Discussion on "Studio" Teaching of Art Design under the Background of Digital Innovative Design Technology

Guangyao Zhu\textsuperscript{1a}, Pingping Xu\textsuperscript{2b}

\textsuperscript{1}Art School, Jiangsu University Zhenjiang, Jiangsu, China
\textsuperscript{2}Art School, Jiangsu University Zhenjiang, Jiangsu, China

ABSTRACT: It is considered that only on the basis of studio teaching and by grasping the relevance of design specialty, forming a scalable and permeable platform, improving the teaching quality and enhancing the service consciousness of students' art design, can we better adapt to the current industry demand of art design education under the background of digital innovative design technology.

1 Introduction

Studio teaching, as a talent training mode widely adopted by art colleges in China, aims to break the limitations and restrictions among majors and establish a platform learning environment. This is conducive to the flow and transfer of design knowledge, and the integral and systematic improvement of the teaching activities of art design. At the same time, the selective and diversified teaching environment can ensure that teachers teach students according to their aptitude and respect students' personality, so that a new model of teacher-student relationship can be built, which is irreplaceable and conforms to the general law of pedagogy.\textsuperscript{[1]} Based on this, how to reasonably carry out the teaching mode of art design workshop according to the training objectives and professional characteristics of art design major in Colleges and universities has become a very important topic.

2 The basic characteristics of the development of public Art Design

2.1 Diversified forms of artistic design to promote urban life

Since the 21st century, art design has begun to emphasize the combination with modern society and the concentration on performance transformation, site reconstruction, cultural construction and the integration of social ecological diversity. It not only requires design works to be integrated into landscape architecture and public facilities, but also to provide comprehensive and integrated services for urban construction. Therefore, art design majors need to make students pay attention to the art form and facilities, its service relationship with the public and the environment, lay emphasis on the cultural exchange and integration of public space, and pursue the unity of function, culture and space. As a kind of social process, it is gradually involved in the whole urban design and planning.

At present, art education lags behind the theoretical research of art design. Art design is not only an individual art presentation, its attributes and characteristics also determine that it is the art of the society, the life, and the public domain. For example, performance, curation, interaction and temporary activities will be regarded as parts of social life. In the practice of art design, regional characteristics, economic status, people's customs and social culture will reflect different forms of artistic design. Therefore, we should pay attention to the cultivation of students' thinking ability, investigation and exploration, and expression mode. In terms of spatial distribution, most art design forms (such as sculptures, murals, installations, etc.) are set up in the space of administrative organs, large squares and urban commercial centers, but few are used in the living communities of residents. In teaching cases, we should advocate the cultivation mode-from small to large and from point to surface, so that the students can be aware of the community construction. Starting from the service of the community around the college, we should take the public art design and service in the community as the training base point.

2.2 Integration and popularization of art and design to build a design platform

With the change of professional development trend, workshops need to be combined with social needs for training, and students should be allowed to participate in more social practice projects. In the teaching, students' ability of thinking transformation and the understanding and feeling of three-dimensional space should be enhanced, and the design works should be applied to the space reasonably.

The basic teaching of art design space is not
composed of isolated teaching fragments, but an organic, orderly and progressive whole system with structural order and logical relationship. Art Design is regarded by more experts as a platform to serve the society which collects all the specialties and disciplines. In the teaching process of art and design major, environmental design, visual design, product design and so on will be involved. We should not only consider the cultural, social, entertaining and interactive nature of design works, but also pay attention to the integration, continuity and adaptability of design to public space. In the workshop teaching, some research topics are brought into the studio teaching, teaching ideas are constructed by combining the traditional culture and design cases in different regions to and the students are guided to re-understand traditional design, select suitable traditional elements for artistic design works creation. In such a way, the students’ conscious understanding of Chinese traditional design and regional culture and moderate innovation concept is cultivated.

### 3 Main objectives of Art Design Workshop Teaching

#### 3.1 Strengthening design literacy based on urban space

At present, studio system has been established in more and more majors. There are also start-up studio systems in peak disciplines, such as contemporary handicraft Renaissance (intangible cultural heritage revival) studio, information interaction design studio, public art theory and international exchange studio, etc. At the same time, in the public art teaching of our college, it has been put forward that the students' design learning should be based on urban space and have public service thinking so as to let the students understand the different space configuration, contact with a wide range of design things and strengthen their design service literacy.

