Exploration of "Studio" Teaching from the Perspective of Applied Talent Training: Taking Recording Art Major as an Example

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Abstract: As China puts forward the development strategy of transforming local ordinary undergraduate universities into application-oriented ones, it is urgent to speed up the reform of education and teaching mode in order to train high-quality application-oriented talents. In recent years, Zhejiang University of Media and Communication has established a "studio" teaching model in the training of film and television media talents, which has played a good role in the training of applied talents. This paper discusses the establishment and implementation process of this teaching mode, and puts forward some suggestions on the possible problems in the operation process.

Keywords: Applied Talents; The Studio; Teaching Mode; Explore

1. Introduction

In recent years, China's colleges and universities are faced with structural contradictions. On the one hand, the employment pressure of college graduates is great, and on the other hand, many enterprises are difficult to find high-quality skilled personnel to meet the needs of production and service line[1]. In order to meet the social demand for applied talents, Zhejiang University of Media and Communication combined the advantages of "mentoring system", "project studio system" and "tutorial system" for undergraduates ,in order to meet the law of training film and television media talents, and took the lead in exploring the new teaching mode of "tutor studio system" for the recording art major, which has a certain demonstration effect on the transformation and development of local undergraduate universities[2,3]. This paper discusses the establishment and implementation process of this teaching mode, and puts forward some suggestions on the possible problems in the operation process.

2. The Establishment of "Studio" Teaching Mode

2.1 The Form and Connotation of "Studio" Teaching

Under the traditional teaching system, many courses basically stay in the "PPT+ textbook" theory teaching, practice teaching form is simple, the integration of production and teaching is more of a formality, which is bound to lead to the lack of practical ability of students. To solve this problem, the recording art major relies on the original professional laboratory, divides each laboratory according to different practice types and creation directions, organizes teachers to set up teaching and research teams in different professional directions, closely combines experimental teaching, work creation and topic research, and explores and forms a teaching mode aimed at cultivating students' application ability.

The studio based on the laboratory has a relatively independent activity space, and the traditional teaching based on classes and classrooms has been transformed into the workroom-based teaching, and the teacher has changed the teaching based on classroom theory to guide students to engage in practical creation. Teachers and students of the studio introduce various work creation projects to society and enterprises, propose various research topics, and then guide students to jointly analyze and research, formulate plans, participate in creation, and find and solve problems, thus strengthening students' creative thinking and practical innovation ability.

According to their own interests, conditions and development direction, students can choose to enter the studio of different creative projects, different research directions and different instructors. While guiding students in practice and creative teaching, studio teachers

provide academic guidance, ideological education and concern for life, which can better combine students' professional knowledge training with ideological education effectively. In the process of study and practice in the studio, teachers always have "hand in hand" zero-distance contact with students, which is conducive to the teacher's academic thoughts and political ideas to be imperceptibly conveyed to every student.

This teaching mode integrates curriculum teaching with practical creation, takes the curriculum knowledge as the foundation, the practical application of professional skills as the core, and the completion of various creative projects and topics as the main task, so as to achieve the cultivation of professional ability. The teacher has changed from simply reading from the book to leading the students to practice, create and explore together in the studio, and has transformed the single classroom teaching into the "teaching and learning" interaction in practical creation and project research. The form of teaching is often "one-to-one", and the results of teaching are more works, research reports and award certificates[4].

