

# Exploring the Education and Practice Methods of Innovation and Entrepreneurship for Art Design

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## Abstract

Professional talents in Art Design are the main force of national innovation and entrepreneurship. The paper analyzes the problems Chinese art design graduates will encounter, including industrial limitations, limited entrepreneurial forms and low success rate, etc. It comes up with the idea that Art Design should take into consideration of the major's characteristics, reasonable curriculum and scientific teaching evaluation in terms of cultivating professional and entrepreneurial talents. Special attention should be focused on nurturing the professional personality and team-based learning style for students, and guiding them to the teaching and learning model of innovative and entrepreneurial methods featuring the cross-border integration of disciplines.

**Key words:** Innovative and entrepreneurial education, Art Design, curriculum

## Introduction

Art design major is a subject with strong comprehensiveness and practicability which integrates a series of subjects such as aesthetics, manufacturing, materials and others. Compared with other major students, the students majoring in art design have stronger practical ability and creative thinking ability. The proposition of innovation and entrepreneurship education plays an important role in the teaching of art design major. It can date back to 1907 when German Manufacturing Alliance emphasized design could be a means to improve national economic situation. Through a "top-down" promotion of promoting education, encourage "bottom-up" initiative practice. The combination of art, industry and crafts has made German design art reach the international level, promoted the improvement of German economy and national cultural literacy, and laid the theoretical and teaching system foundation for modern industrial design. At present, China is in the stage of industrial structure faced with adjustment. Under the background of the Internet era, art design major should grasp the opportunity, combine the development directive of cultural creation industries, and reasonably convert its professional advantages into practical achievements. Based on art design major, this paper discusses the way of practice of innovation and entrepreneurship education according to the characteristics of art design major. This paper also explores how college students, as the main new forces of widespread entrepreneurship and innovation, cultivate their innovative spirit and accumulate entrepreneurial ability during the university.

## I. Analysis on the current situation of employment and entrepreneurship of art design major

According to the data from "Employment Report of Chinese College Students in 2017" released by Chinese Academy of Social Sciences, the entrepreneurial rate of college graduates has increased from 1.6% to 3% from 2011 to 2017, which reflects the entrepreneurial rate doubled than before. The students who can survive three years later by right of their business only account for 46% of the total number of entrepreneurs, and the average success rate of the first start-up is less than 2% of the total number of fresh graduates. The report also points out that the average level of college students successfully starting a business in Europe and America is 20%. The increase in entrepreneurial rate shows that effective input of entrepreneurial ideas has gradually formed in university education in China. The number of students starting a business is increasing, but the quality is not high and the businesses easily prove an abortion. Therefore, there is a big gap compared with European and American countries. At present, there is a lack of long-term and in-depth training for the practical ability of innovation and entrepreneurship education in colleges and universities in China.

### 1.1 Industry satisfaction is not high

Design major students mainly go in for creative and innovative cultural creative work, with strong professional limitations and great difficulties in changing careers. At present, Chinese economy rapidly develops which is in an efficiency-driven stage. Meanwhile, relevant enterprises pay more attention to cost and production return in actual operation, which results in a weak sense of achievement and low salary for art design workers. Therefore, many art design graduates have a huge psychological gap between their ideal career and employment reality.

### 1.2 The content of entrepreneurship is not closely combined with professional knowledge

The successful entrepreneurial model of some art design major graduates is mainly to set up training class. It includes short-term design experience training or manual interest class for the amateurs, children art training and art coaching training for college entrance examination. They would like to incline to the training fields with low risk, low investment and high success rate. At the same time, the content of entrepreneurship is not closely combined with professional characteristics.

### 1.3 The success rate of entrepreneurship is low

They obtain customers relying on self-media platforms and online sales channels, operate through the method of short-term design projects and set up relevant professional design studios, which is known as "receiving orders" in the industry. Through

the platforms such as “Tmall” and “Official Account”, a large number of art design products can be searched. Meanwhile, the number is gradually increasing and the product types are gradually subdivided. From the perspective of the sales situation on the network platform, there exist some problems such as high risk, low success rate, long battle line, intellectual property rights without protection, unequal competition pressure and so on.

## II. Training of Innovative entrepreneurial talents combined with professional characteristics

Art design major is a major with strong practice, of which the curriculum are mainly practice. The curriculum are a series of practical coursework including hand drawing, computer drawing, 3D software modeling, material processing and production, and cultural creative product marketing. Therefore, we should combine professional characteristics and flexibly set up curriculum content to liberate students from the traditional classroom.

### 2.1 Break down curriculum barriers and flatten professional basic knowledge

University education subdivides the curriculum of art design major seriously. The specialized courses are isolated from each other, compact and lack of design thinking. The course arrangement in the laboratory is urgent. The course practice is often completed urgently after class, so the quality of the course results is not high as a whole. Under the era background of big data and Internet, we should improve the traditional teaching mode of art design courses, flatten the teaching contents in the way of massive open online course ( MOOCs ) and micro-lecture, and share the professional basic courses. We also should reduce the repetitive teaching time of teachers for basic courses, break down curriculum barriers and reduce the cross cost of subjects. Therefore, the students can spend more classroom time on creative practice and creative thinking through fragmenting the learning practice basis and practice demonstration before class.

