, planning and execution of various practical projects. However, there is a relative shortage of teachers in the studio system, which is unable to provide sufficient support for the construction and smooth implementation of the studio system

teaching mode. First, the number of “dual-teacher” teachers is insufficient. As the new studio teaching mode of public art majors requires more teachers with practical experience and innovation ability, but some colleges and universities have a relatively small number of “dual-teacher” teachers. Secondly, the comprehensive quality of the existing teachers of public art majors is still to be improved, especially in terms of practical experience, most of the teachers take charge of the teaching duties directly after graduating from colleges and universities, and lack of practical work experience. And the school of public art teachers “dual-teacher” teacher training is less, usually one or two times a year to organize short-term training, especially the practical experience needs a long time to accumulate, short-term teachers’ practical experience cannot be significantly improved, the quality of teaching will have a certain impact (Wang, 2021).

### *2.3 Lack of Diversity in Teaching Methods*

First, the practical teaching is insufficient. Most teachers have limited opportunities for practical teaching due to their lack of practical teaching experience and the limitations of class time, space and equipment. At the same time, there are fewer practical teaching resources. Under the new studio teaching mode, there is a lack of real project resources to carry out practical teaching, resulting in relatively few opportunities for students to participate in real projects or channels for cooperation with the industry, which is not conducive to the cultivation of students’ practical ability. Second, the lack of personalized and differentiated teaching. Due to the individual differences of students, especially the public art profession mainly cultivates students’ spatial art innovation ability and urban environment design ability, which requires higher personalized teaching requirements for students. Most teachers ignore the individual differences and personalized learning needs of students in the construction of the new studio system teaching mode.

## **3. Public Art Major New Studio System Teaching Mode Construction Strategy**

### *3.1 Strengthen the Construction of Teaching Equipment and Resources*

On the one hand, the construction of teaching equipment has been strengthened. First of all, the construction of a complete studio system of practical teaching places. In the public art profession involves the teaching content of space form design, sculpture, decoration, display design, landscape, garden architecture and public facilities. In this regard, in the specific studio system teaching, the need for different types of course content for the establishment of different studio practice teaching places, such as space art studio, laboratory, exhibition space, sculpture studio, landscape design studio, etc., these practice teaching places also need to be equipped with a full range of corresponding facilities and equipment according to the professional needs, such as multi-media equipment, computer equipment, drawing software, painting tools, Sculpture tools, virtual reality equipment, digital tools and so on. Ensure that the studio system practice teaching places can meet the needs of different teaching contents of public art majors, and provide students with sufficient creation and display platform. Secondly, strengthen school-enterprise cooperation to obtain more teaching equipment support. Colleges and

universities should strengthen cooperation with public art-related industry enterprises, and strive to obtain more teaching equipment and capital investment, and obtain relevant technology and equipment support. At the same time, part of the funds invested in equipment updating and maintenance, timely updating and maintenance of teaching equipment to ensure its normal operation. And according to the development of technology and industry trends related to the public art program, select advanced teaching equipment that matches the needs of the program.

On the other hand, rational planning and use of teaching resources. First of all, update the teaching content in time. Teachers in the studio system teaching, should be reasonable planning and updating of teaching content, to ensure that the teaching content and the current industry match the actual project requirements. Teachers can track the development of the industry, always pay attention to the development of public art-related industries and fields, through active participation in seminars, exhibitions and other activities to communicate with professionals, access to the latest industry information and cutting-edge knowledge. Teachers can also update their teaching aids and learning resources regularly, pay attention to the latest publications and research results of teaching materials, and choose teaching materials that match their professional needs and course contents. At the same time, teachers can use online pintai and digital resources to explore and integrate rich and diverse teaching resources. Secondly, establish a teaching resource sharing platform for public art majors. Strengthen inter-collegiate cooperation, teachers of public art majors in major colleges and universities work together to develop relevant teaching resources in the teaching resources sharing platform, such as lesson plans, teaching videos, etc., to ensure the interoperability and sharing of teaching resources. Colleges and universities should encourage teachers to take the initiative to upload and share their own teaching resources, and set up an incentive mechanism to give certain rewards to outstanding resource contributors. At the same time, strengthening school-enterprise cooperation, obtaining public art-related project resources of cooperative enterprises, providing sufficient resource support for studio system teaching (Chen & Nie, 2021).

