Adapting to the Cultivation of Top-notch Innovative Talents and Exploring the Teaching Mode of Artistic Design Creative Market

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Abstract—In order to adapt to the cultivation of top-notch innovative talents of artistic design, infuse creative market thinking into artistic design teaching, form the teaching contents that take project product development of creative market as a link, take the ability training of top-notch innovative talents of artistic design as the key point, emphasize practical product design and development, and focus on optimizing the cultivation of top-notch innovative talents of artistic design, thus establishing a good industry-academy cooperation mechanism as well as innovative teaching and evaluation method, strengthening the construction of teachers as well as management of the opening of training room, exploring the teaching mode of artistic design creative market, providing helpful exploration materials for the cultivation of top-notch innovative talents of artistic design.

Index Terms—Top-notch Innovative Talents; Artistic Design; Creative Market

I. INTRODUCTION

In 2010, the Chinese Ministry of Education enacted National Outline for Medium and Long-term Education Reform and Development (2010-2020), which expressly proposed to start the program of cultivating top-notch innovative talents. The Outline for Medium and Long-term Education Reform and Development in Zhejiang Province (2010-2020) combined with the strategic planning of educationally powerful provinces and encouraged the institutions to explore boldly, closely integrating the teaching quality improvement, the cultivation of top-notch innovative talents, service industry and socioeconomic development. Higher vocational colleges shall combine with their own advantages and strengths, fully mobilizing the resources of all parties, joining the industry and business strength, training top-notch innovative talents in a necessary and feasible manner.

II. OVERVIEW OF THE CULTIVATION OF TOP-NOTCH INNOVATIVE TALENTS OF ARTISTIC DESIGN

A. Overview of top-notch innovative talents of artistic design

Top-notch innovative talents of artistic design refer to talents who are creative, skillful and literate, embodying both humanistic and scientific spirit, having made significant contributions in certain field and being able to play an important role[1]. Top-notch innovative talents mainly have the following types. First, entrepreneurial talents, they have the potential of innovation and entrepreneurship, with an in-depth professional understanding, introspection, fond of learning, and can find business opportunities and create new business by combining with professional background, personal interests and market trends. Second, technical talents, they have strong practical ability, are willing to immerse in artistic design and production process and are expected to become skilled artisans. Third, leadership talents, they have a strong leadership and organizational strength, accumulated project management and operational experience in the class, community and other affairs, can integrate management skills to the profession, and are hopeful to take office in manager level.

B. Basic approaches for the cultivation of top-notch innovative talents of artistic design

According to the type and characteristics of top-notch innovative talents of the artistic design, the cultivation of top-notch novel talents should be a long process of exploration and can not be achieved overnight. Therefore, it is very important to explore the talent training model which conforms to the growth law of top-notch innovative talents, and it is the most important point to find out the key points from the realistic contradiction of talent cultivation. According to the Theory of Inventive Problem Solving (TRIZ), the practical problems are converted to standard problems, solving practical problems by targetedly finding contradictory matrix table and analyzing innovative principles while making new
solutions[2-3]. By reviewing the specific practice of the cultivation of the top-notch innovative talents, there are difficulties in the construction of evaluation system, teacher construction, management mechanism, industry-academy cooperation and other aspects, among which three types of physical contradictions need to be resolved: how to solve the lack of teachers in the cultivation of top-notch innovative talents, how to efficiently cultivate top-notch innovative talents, and how to open the courses for the cultivation of top-notch innovative talents. By constructing the physical contradiction matrix for the cultivation of top-notch innovative talents of artistic design, we found the corresponding innovation principle and the recommended solution direction, that is to construct an “industry-academy cooperation” teaching mode that encourages innovation and takes the initiative to explore, which is an effective way to cultivate top-notch innovative talents of artistic design. At the same time, teachers for the cultivation of top-notch innovative talents shall be bred to ensure the teaching effect; multi-level innovation activities shall be carried out to promote the teaching process; modern teaching management shall be implemented to ensure the order of teaching, so as to achieve mass nurturing of top-notch innovative talents.

