

# Practice of Digital Media Professional Studio System Teaching System

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## **Abstract**

*Colleges and universities have always been an important base for training scientific and technological innovative talents. The development of digital media industry is no longer a matter of the Internet and IT industry, but has gradually become the driving force and indispensable energy for the future development of the whole industry. More and more institutions of higher learning begin to attach importance to how to cultivate innovative talents in digital media. At the same time, as a new talent training mode, studio system is an inevitable choice to break through the existing limitations of work-study combination and promote the training of highly skilled personnel. Starting from the actual needs of career development direction and post team, the ultimate goal is to cultivate students in different directions and pay attention to students' practical ability, so as to improve students' comprehensive quality and technical ability. In the process of practice, how to make the studio system grow healthily in different development environments and promote the success of the teaching reform of production, teaching and research needs constant testing and deepening. Starting from the mode of studio system, this paper puts forward five key directions and four principles to be followed in constructing the teaching system of studio system, actively explores and constructs the training mode of studio system talents, and promotes the high-quality and innovative development of key specialties.*

**Keywords:** *Digital media specialty Studio Teaching system*

## **1. Introduction**

China's digital media industry sprouted in the 1990s, and was first applied to animation production. At that time, many excellent and classical animation works appeared, such as "Cucurbit" and "Baolian Lantern". Later, digital technology began to develop in the fields of games, film and television, architecture and so on [1] [2] [3]. After 2010, the development of domestic digital creative industries began to show the characteristics of rapid growth in scale, large number of employees, extensive extension areas and related industries clustering. In 2015, China's digital creative industry has gathered 360,948 enterprises and nearly 3.84 million employees. The industrial scale has reached 593.9 billion yuan, an increase of 22.9% over the same period of last year, of which VR increased the most, reaching 267.5% [4].

As of 2017, the shortage of talents in CG field is about 390,000 people. The main income of education industry comes from students' tuition income. Therefore, based on the shortage of

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talents in CG industry and multiplied by the per capita price announced by relevant educational institutions, we estimate that there is a market of 7 billion to 10 billion in short-term CG Education industry. Space. Moreover, with the extension of CG technology application fields (such as the development of VR technology) and the expansion of market scale, the gap of talent demand will be further widened.

## **2. Training of digital media professionals**

Digital media specialty is to train modern senior engineers with both technical and artistic qualities and creative and compound talents of art design. At present, nearly 100 colleges and universities across the country have set up digital media specialty and direction. Due to the different hardware investment, teachers' level, training mode, supporting industries and other situations, the qualities of talents nurtured by different colleges and universities are also quite different. Among them, China Media University, Tsinghua University, Zhejiang University and Shanghai University have their own characteristics in the development of digital media specialty and are in the leading position in the country. With the publication of "Ministry of Education's Opinions on Vigorously Promoting Innovative Entrepreneurship Education in Colleges and Universities and College Students' Independent Entrepreneurship Work", new teaching modes are constantly emerging, and studio system is considered to be more suitable for the current educational situation of specialty segmentation and specialty characteristics [5]. Digital media specialty itself emphasizes the organic combination of technology and art, attaches importance to the practical ability of compound talents, and pays attention to the intersection of knowledge systems. Traditional teaching system has been unable to meet the needs of market talents. Studio system is a more ideal teaching mode at present.

## **3. Definition and characteristics of studio system**

According to different development directions, there are teaching studios for teaching activities, scientific research studios for scientific research projects, project studios established in cooperation with enterprises, master studios for famous teachers, student studios for students' self-built teams, etc. Studios can exist in various forms. From the point of view of teaching system reform, we need to learn from the operating management mechanism of enterprise studio, establish studio team, take project as learning carrier, integrate teaching and production, and constantly integrate and optimize curriculum. Practice is the focus of learning, integrating practice and theory, constantly improving students' vocational skills; studio is the organizational form, restoring the real work scene, cultivating students' professional quality; Self-cooperative learning is the main form, constantly realizing self-construction, laying the foundation for students' sustainable development [6] [7].