### 2.2 Combine teaching results with innovative entrepreneurship practice

The teaching evaluation lacks of renewal, which leads to the separation between teaching and innovation and entrepreneurship practice and hinders the advantages display of art design students in the entrepreneurship practice. We can break the separation between courses in combination with the characteristics of professional core courses, find the intersection between some courses, and reasonably make use of vertical and horizontal intersection to achieve the derivative teaching effect. The knowledge of sawing, filing and welding in the course of “Metal Technology” can be combined with the course of “JCAD Software Drawing” to derive a complete teaching result. We could help students set up a complete learning system, integrate innovation and entrepreneurship practice into professional courses and professional practices, and strengthen the new teaching idea that combines professional education and innovation and entrepreneurship content.

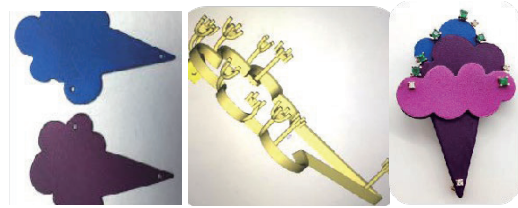


Fig.2 Curriculum cross-derivative teaching achievements

## III. Explore the way of practice of innovation and entrepreneurship education for art design major

The purpose of innovation and entrepreneurship education is not solely to cultivate student' entrepreneurial ability simply and roughly for solving the employment of college students. It must carry out in-depth and targeted innovation and entrepreneurship education practice in combination with some professional properties and characteristics.

### 3.1 Recognize the abundance of entrepreneurial routes and the diversity of entrepreneurial achievements

The innovation and entrepreneurship education of art design major does not take blind entrepreneurship as the training purpose. We should penetrate the consciousness and thinking of innovation into the entrepreneurship education through undergraduate education, and transform the professional quality of art design major students into products that innovate the life style of human. While benefiting the living standards of human, it has steadily transformed the economic development type in China into an innovation-driven type. We should pay attention to the correct guidance of the value orientation of innovation and entrepreneurship, and avoid the wrong values such as eager for quick success and doing things by irregular ways in the entrepreneurship. Students could set up a design company or become a vendor of creative fair. The schools and all walks of life should recognize the abundance of entrepreneurial routes and the diversity of entrepreneurial achievements, not take economic income generation as the only evaluation criterion for the achievements of innovation and entrepreneurial education, and cultivate the self-identity of art design major students.

### 3.2 Pay attention to professional personality and carry out sustainable innovation and entrepreneurship practice

At present, major universities in China have established training bases for innovation and entrepreneurship, and adopted the school-enterprise cooperation form to jointly train talents. Enterprises are pursuing the improvement of economic benefits and schools are pursuing the improvement of social benefits and teaching quality, so the two are different in nature. Therefore, there have not formed a long-term and effective practice mode of innovation and entrepreneurship. At the same time, the students trained by the regular curriculum system all follow the same pattern and lack of professional personality, which is unfavorable for the cultivation of innovative thinking. We should adjust the professional learning depth of each student and divide the teaching content of professional course into three stages like primary, intermediate and advanced stages. Then students can determine their own development direction in the process of learning course so as to carry out selective in-depth learning. By this, students can cultivate

different professional personalities, and gradually accumulate professional characteristics in the innovation and entrepreneurship practice, while we can establish an independent innovation and entrepreneurship ecosystem, and truly realize the sustainable practice of innovation and entrepreneurship education.

### 3.3 Cultivate team-oriented learning methods

Art design major is a subject with strong comprehensiveness which involves a series of subjects like Design, Aesthetics, Materials Science, Technology Science, Marketing, Brand Planning and Consumer Psychology. Most of art design major students in China have completed a series of activities independently from design planning and physical production to photography and publicity in later stage. They lack team consciousness and their limited ability and energy are unfavorable for the sustainable development of innovation and entrepreneurship practice. Under the background of innovation and entrepreneurship education, team cooperation can cultivate the communication and expression between students. Students can learn from their strong points and close the gap, subdivide project tasks and coordinate their skills and resources. The form of team cooperation allows students to find suitable team members forwardly, and break the pattern of independent practice of students. By this, it can achieve the professional complementation, emotional complementation and ability complementation, weaken the "sense of isolation" of art design major, greatly reduce the risk of entrepreneurship and improve the advantages of entrepreneurship.

### Conclusion

Art design major usually start from solving problems in the learning practice and take the creative thinking as the foundation. Therefore, teaching results have a certain practicability and market value. We could closely combine with the content of art design major to adjust students' knowledge structure, and strengthen the cross-extension of students research, planning, design, materials, processing, production and promotion in specific innovation and entrepreneurship practice. We should actively implement innovation and entrepreneurship education into art design education from the easy to the deep, so as to improve the sense of participation of students in teaching practice, pay attention to the cultivation of professional individuality and stimulate the learning potential of students. Combined with the different needs of entrepreneurship and employment, we could cultivate the knowledge system and quality that are needed in the entrepreneurship and employment of students with the idea of teamwork. At the same time, all walks of life should give art design major more perfect development space in ideology and real life, and appreciate and respect the abundance of entrepreneurial routes and the diversity of entrepreneurial achievements of art design major. We should improve the industry satisfaction and success rate of entrepreneurship of art design major students, so as to make them transmit to the field of innovation-oriented art design with Chinese characteristics early.

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