III. ADAPT TO THE CULTIVATION OF TOP-NOTCH INNOVATIVE TALENTS, BUILD THE TEACHING MODE OF ARTISTIC DESIGN CREATIVE MARKET

Creative market is a platform that gathers designers, artists, creative products, creative thinking, trading and communication that are developed from cultural creative industry[4]. Creative market has the connotation of industry-academy cooperation, through the creative market creation, college students can learn a full set of artistic products design and development and management, and significantly improve professional innovation ability, hence creative market is an experimental stage that trains innovative talents of artistic design. The teaching mode of creative market infuses creative market thinking into artistic design teaching, forms the teaching contents that take project product development of creative market as a link, takes the ability training of top-notch innovative talents of artistic design as the key point, emphasizes practical product design and development, and focuses on optimizing the cultivation of top-notch innovative talents of artistic design, thus establishing a good industry-academy cooperation mechanism, promoting the cultural and spiritual construction in universities, creating “an incubator center of top-notch innovative talents of artistic design” with a certain size and influence.

A. Selection approach of the cultivation of top-notch innovative talents

Select the students with innovative potential of artistic design through assessment or recommendation[5-6], and enroll them into the “creative market” class for focused training. To enhance the effectiveness of training, the number of annual “creative market” class shall not be more than 20. Selection methods are “written test + interview” and direct recommendation by teachers. “Written test + interview” method emphasizes students’ logical thinking ability, psychological quality and professional development ability. Then the students with professional expertise, high IQ, and even unbalanced learning are opened up with the “green channel” - directly recommended by the teacher, and finally determined by the teaching committee. Establish a mechanism that is “competent to advance and retreat”, enrolling students with outstanding performance while dropping out those suitable. Therefore, setting up independent selection and exceptional recommendation.

B. Teaching content of the cultivation of top-notch innovative talents

The use of traditional teaching content will have a “insufficient feeding” phenomenon. The implementation of industry-academy cooperation “double-mentor” training model divides the cultivation of top-notch innovative talents into two stages. The first stage is led by the school mentors, focusing on the school independent training, setting up Project Management and Norms of Creative Market, Forecast on Popular Design Trend and other courses, intending to understand the design specifications, to broaden the field of reading design materials, to train an innovation thinking with strategy vision, designing beauty and execution as well as a design inspiration base. In the second phase, the school and enterprise jointly cultivate students, equipping two instructors by professions to take charge of teaching order and student’s professional development. To cooperate with the well-known design enterprises in the province to develop a series of high-quality and practical innovation and practice projects, such as graphic design, new media design, illustrations design, brand case planning Graphic Expression and Brand Application, Internet thinking-based O2O-Integrated Practice Project and other practical projects, so that students can get a profound understanding of the design creative intent in the real market created by the training project, master the ability to independently complete the design and creation, learn skills to communicate and collaborate, and further build up team leadership, providing rich, high quality and targeted teaching resources for the cultivation of top-notch innovative talents.

C. Teaching and evaluation methods for the cultivation of top-notch innovative talents

“Creative market” class sets 4-5 people as a group and a number of teams to participate in training and practice. In the course of teaching, creative market teaching situations are set to trigger students’ thinking and discussion, cases, questions and guidance are used to provide teaching with support. Student teams carry out independent inquiry, material information search, field research, consultation and discussion, co-production and other interactive learning activities, during which they can consult the mentor, submit items for acceptance.

After the completion of the design work, team defense would be carried out, combining self-evaluation, mentor evaluation and other student evaluation to evaluate the effectiveness. The defense is presented by the team leader,
showing the design object and describing the implementation of the design program while accepting questions by the mentor and other students. The evaluation results will determine whether the project can enter the creative market. The mentor participates in the actual operation of the team’s project products in the creative market, and provide timely and effective advice, support, re-evaluation and product transformation and other support for the student team. If the project products are favored by customers, resulting in a certain brand effect and access to enterprise production orders or to national patents, the direct assessment level will be outstanding and will be recommended in the academic assessment, reward assessment and employment work.