As enterprise projects and enterprise experts are introduced into the teaching system, the course teachers will undertake the dual tasks of teaching and scientific research, curriculum and projects, which puts forward higher requirements for schools, teachers, students and enterprises. Due to the high requirements, many colleges and universities rush forward without sufficient preparation, fail to implement the studio system in place, the effect will be greatly reduced, and even become an important reason for the disconnection of teaching. For example, in the teaching process, students only pay attention to project practice and neglect courses, and they only want to participate in projects instead of attending classes. The gap of students' basic quality has been rapidly expanded. Some people believe that the studio system is equivalent to a team department of the enterprise. The daily design and development of the department can be carried out independently by the studio on campus, while the market, finance, logistics and

other businesses of the enterprise remain in the original enterprise. This view has a great one-sidedness, which is not conducive to the circulation of daily work of enterprises and affects the normal teaching in schools. In addition, some people think it is unfair to treat the studio as a corporate department. In the UK, a kind of studio-like school was built directly to local enterprises, where students aged around 18 were required to put in one or two days a week to work in a cooperative enterprise. This model was opposed by the teaching union, which believed that it deprived "poor" students of the chance to get a higher level of education and intended to divert them.

The different development and goals between the school and the enterprise lead to the similarity between the studio and the enterprise department, but there are more differences. They are similar in that they require projects, funding, space, teamwork and assessment. The differences are as follows : (1) the projects undertaken by the enterprise department must be completed within the specified time according to the work plan, while the projects embedded by the studio can only be completed within the class time (other parts can be continued after class). (2) individual employees in the enterprise department are only responsible for a specific task in the team, while students in the studio need to master the knowledge and skills required by the syllabus in the project. Although the form of division of labor can be adopted in management, teachers still need to try to make students master all the learning content. (3) the competency level of employees in the enterprise department is selected and evaluated, while the competency level of students in the studio is different, and their understanding and learning abilities are quite different. Teachers are required to shorten the gap between students' professional quality as much as possible. (4) the employees in the enterprise department have been working for a long time, which makes them more responsible for work. However, the students in the studio have limited classroom time and need to learn other courses. The overloaded course content will make students feel stressed and have negative feelings. (5) the employees in the enterprise department are relatively stable, while the students in the studio are different in each round. Based on the above objective existence of many differences, using the studio system teaching mode can't break it education essence, deviate from the teaching rule, the purpose is to better service for the students, improve teaching quality, stimulate students interest in learning, at the same time for enterprises to create economic value and social value, to provide sustainable power for enterprise development, eventually forming the coordinated development of production, mutual win-win situation.

#### **4. Construction of studio teaching system with project introduction**

The project-based teaching mode based on studio adopts project-based teaching. Taking the actual project as the carrier and the knowledge point to complete the project as the teaching content, this completely breaks through the teaching content of the course. The teaching content of the students' learning is no longer only dependent on the syllabus and textbooks, but also aimed at completing the project, learning knowledge in the project and diluting the concept of "classroom". The following four principles need to be followed in the construction of the teaching system.

Rely on actual project needs to build a framework and reflect professional characteristics. Different enterprises have different needs and understandings of digital media design services. For example, in some universities, the digital media professional "product promotion studio" mainly cooperates with Taobao, Tianmao and Ali's e-commerce enterprises. In order to meet the needs of constantly updating store products, the studio has opened a wide range of courses, from "commodity photography", "image post-processing" and "WEB animation" to form a

curriculum group. It includes the whole process of product promotion from shooting to surfing the Internet. The original three relatively independent courses are connected in series through the specific business of the enterprise. With more contacts with users, changes in business needs continue to expand, studios can incorporate more courses, thus further breaking the barriers between courses, forming a complete curriculum system. At the same time, because digital media is a new major, many colleges and universities are from scratch or from other professional evolution and integration, the characteristics of the original major to be reflected in the curriculum group, should not copy other institutions or foreign systems. For example, the digital media specialty of Zhejiang University is located in the Computer College, whose curriculum group emphasizes digital media and software development; the Fine Arts College of Tsinghua University positioned the digital media specialty in the intersection of art and information science with its own solid art and design background, and trained students' original ability through the curriculum group. The ability to integrate and plan.