2.2 Establishment and Operation of the Studio

In order to form a studio teaching system, it is first necessary to revise the traditional talent training program and curriculum system, and arrange some practical courses to be taught in the studio. For example, the original professional curriculum is divided into general courses, subject basic courses, professional courses (including professional compulsory courses, professional direction courses, professional elective courses), and practical courses. According to the professional teaching plan, the school re-constructs a complete practical teaching system, which consists of four parts: basic quality training, discipline skill training, professional comprehensive training and innovative ability training (see Figure 1).
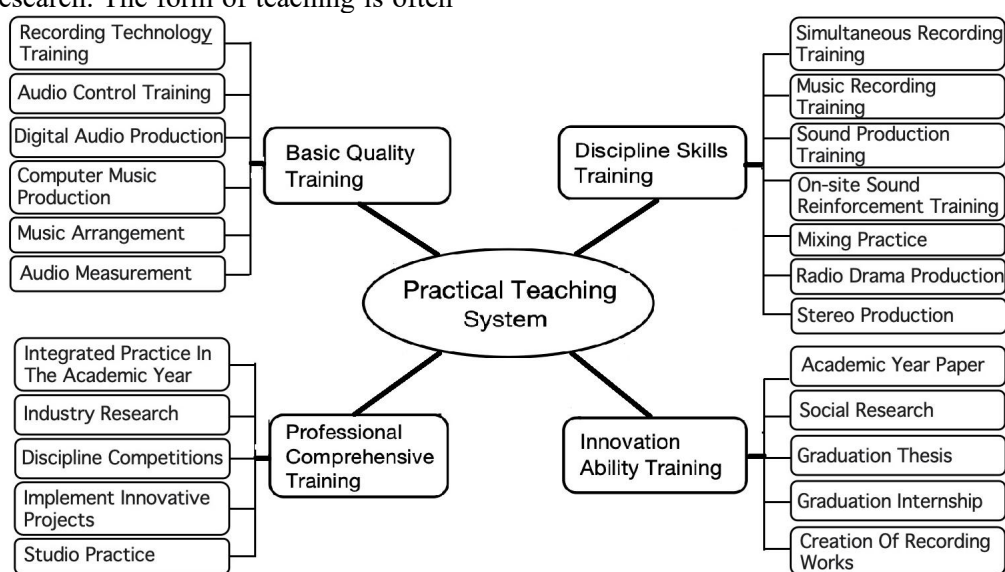

Figure 1. Practical Course System of Recording Major

The studio can break through the content of a single course, and some teaching and practical activities can be flexibly arranged across courses according to the needs of creative projects and topics. In addition to the task of professional comprehensive training and innovative ability training, each studio must also undertake some practical courses of basic quality training and subject skill training according to the expertise of the studio teachers. From the beginning of enrollment, students gradually enter a step-by-step practice system from professional basic quality training, discipline skills training to comprehensive ability training.

The establishment of studios should be based on in-depth social research, considering the development direction of disciplines and majors, as well as students' interests and hobbies, and social needs for graduates. Take the recording art major as an example. According to the current professional status and future development plan, six teacher studios have been set up accordingly (see

Figure 2), which basically cover all professional directions of the recording art major[5].
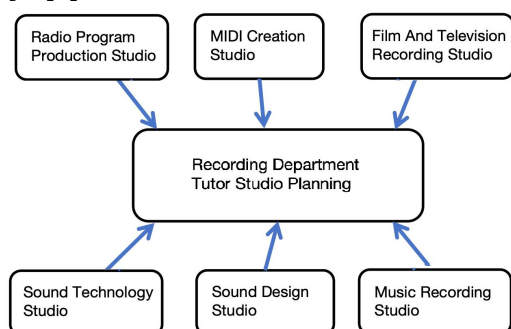

Figure 2. Studio of Recording Professional Teachers

2.3 Studio Source for Practical Creative Projects

The daily operation of the studio must have sufficient creative projects and research topics, all of which can be derived from social service, creative practice and research topics. Specific aspects are as follows (Figure 3):
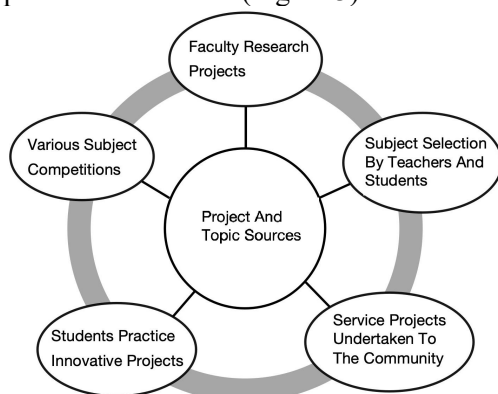

Figure 3. Sources of Projects and Topics in the Studio

First, to undertake a variety of services and work creation projects to the community. The studio is a window for the school to connect with the society. Only by introducing projects from the society through various ways can the studio survive and develop and have practical value.