The studio system is an integrated mode of interdisciplinary research and teaching, which combines professional needs and social organizations. Education establishment is the objective knowledge base extracted from the latest scientific data. It is no longer imposed on learners from the outside, nor is it imposed on others. Education must start from the learners themselves. Then, in order to combine the teaching purpose of design application, the author puts forward three aspects of thinking in the construction of art design studio: firstly, we should pay attention to expand the vision of learners, increase more interdisciplinary and comprehensive professional knowledge in studio learning, cultivate innovative design talents with trend foresight and adaptability through knowledge innovation and literacy enlightenment, and understand modern space design. Secondly, we should cultivate learners’ abilities to self-study, practise, express and explore, learn excellent design cases, guide the students to participate in the design of real projects in the space environment. In practice, they can not only be craftsmen, but also propose schemes and understand management. Thirdly, we should change the perspective of viewing design problems so that the learners can develop the awareness of observation and be good at finding problems and developing professional sensitivity and artistic accomplishment. For example, sculpture design is not simply to make a clay manuscript accurate. Before design, we should consider why we use this sculpture form to express, how the sculpture is integrated with the space environment, and how different people feel about sculpture.

#### 3.2 Emphasis on design and application with self learning as the soul

Nowadays, the knowledge and the teaching reforms undergo accelerating updating, and the design knowledge is upgraded every several months. Students will receive information through more media or channels. At the same time, we should pay more attention to the students' initiative and exploration. A good teacher's teaching is not to follow any established rules. They all have their own personalities, which are reflected in their teaching. Good teachers will pay attention to specific and particular situations in teaching, and can not act in established methods. Teachers should be artists. The role of teachers should be changed from educators to students' assistants and helpers. In studio teaching, the combination of professional learning, design research and social practice will change passive receptive teaching into active exploration learning, and change the course content and teaching plan through social service projects. To a certain extent, it will break the gap between school education and social practice.

It is found that East Asian education has the Prussian gene of following the rules, and divides the knowledge which is originally flowing and well understood into separate curriculum units. Affected by this, the art design teaching under this education system will hinder students' systematic and overall learning, which is not conducive to the cultivation of students' comprehensive professional ability, and the simple teaching of curriculum design is not conducive to the combination and transformation of design application. The development of art and design is contemporary, and the education mode must be combined with the contemporary development trend to meet the needs of urban development and industry. In particular, soft, thinking and innovative design concepts should be integrated into teaching.

#### 3.3 Practical teaching means connected to industrial practice

At present, the cultivation of art and design talents in Colleges and universities can not meet the needs of enterprises well. One of the reasons is that the participation of enterprises is not enough. In Several Opinions on the Implementation of the Distribution Policy Oriented to Increase the Value of Knowledge issued by the general office of the CPC Central Committee and the general office of the State Council, it
is pointed out that scientific research personnel and teachers are allowed to moderately engage in part-time work according to laws and regulations. This indirectly reflects that it’s encouraged to combine the teaching work of school teachers with the development of social industry so that the students can have more opportunities to contact and participate in real projects. Colleges and universities need to provide a superior practice platform for the students' professional training, through which the teachers can help the students to participate in social services and solve practical problems of urban development.

The ultimate goal of higher education is to equip the students with the ability of actual combat - the comprehensive ability to solve practical problems (especially large-scale and complex problems) in professional posts.[9] Firstly, the construction of workshop for art and design specialty can change the traditional teaching organization form, break the independence and barrier of unit curriculum, and upgrade the workshop to a platform for docking society, serving teaching, research and application. Secondly, problems first. We should focus on the problem-solving and experience accumulation in the design process, understand the current industry needs and make the studio students always in the state of serving the society, who can integrate, transform and operate as public art designers. Finally, according to the characteristics of art design specialty, we should combine brain with practice to make some models and samples by hand.

4 Teaching ideas and Improvement
Countermeasures of art design workshop

4.1 Diligent and professional

The thinking mode of design-based learning should pursue feasibility and relative optimization. There is no best, only suitable. The cultivation of public art design ability and thinking includes handling the relationships among modeling, materials, technology, form, space, color and so on. The students should often practise, experience and make, and be diligent in thinking in practice to find out the most reasonable design mode and expression form. The students should be encouraged to do more model samples, strengthen the understanding and attention to the structure, material and application space scale of design works.