Teaching needs arising from market demand, and the study of foresight is also emphasized. On the basis of the actual business needs of enterprises, the production of projects should be dominated by market demand topics, which can make teaching cases more real and rich, mobilize higher enthusiasm of students to participate, have a sense of actual combat, and also enable business experts of enterprises to integrate into teaching counseling more quickly. However, due to the more utilitarian development of enterprises, especially the relatively small enterprises, which have no time to take into account the long-term development, they often only pay attention to the immediate orders and performance, and set too utilitarian topics, which may limit the ability of teachers, and cannot meet the training objectives of "innovative" digital media professionals. At the same time, it is necessary for enterprises and schools to discuss and adjust the subject in line with the principle of fair cooperation, because no matter which side is emphasized in the cooperation of industry, University and research will affect the effect of cooperation. For example, "product promotion studio" can set three courses of "commodity photography", "image post-processing" and "WEB animation" as the main line of the studio's short-term project to meet the short-term needs of enterprises, and then set up two courses of "user research" and "virtual display" around the direction of market demand as medium and long-term projects of enterprises. Reserving technology for enterprise development strategy can eventually enable enterprises to embark on the track of healthy and sustainable development.

Promote the teaching curriculum with project management experience, and at the same time, consider flexibility. Studio-based teaching mode and environment are conducive to the project-based operation of the curriculum. However, as mentioned above, there are many differences in the working mechanism between the studio and the enterprise department. It is impossible to successfully carry out the project-based operation mode in the classroom by copying the project-based operation mode in the enterprise department. At this time, we need to adjust the mechanism flexibly and flexibly. In the early stage of the project, we boldly envisage all kinds of unexpected situations and details, make preparations for the course and make adjustments and improvements at any time. For example, in the division of personnel of a project, there may be a time when some students are very busy and some students are very busy. At this point, we should refine the work of the project, so that every student can have work at every stage and ensure the vitality and viability of the studio.

Pay attention to classroom teaching and quality, and expand after-school research. Because the studio system should first satisfy the implementation of teaching content, and the classroom time is limited, when encountering a project with a large span of time, teachers should make it clear that the main part of the teaching time is related to the teaching objectives, while the rest

is placed in the scientific research topic of teachers after class, which is selected by the project leader to participate in the study. Students will continue to complete the project together, and these results will be brought into the next classroom as project materials or materials to ensure the continuous operation of the project.

Only by fully considering the above four points can the studio teaching system ensure that teachers teach attentively, students learn fully, teach fairly, and the project is completed on time.

## **5. Summary and Prospect of studio system development**

The "studio system" talent training mode emphasizes "students as the main body", making studio a platform for students' self-management and self-learning development. Students can choose the studio, actively design the learning content of the studio, and self-manage the learning process. They are not passive receivers of knowledge and information, but actively construct and improve their knowledge and ability structure in the interaction with teachers and classmates to participate in practical activities, and truly become the main body of the learning process. The project or task of "studio" and its work flow are guided and based on the social needs of clear occupational positions, and have strong occupational orientation. Studio quasi-enterprise learning and management can create a highly consistent practice environment and professional atmosphere with the actual job. Through the discussion, communication, questioning and collision of work tasks, students gradually learn to think, learn to learn, learn to coexist and learn to create. The teaching mode of studio system adopts project-based and task-based teaching, which is characterized by strong practicality, comprehensiveness and interaction. While cultivating students' comprehensive ability to apply professional knowledge, students' ability is transformed from "adaptability" to "construction ability", and students become more creative and good. Innovative talents with high comprehensive quality.

Project appraisal is a necessary factor to ensure the continuous progress of the studio, the continuous improvement of the curriculum, the continuous enhancement of teachers' abilities and the continuous improvement of students' enthusiasm. For the studio system, the best way of appraisal is to show the results and share the cases. At the same time, the introduction of enterprise performance mechanism, the use of student voting, teacher mutual evaluation, enterprise experts to fight. Grading is a fair means. Outstanding studio team will be recommended by the school, participate in competitions, and give awards and recognition; more likely to be selected by enterprises, directly forming economic benefits; students who have learned in the studio can get the opportunity to learn from other students' excellent works, but also can attract students who have not yet entered the studio. Actively invest.

Colleges and universities shoulder the heavy burden of delivering high-quality innovative talents for the society. The cultivation of College Students' scientific and technological innovation ability is a systematic project. The construction of studio mode is to create an educational ecological environment for college students to promote their comprehensive development of claw and potential. It is also a good platform for cultivating college students' scientific and technological innovation consciousness, team spirit and professional comprehensive quality. It is hoped that we will continue to implement and improve the teaching and scientific research in the future, and make a contribution to the application of the studio-based teaching model in the training of digital media professionals in China.

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