### *3.2 Strengthening the Faculty of Studio System*

First, increase the introduction of “dual-teacher” teachers. Colleges and universities can select and introduce teachers with high quality, high business ability and rich design practice experience to join the studio system team through online and offline publicity and recruitment channels. Or in the case of school-enterprise cooperation, hire design enterprise professionals to work as part-time studio teachers to provide practical guidance for students. Second, strengthen professional training. Colleges and universities should organize regular professional training for existing public art teachers, such as internal training activities, external workshops or academic seminars, etc. The training content covers the studio system teaching methods, curriculum design, assessment and feedback, etc. Teachers are encouraged to actively participate in teaching research and academic exchanges inside and outside the school, and constantly update their teaching concepts and methods. At the same time, colleges and universities can encourage cooperation and exchanges among teachers of the studio system, and

strengthen cooperative learning and experience sharing through teaching activities and lectures, so as to improve teachers' teaching level.

### *3.3 Adopt Diversified Teaching Methods*

First, group cooperative teaching. In the construction of the new studio teaching mode, group cooperative teaching can be used to cultivate students' sense of teamwork and writing ability, improve students' independent exploration and innovative thinking, and realize personalized and differentiated teaching. In this regard, in group cooperative teaching, teachers should divide students into several groups according to their strengths and personalized differences, and clarify the learning tasks and responsibilities of each group member. Afterwards, through the group discussion and practical operation to complete the learning tasks, and the completed works or results of the display evaluation, the teacher of the students' learning results for comment and guidance. For example, in the teaching of public landscape design courses, the teacher undertakes a city public landscape design project, leading students to participate in the public garden plant landscape configuration design, and set up teaching tasks, so that students design the plant landscape configuration effect diagram. Teachers can guide students to carry out group cooperative learning, clear that the purpose of its cooperation is to master the public garden landscape plant landscape configuration, garden plant configuration characteristics of different regions in the north and south, to master the plant landscape modeling and the overall garden harmony and spatial localization and other knowledge. And the members of each group to divide the labor cooperation, and finally discuss the best design effect diagram, the effect diagram works displayed for teachers to comment and guidance. Through this mode of cooperation, students can complete their respective tasks and express their opinions and views together to design the best rendering.

Second, practical teaching. Teachers should actively cooperate with relevant design enterprises, such as cooperation with interior design enterprises, involved in interior design projects, so that students master the interior design process and skills, enhance students' practical ability. At the same time, virtual reality technology, case studies and other ways to make up for the shortcomings of practical teaching, through virtual simulation studio to create a realistic work practice environment, in the work practice simulation of the real project design, planning and implementation of the process and specifications, from which to exercise the practical ability to operate. In addition, teachers can reasonably arrange the course time to ensure that students have sufficient practical operation practice, or can take a segmented practical teaching.

Third, the school-enterprise cooperation project teaching. Colleges and universities should strengthen cooperation with art and design-related enterprises, establish in-depth school-enterprise cooperation mechanism, so that students can participate in various practices such as actual projects, internships and workplaces in enterprises, and borrow external resources such as enterprise working environment, actual project resources, professionals, etc., to enrich the teaching resources, equipments, venues and contents of the studio system teaching mode, and to work together to complete the design projects

under the cooperation between schools and enterprises. Teachers and representatives of enterprises participate in the design and implementation of the projects, which take into account the students' professional development needs and practical goals, and meet the needs and expectations of enterprises. Teachers can guide student teams in project planning, task division and scheduling to ensure that the project is completed on time and in accordance with quality and quantity. Teachers act as mentors to provide guidance to students, organize regular project discussions, guide students on how to solve problems and reflect on the summary, and promote students' independent thinking and learning (Yi, 2021). For example, a college in Changchun, the School of Public Art and a landscape design enterprise in Beijing signed a school-enterprise cooperation agreement to carry out project teaching in landscape planning and design, public space design, residential community environmental design, campus planning, etc., to provide students with real projects for the studio system of teaching, the two sides reached a number of school-enterprise customized training, coordination of human resources and innovation, scientific research exchanges, internships, and other aspects of the cooperation reached a number of consensus. The two sides have reached a number of cooperation consensus in terms of customized training, coordinated education and innovation, research exchange and internship.

## Conclusion

In conclusion, the construction of new studio teaching mode for public art majors can not only cultivate students' professionalism and skills, fully stimulate students' enthusiasm for learning and autonomy, but also promote school-enterprise cooperation to realize the integration of teaching and doing teaching. However, in the process of constructing the new studio teaching mode for public art majors, there are problems such as insufficient teaching equipment and resources, weak teachers and lack of diversity in teaching methods, etc. These problems can be solved by adopting corresponding measures to ensure the smooth development of the new studio teaching mode and maximize the teaching value.

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