Although today's colleges and universities have the advantages of complementary and multiple intersection of design and art majors, the traditional design teaching rarely touches and understands the nature of other majors from the nature of design. Then, art design is still a single, isolated group. It can not be well integrated with other design majors, let alone with other disciplines. The emergence of interdisciplinary skills is not just in a discipline area, it is usually very useful to put it in a real-life context, and they provide a natural tool for connecting disciplines. Interdisciplinary technology requires compound achievements, and students can become producers of knowledge.[6]

4.2 Good at communication and multi participation

Social industry is changing. So are teaching ideas, curriculum and training methods. Without the teaching evaluation and participation of industry experts or social industry personnel, the studio teaching is difficult to adjust professional teaching to the trend of social demand, and it is also hard to think about the improvement strategies of studio teaching from multiple perspectives. According to the feedback from employers and graduates, it is generally believed that soft skills such as communication and management are the most needed in their jobs, followed by professional operation skills. In the studio education, we should cultivate the students' ability in this aspect, let the students report and communicate the plan from the designer's point of view, and train the students' oral expression ability. For example, the studio teachers and external staff will listen to the students' reports as Party A so the students need to explain their design orally. Students will also listen to the guidance and suggestions of others, summarize and deepen their own design, and modify and improve the scheme in the form of group discussion. Let students further improve their self-evaluation ability in the process of mutual evaluation, so that they can learn how to make judgments, especially when they need evidence to support their design ideas.[7] Only by listening to the evaluation opinions of all parties from different angles, can the comprehensiveness, scientificity and objectivity of design teaching be strengthened, and the thinking habit of comprehensive consideration can be formed for the students.

4.3 Comprehensive monitoring and comprehensive development

According to the survey of graduates in the past years, almost all design companies expect to recruit comprehensive designers who know both design expression and construction management. However, from the perspective of talent training objectives of other majors, only the cultivation of students' skills is emphasized, but the cultivation of students' comprehensive ability is not enough, which leads to the students' lack of the comprehensive vocational abilities and sustainable development ability and their social adaptability. Le Corbusier once said, we are no longer artists, but observers in this era. Designers should learn to observe and think, cultivate comprehensive design thinking, and pay attention to people and society. Therefore, studio teaching should pay attention to the integration and complementarity of teaching, exercise students' abilities to think, communicate, hand-make, plan and practice, and improve the comprehensive quality of the studio students.

The development of schools in the new era should be diversified rather than single, which is not only to meet
the increasingly diverse educational needs of the people, but also necessary for the vitality of regional education development.[6] In particular, design majors should serve people, society and regional development. The identity of students should be changed early, from students to designers. In the studio teaching of our college, we should not only strengthen the basic teaching, cultivate students' practical skills and application ability, balance the proportion of professional basic teaching, but also promote the joint monitoring of school workshops and industries, teachers and students and employers, and cultivate comprehensive design talents integrating theory and practice.

Acknowledgement

This paper is the phased achievement of the senior talent project of Jiangsu University (07jdg012).

Brief Introduction to the Authors:

1. Guangyao Zhu (1973 -), male, born in Guanyun, Jiangsu Province, is an associate professor of Art School of Jiangsu University, with a doctor’s degree on fine arts. His research is oriented towards art history study and art education.
2. Pingping Xu (1981 -), female, born in Jintan, Jiangsu Province, is a graduate student studying now in Art School of Jiangsu University.

REFERENCES

1. Liang Han. On the Pedagogical Implication of Studio System in Art Colleges [J]. Art Research. 2016 (02): 83.
2. Jian Zhang. Teaching exploration and practice of space basic courses for public art majors [J]. Decoration. 2015 (10): 105.
3. Guisheng Chen, Zhiwei Zhao. Modern Teacher's Book - Education Volume [M]. Nanning: Guangxi Education Press. 2006.6:13.
4. LiangFang Shi. Principles, Strategies and Research of Classroom Teaching [M]. Shanghai: East China Normal University Press. 1999.7:429.
5. Shihong Dai. Overall Teaching Reform in Vocational Colleges [M]. Beijing: Tsinghua University Press. 2012.5:13.
6. (USA) Drake, Shan Liao-the translator. Development of Integrated Curriculum [M]. Beijing: China Light Industry Press. 2007.1:47.
7. (USA) Weimer, Gang Hong-the translator. Learners-centered Teaching: Five Key Changes to Teaching Practice [M]. Hangzhou: Zhejiang University Press. 2006.6:90.
8. Weitao Li. Modern Transformation of the Development of Famous Universities [M]. Shanghai: East China Normal University Press. April 78, 2012.