Second, all kinds of practical innovation projects at all levels that students apply for, such as joint creation projects for graduation works every year, and practical innovation fund projects for college students at all levels and so on;

Third, the society often has a variety of works award, skills competition, art exhibition and other activities, teachers can actively guide students to engage in targeted work creation and participate in the competition;

The fourth is the teacher's research topic. As college teachers, in addition to the daily teaching work, they must carry out a variety of vertical or horizontal research topics. Students can be teachers' research assistants and participate in the research of teachers' topics, which can enable students to get in-depth learning and thinking, and get a good exercise in innovation ability.

Fifth, teachers and students can choose their own topics to create. According to their own research direction, teachers and students combine their own expertise and interests to carry out some creative projects with novel topics, or introduce social service and practice projects into the studio to complete in the form of real problems.

3. Problems to be Solved during the Implementation of the "Studio"

3.1 Strengthen the Construction of "Double-qualified" Teachers

Having a high level of teaching staff is the key to the construction of the studio. General college teachers come from a wide range of sources, relatively speaking, from "school gate" to "school gate" theoretical "doctor" teachers occupy a considerable proportion, to become a rich production practice or work creation experience of "double teacher" teachers still need a process. Therefore, the implementation of studio teaching must accelerate the cultivation of teachers' "double teacher" ability, so that they must master the law of education and teaching, and master the skills of production practice and work creation. Therefore, schools need to increase the investment in teacher training, and give teachers funds and time to practice in the frontline of the industry, so as to master specific practical skills[6].

For some studios with relatively weak teachers, it is possible to hire industry experts to serve as off-campus guidance and conduct school-enterprise cooperation. However, it is necessary to straighten out the relationship with teachers on campus and realize complementary advantages. In addition, we can flexibly hire industry experts or project partners to guide the studio. Studio teachers should also pay attention to being teachers,

and can combine teaching with educating people well. They are not only teachers with rich professional practice experience, but also have high moral and political qualities. Each teacher should not only impart experience and skills comprehensively, but also guide students' ideology correctly, so that they can become fully qualified talents.

3.2 Stimulate the Enthusiasm of Studio Teachers and the Enthusiasm of Students

The implementation of studio teaching must establish an effective incentive mechanism. The implementation of studio teaching mode has a lot of guidance work to do, which often requires teachers to pay a lot of spare time and energy in addition to normal teaching and scientific research work. The workload must be scientifically quantified, converted into hours and recorded in the work performance of teachers, otherwise it will frustrate the enthusiasm of teachers.

Another problem is that in the daily operation process, the labor paid by teachers has a great relationship with their work attitude, and the difference in this kind of work is usually difficult to quantify. Therefore, it is necessary to establish a corresponding achievement assessment and reward policy to motivate teachers' enthusiasm. But also in the annual evaluation, to give awards to excellent studio teachers, and in the evaluation of professional titles to give policy tilt.

Studio teaching should stimulate the enthusiasm of most students to participate, and most students will take the initiative to find studio teachers, create works and ask for projects. However, some students may be lazy and rarely participate in the studio and fail to complete the tasks assigned by teachers. Therefore, teachers need to guide and educate students, establish certain assessment methods and count them for credits.

In the process of implementation, there will also be some individual teachers who are not enthusiastic about their work, lazy in citing projects and doing topics, and tend to cope with the guidance of students, or stay on the surface, which will inevitably affect the enthusiasm and thirst for knowledge of students. At the same time, it is also possible that individual teachers will use the studio as a platform to complete personal projects and use students as cheap labor force, which will cause students to resent. To some extent, these phenomena are also due to the lack of strict rules and regulations and effective incentive mechanism in the process of implementing studio teaching[7].

