

Cultivation of Innovative Talents in Fashion Design: Skills Combination, Learning and Application Integration ——Reform and Measures in Shih Chien University

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Abstract: After ten years, the Department of Fashion Design in Shih Chien University has completed the whole process of teaching reform from changing ideas to exploring implementation and then demonstrating industry recognition. The three aspects of the reform of talent training positioning, teaching management process and teaching resource utilization not only have outstanding characteristics, but also imply the teaching principle of fashion design, which has reference value.

Keywords: Fashion Design; Talent Training; Teaching Reform; Teaching Resources

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In the past ten years, the Department of Fashion Design of Shih Chien University has developed from the traditional adaptation to the needs of local fashion industry to international practice. The application rate exceeds 120% and the enrollment rate reaches 100%. The department of Fashion Design of Shih Chien University (four departments: Department of Fashion Design, Department of Industrial Product Design, Department of Architectural Design, Department of Media Communication Design) has been ranked among the top 30 international fashion universities, which gives great support to become a golden brand of practical university. In ten years, the Department of Fashion Design has completed the whole process of teaching reform from changing ideas to exploring and implementing to proving results and being recognized by the industry. Professor Zhang Yiqing, the former dean of the School of Design, commented on the ten-year teaching reform as "The ten-year reform is hard, under great pressure, and constantly groping forward. In the process of reform practice, several department heads hold the same goal of continuous research and correct the deviation, today finally can be said to achieve their own heart requirements, worthy of students' tuition fees and parents trust. As The Times change, the pace of reform cannot be stopped."

The teaching reform features of fashion design department in practical university, which implies the teaching rules of fashion major, have important reference value.

1. Personnel training reform

1.1 From traditional to international fashion market

The educational goal of the fashion design department of Shih Chien University is to cultivate students' humanistic quality and express their professional skills and abilities in fashion design and creation.^[1] The goal of talent training is realistic. Combining with the characteristics of small size and low division of labor of Taiwan's local garment industry, it matches the needs of students' comprehensive ability, and draws lessons from the talent training ideas of international famous fashion universities, stratified and refined students' studies by stage, with the goal of creating comprehensive talents with "integration of learning and application" adapting to the whole garment

industry chain. The first academic year is the "foundation period", which cultivates students' original design thinking and basic craft of garment making. The second year is garment making period. Through the second year of study, students can make a complete garment by themselves. The third academic year is the market integration period. In the third year, students will make clothing design and production process meet the needs and standards of the industry, and integrate original design with business. In the fourth academic year, for comprehensive application and personal display, we will participate in the graduation Fashion Week exhibition and selection held by practical University and various international fashion competitions, so that the industry can test what we have learned.

1.2 Improve the curriculum structure

The curriculum is designed to serve the goal of talent training, including core courses, basic humanities courses and elective courses. Professional core courses are set up around garment fabric transformation, garment design, pattern design, plate making, and garment basic technology, which involve the whole garment industry chain, covering three categories of garment design, professional technology and professional knowledge. It is supplemented by four modular professional elective courses (popular design application, fabric design, pattern and making, industry and business planning)^[2] (in recent years, new media application and research methods and paper writing modules are added) to meet students' personalized needs in different directions of the whole clothing industry. The school offers "Design Power" course and the public course of design management. The fashion design department focuses on introduction to design, art history, and history of Chinese and Western fashion, focusing on education and edification of fashion culture, and expanding students' artistic heritage and original consciousness. Combining the analysis of international fashion trends, appreciation of fashion elements, color patterns and their cultural background, the author will appreciate Chinese and western humanistic works of art from the perspective of fashion design.

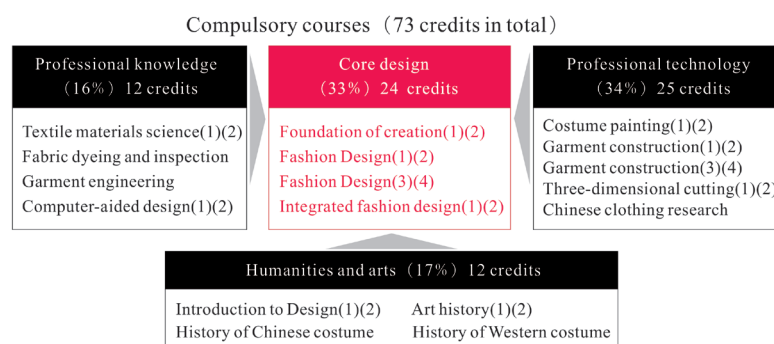


Figure 1 Credits and proportion of compulsory courses in the Department of Fashion Design