D. Construction of teaching staff for the cultivation of top-notch innovative talents

Gather and cultivate a group of leading talents with highly advanced artistic design disciplines by taking the advantage of the industry-academy cooperation, establishing mutual appointment, part-time, consultant and other flexible and diverse mechanisms while introducing craftsmen, design directors and other design leaders from well-known enterprises to enhance the capability of teachers engaging in the cultivation of top-notch innovative talents. Fully tap the gathering effect of leading enterprises, focusing on strengthening the cultivation of young teachers in the school, and gradually forming a joint training teachers structure with reasonable structure and strong strength.

Give full play to the demonstration and leading role of teachings, promoting the effective docking among top teachers in provincial colleges and universities, the national outstanding business teachers, professional leaders in Zhejiang Province and creative market teaching, ensuring that every top teacher guide a young teacher, a student team and achieve some results. Recommend young teachers to participate in domestic and foreign scholars visiting project, make in-depth participation in domestic and foreign creative market projects, promote teacher growth, enhance the ability of innovation and practice, and build a mentor team with reasonable age level and taking top teachers as the core.

E. Opening management of the training room for the cultivation of top-notch innovative talents

Provide a free, independent and creative space for students according to the “creative market” class training plan of top-notch innovative talents, combined with the training center management system, and actively do a good job of training room open management work. Explain the basic safety knowledge and equipment operation through the training of training room’s safety management, so that students can master the use of training room equipment while protecting their own safety, in particular, the German precision miter saw, manual hot stamping machine, touch screen fiber laser marking machine and other special high-end equipment. Add the student team leader of the “creative market” class to the WeChat group of training room’s security management and development, providing students with uninterrupted technical support and equipment use guidance while enhancing the daily management, supervision and feedback of the training room.

IV. CONCLUSION

The school should actively absorb and introduce the advanced educational philosophy at home and abroad. The branch has the experience of international cooperation between China, Australia and other countries. It has the national excellent courses, the central government support training base, the provincial specialty, the province’s first Chinese and foreign cooperated specialty, and should pay attention to the origin and core of artistic design, focusing on the cultivation of innovation and innovation ability. In the actual teaching process, consciously the combination of this emerging model of creative market with artistic design specialty, incubate top-notch innovative talents of artistic design, strengthen the professional training capacity and practical ability of solving practical problems of the training talents. The teaching mode of creative market has achieved some success.

Since the construction of the project in March 2015, the creative market teaching mode has been effective in the cultivation of top-notch innovative talents of artistic design. Its operation relies on the deep integration of reform and teaching practice of the creative market teaching mode, three large creative market activities have been run in the campus, which present handmade craft, fashion design and seven other categories of products. The creative market gathers an average 800 pieces of works from college students and creative designers, bringing in transactions amounted to more than 10,000 yuan, and traffic volume of about 2,000 people. Fig. 1 shows the comparison of the number of student stall holders of our school, students stall holders of the surrounding schools and creative stall holders of young people outside the school in three years. Fig. 2 shows the number of stall holders involved in the creative market and the number of entrepreneurs in three years.

Figure. 1 Comparison of the number of stall holders in three years
Through the practice of teaching reform, we made a comparative analysis of the data collected before and after the reform, students’ degree of participation, the number of original works, the number of students preferred entrepreneurship, the number of students winning prize or directly obtaining economic benefits, and the acquisition ratio of creativity or idea or related products is greatly improved. Students’ sense of creativity and hands-on practical ability have been significantly improved, innovation and creativity are achieved through self-exploration, teamwork, etc., stimulating the students’ creative enthusiasm for artistic design and promoting their self-entrepreneurship. Fig. 3 is a comparison of the data before and after the reform of teaching mode.

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