3.3 We Should Strive for the Attention of School Leaders and Relevant Competent Departments

The implementation of the "studio" teaching mode involves changes in teaching, practice, scientific research and other management systems, and corresponding changes in personnel training programs and teaching systems. In addition to changes in personnel adjustment, equipment equipment, management methods, etc., a series of assessment, evaluation, distribution and reward mechanisms will also be adjusted in the implementation process. This requires the school leaders and competent departments to form a consensus and give strong support in terms of system reform and funding investment, so that the innovative teaching model of "studio" can be implemented smoothly.

4. "Studio" for the Training of Applied Talents

4.1 In Line with the Teaching Law of Application-oriented Personnel Training

Applied talents refer to those who are good at applying their professional knowledge and skills to their work and social practice[8]. The "studio" integrates various teaching resources and organically integrates professional course teaching, practice, scientific research and production activities. Students complete the construction of professional knowledge system in continuous practical creation and scientific research, realize the docking of teaching and production practice, and effectively solve the problem of disconnection between traditional classroom teaching and work skill needs.

Because the studio can create a seamless and open practice teaching environment with industry. Naturally, the teaching content will be adjusted in a timely manner according to the changes in industry demand and development dynamics, professional skill structure and other factors, and the curriculum setting, teaching plan and syllabus preparation will be reformed, so as to keep up with the

pulse of the development of The Times and adapt to the needs of society for talent training. Because the studio can create a seamless and open practice teaching environment with industry. Naturally, the teaching content will be adjusted in a timely manner according to the changes in industry demand and development dynamics, professional skill structure and other factors, and the curriculum setting, teaching plan and syllabus preparation will be reformed, so as to keep up with the pulse of the development of The Times and adapt to the needs of society for talent training. From the perspective of teaching resources, for most applied majors, the construction of a series of professional laboratories and the purchase of large equipment are necessary. For example, the recording art major, from the recording technology laboratory for basic courses to the construction of various recording studios and studios required for professional courses, must have. However, these experimental equipment investment is high, the site requirements are strict, often the number of construction is small. Therefore, only small classes or group teaching can be used in teaching, and even only practical teaching methods similar to "studio" can be used.

On the other hand, with the progress of science and technology and the enrichment of social and cultural life, the division of applied skills in some industries has gradually become clear, requiring us to refine the training of talents on the basis of different disciplines and professions, that is, we need to train students in different professional directions. We set up different studios according to the teachers' expertise and the classification of creative practice projects for similar small-class teaching, which is in line with the needs of this talent training.

4.2 Studio Teaching is more Suitable for High-quality and Skilled Personnel Training

"Studio" transforms the traditional closed classroom teaching into an open teaching oriented to practice production, work innovation and project research, which is more vivid and interesting than the traditional teaching methods. According to their professional specialties and interests, students can choose and join the studios in different professional directions, which can better exert their subjective initiative. In the process of guidance, studio teachers can fully understand students' personality and specialty, and provide targeted individual guidance, which is conducive to maximizing the exploitation of students' individual potential and the cultivation of innovative ability, and is more suitable for teaching students in accordance with their aptitude.

In the studio, students can not only learn comprehensive professional knowledge, experience and skills, but also establish a correct outlook on life and values under the influence of teachers, and form good professional ethics. Therefore, "studio" can effectively combine students' ideological education with professional skills, and truly implement and extend the "tutorial system" for undergraduates[9].

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In addition, a person's ability to deal with problems and scientific literacy are often hidden, and it is difficult for teachers to pass them on to students through "formal teaching". In the whole process of practice, creation, research and development in the studio, teachers can imperceptitiously impart valuable "tacit knowledge and experience that can only be understood and cannot be conveyed" to students. It is more in line with the law of skill talent training[10].

5. Conclusion

With the adjustment of economic structure and industrial upgrading, China has put forward the requirement for local colleges and universities to cultivate high-quality applied innovative talents. On the one hand, the teaching mode of "studio" can promote the synchronous development of teaching and production practice to the maximum extent, and strengthen students' application ability; On the other hand, it can give full play to students' potential and cultivate their innovative ability.

It can be said that it comes into being in order to cultivate solid basic knowledge, strong practical ability and high-quality applied talents under the new situation, which will effectively promote the transformation and development of higher education.

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