1.3 Introduce multiple academic evaluations

Shih Chien University combines teaching process guidance, stage inspection and final industry and enterprise evaluation, and tests students' learning effect through various evaluation methods such as mentoring teaching, mid-term and final evaluation, entrance examination, in-and-out performance, competition and so on. The highest proportion of evaluation and guidance is achieved through students' practical course teaching, hands-on production guidance and participating in various competitions. Practical courses and hands-on courses in practical universities come in various forms. In addition to the practical courses stipulated in the academic year, there are also summer school-enterprise joint practice, internship in enterprises, international work camp and fashion week. Through the process of "learning by doing", "training by competition", and team cooperation, we can get targeted guidance and evaluation, so as to cultivate students' design innovation ability, fabric research and development ability and experimental spirit through solid training of "handmade".

2. Teaching and Management integration

2.1 Integration of teaching management

The division of labor of full-time and part-time teachers is clear, the teaching management process is clear and standardized, and the purpose is to serve students. The teaching team is composed of full-time teachers and part-time teachers, part-time teachers account for more than 40% of the teachers. Part-time teachers come from a wide range of sources, including internationally renowned

designers,visiting professors of internationally renowned universities,designers of local well-known enterprises,garment technicians and pattern-making engineers.Long-term teaching and short-term work camp guidance are combined.More than 20 full-time teachers are not only responsible for teaching work,but also responsible for the department's syllabus arrangement,curriculum arrangement,practice studio management,laboratory use training and management,student practice team and various competitions guidance.The teaching and management are integrated.The management affairs are managed by special personnel,and the management process is clear and the management system is standardized.In order to improve teaching,the department of Fashion Design has introduced two systems.First,establish a system of "answering all questions".In order to improve students'concentration in learning and encourage students to study actively,the Department of Fashion Design has established an online platform for students to ask questions,requiring teachers on duty to answer students'questions on the same day without delay,and combining this system with teacher performance evaluation and personal promotion.In order to ensure that teachers can provide immediate guidance to students,the Department provides a personal workshop for all full-time course teachers so that teachers can go to the field to provide guidance and assistance to students asking questions.Second,the establishment of the department teaching reform joint conference system.The Department of Fashion Design will attend the teaching seminar every Wednesday for the key teaching teachers of the department to brainstorm and focus on solving the teaching problems that urgently need to be solved in the department,sorting out the implementation of teaching reform,arguing about teaching details adjustment and correcting deviations.

2.2 The teaching process highlights the main body of students

Students should play a subjective role in the teaching process and fully participate in the whole process of teaching management. In the process of teaching management,fully mobilize the enthusiasm of students,the establishment of student teaching assistant team,student photography team,student volunteer service team and student assisted teaching management team.The teaching assistant team is a team of sophomores and juniors who help the teachers in the way of work-study to guide and help freshmen with simple basic clothing technology and clothing design courses.Other student teams constantly communicate and help each other in the whole teaching process of the department of Fashion Design,and jointly complete large-scale teaching activities or exhibitions of the department.Take the Fashion Week of the Department of Fashion Design of Shih Chien University as an example.In addition to providing necessary inspiration and guidance for students'design works and production techniques,the students complete all the activities of the whole fashion week by themselves.It includes VI design and production,background wall production,fashion week invitation production and distribution,student journalists'publicity and reporting,editing and lighting cooperation(the core work is to hire enterprise professionals),as well as model volunteers'dress rehearsal assistance;Students are responsible for the host,the maintenance of order and the control of video broadcast.At the end of fashion week,each designer takes the stage to receive hugs,gifts and cheers from his or her "fans."This grand celebration is so impressive that it has become a "tradition"of the department of Fashion Design.It encourages graduates who are about to enter the society or further study,so that they can face their future work and study with confidence.

3. Optimize the allocation of resources

3.1 Study in different fields to expand design thinking

Fully mobilize the college teaching,enterprise competition,international fashion resources,integration and establishment of cross-field learning platform,expand students'vision,improve professional heritage.In order to combine what students have learned with the industry more closely,and to cultivate international design professionals with innovative design qualities and certain industrial management and marketing capabilities to meet the diversified needs of the international career,the Department of Fashion Design has integrated foreign teachers,English teachers and teaching resources from the four departments,set up design mechanics courses and design management credit courses,teaching in English.The design credit course focuses on design trend,digital design and innovative design to comprehensively improve students'creative quality.Design management credit course takes industrial marketing ability and management ability as the teaching core. In addition,the School of Design regularly holds inter-departmental international design workshops and inter-departmental design seminars to facilitate inter-departmental learning and work exchange.It has invited teachers and students from the

Architecture and Media Lab of MIT, as well as the main designer of Issey Miyake to cooperate in the working camp, and the students' achievements have been exhibited together with world-class design schools. The inter-departmental design seminar is held once or twice a year and is hosted by the four departments of the school in turn. The seminar includes paper publication and discussion, and the authors of the paper publication, the moderator of the conference and the reviewers attending the seminar communicate with each other to expand their thinking and ideas. In addition, we actively organize students to participate in various international design competitions, so that students can fully experience the international fashion design trends, including Beijing China International Fashion Week, London International Fashion Week Graduate Competition, Spain International Fashion Week, Netherlands Design Week, Berlin Fashion Week, International Sports Goods Exhibition (ISPO) and summer International Fashion Design Institute.

3.2 Build a "closed loop" of garment industry, university and research to support the new generation of designers

The Department of Fashion Design founded its own brand "PRAXES", set up a special brand studio and experience store, and cooperated with Taipei Songshan Cultural and Creative Park to carry out brand display and sales in the Cultural and Creative Building, so as to realize the "closed loop" of brand planning, fashion design, fashion production, brand display and fashion marketing. It solves the problem of connecting the "last mile" from fashion design to creating market value. Since 2013, the Department of Fashion Design has accurately grasped the development trend of the fashion market from the traditional order processing form (OEM) to original design production (ODM) and original brand production (OBM). Combined with its role as an educational institution of fashion industry, it has a large number of young designers and teaching resources with innovative design and production capabilities. Proposed to create its own brand "PRAXES". The characteristics of PRAXES are reflected in four aspects^[3]: the first is to support the new generation of designers by establishing their own brand; Second, to cultivate interdisciplinary design talents, transform creative inspiration into commodities, and further promote the brand concept of combining academic and pragmatic; Third, fully mobilize department resources to achieve multi-win; Fourth, dedicated team combinations to do more things and implement strategic changes. At present, "PRAXES" have been operating stably, serving as the workstations for graduate students and the important places for undergraduate production practice, realizing a virtuous cycle of industry-university-research.

3.3 Training services feed back undergraduate teaching

As a private university, Shih Chien University mainly relies on its own financing for teaching. In order to further improve the conditions of running a school and increase the investment in teaching, in addition to degree education, the Promotion and Education Department has established a set of flexible social training service mechanism to obtain funds through various channels. According to market demand, employment demand and some people's pursuit of quality of life, various forms of social training services in the medium and long term are set up^[4]. The Department of Fashion Design cooperates closely with the Ministry of Education to provide a core force of teachers. Short-term clothing winter summer camp activities for young students, including computer aided design, clothing painting class, clothing cutting, professional embroidery work camp and other modular courses, integrating leisure skills learning; Set up "fashion lecture hall" short-term lecture to meet the interests of fashion design or production of the working crowd; According to the employ-ability requirements of the garment industry, we provide medium and long-term professional training, such as clothing complete training series, clothing production series, clothing design series, clothing business series, jewelry design training, embroidery design certification and so on. In addition to improving the treatment of faculty and staff, the training funds are mainly used to invest teaching resources such as students' participation in competitions, students' work camp practice, students' summer internship and outstanding students' scholarship support, so as to effectively tilt teaching resources to students.

4. Inspiration from reform

4.1 Accurately grasp the connotation of talent training

We should establish the "student-centered" education concept, grasp the characteristics of application-oriented talent

training,think deeply about the relationship between industry needs and students'development,balance"general"and"specialized",and strive to provide more choices for students'development.From the perspective of internationalization,it fully demonstrates the goal and connotation of talent training in the garment industry,makes a forward-looking analysis of the development trend of the industry,and establishes a deep,dimensional and multi-level talent training goal based on the characteristics of the regional industry.

4.2 Form logical support and teaching planning guidance

To study the growth law of talents in fashion design or other majors,optimize the allocation of teaching resources in line with students'thinking development,practical ability enhancement,innovation ability cultivation and comprehensive ability progression:Layout of specialized combination of course group structure,layout of hierarchical and progressive course sequence,create multi-professional background cross teacher teaching team,build a cross-field international teaching platform.

4.3 Attach importance to practice,evaluation and guidance

We should increase the proportion of practical courses and practice teaching,and increase the weight of practical teaching evaluation and third-party evaluation of industries and enterprises.Attach importance to the guidance and evaluation of the whole process of practical teaching,as well as the participation and award level of students in top garment professional competitions at home and abroad,so as to improve the objectivity and gold content of students'academic evaluation.

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