

Research on Design Management Teaching in Higher Vocational Colleges

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Abstract: The design management course is of great importance in the business field. It can help students master the nature and method of design management, and promote students to better adapt to the post needs. Based on this, this paper studies the teaching of design management in higher vocational colleges. Firstly, it analyzes the existing problems in the teaching of design management in higher vocational colleges, and puts forward corresponding optimization strategies in view of these problems. By setting up a reasonable course system, carrying out project-based teaching, organizing students to participate in enterprise visits, and enriching teaching evaluation forms, etc. The aim is to improve the teaching quality of design management major in higher vocational colleges and cultivate high-quality talents who are more in line with the market demand, hoping to provide references for educators.

Key words: Higher vocational colleges; Design management; Teaching; Teaching reform

Introduction:

With the rapid development of society and the continuous advancement of industrial upgrading, the demand for talents in the field of design management is increasingly strong. As an important base for training design and management professionals, the teaching quality of higher vocational colleges is directly related to the training quality of talents and the satisfaction of social needs. However, at present, there are still some problems in the teaching of design management in higher vocational colleges, such as the lack of connection between curriculum and industry, the integration of theory and practice teaching is not close enough, etc. These problems restrict the improvement of teaching quality and the effect of talent training. Therefore, it is of great practical significance and theoretical value to conduct in-depth research on the teaching of design management in higher vocational colleges and explore effective optimization strategies.

I. Problems existing in the teaching of design management in higher vocational colleges

At present, there are still many deficiencies in the actual teaching of design management major in higher vocational colleges, which are mainly reflected in the following aspects: First, the lack of connection between curriculum and industry. At present, the curriculum of design management major in higher vocational colleges pays too much attention to the study of theoretical knowledge, but neglects the docking with the actual industry, which makes it difficult for students to quickly adapt to the market demand after graduation, and lack the practical ability and the ability to solve problems. Design management courses explore the use of management scientific methods to achieve the integration of design innovation and market mechanism, focus on training students' ability to effectively organize and execute design management work, and effectively improve students' professional quality. However, the current design management curriculum system is not perfect, curriculum theory teaching accounts for more, the lack of effective training of students' comprehensive practical ability, which will restrict students' future employment and development. Second, the integration of theory teaching and practice teaching is insufficient. The major of design management has strong practicality, so theory teaching and practice teaching should establish a mutually complementary and complementary relationship. However, at present, the integration of theory teaching and practice teaching is insufficient, and the problems of separation and independence exist in the actual development process, so that although students have mastered a lot of theoretical knowledge, they lack opportunities for practical application, and it is difficult to convert theoretical knowledge into practical operation ability. There is a problem in traditional teaching classroom that theory is emphasized and practice is underemphasized. The teaching process mainly includes teacher explanation and simulation practice, while the theoretical learning part is mainly guided by teachers, which is difficult to give full play to students' subjective initiative. Simulation practice links lack a lot of real feedback information, it is difficult to effectively stimulate students' interest in learning, restricting students' understanding and application of theoretical knowledge. Third, the form of teaching evaluation is single. Teaching evaluation is an important basis for understanding students' learning effect and improving teaching quality. However, at present, teaching evaluation of design management major in higher vocational colleges mostly relies on traditional written examination and homework forms, lacks comprehensive evaluation of students' comprehensive practical ability and innovative ability, cannot truly reflect students' comprehensive quality and ability level, and lacks feedback and application of evaluation results. It is difficult to give full play to the positive role of teaching evaluation on the development of students' ability. In terms of the main body of evaluation, the traditional evaluation system takes teachers as a single body, which is difficult to obtain multi-angle feedback on teaching quality. In terms of the evaluation content, the traditional evaluation system mainly combines students' attendance, daily homework and homework, and lacks feedback from practice links and practice processes, which can not effectively reflect students' learning ability.

II. Analysis of teaching optimization strategies for design management major in higher vocational colleges

1. Set up the curriculum system reasonably based on the requirements of post ability

In the new era, with the rapid development of the industry, enterprises have put forward higher requirements for practitioners related to design management. In order to effectively adapt to the changes in the industry, the design management major in higher vocational colleges should be based on the requirements of post ability, set up a reasonable course system, and carry out detailed and accurate planning of the course. First of all, in-depth research on the current job needs of the design management industry, to understand the specific requirements of the industry for relevant practitioners. Through the analysis of post standards, higher vocational colleges should not only cultivate students' professional practical skills of design management, but also pay attention to cultivating students' good will quality and teamwork spirit, and exercise students' adaptability and innovation ability, so as to enable students to keep up with the changes of the industry times. Secondly, the curriculum system should be reconstructed according to the demand of post ability. With the rapid development of the industry, schools can establish cooperation with industry enterprises, and jointly set up the curriculum system with enterprises to promote the close connection between the course content and the industry demand, the teaching process and the production process; Invite enterprise managers to participate in the course content setting, introduce new technology and new standards into the teaching, reflect the practicability and cutting-edge of the course teaching, and ensure that the course content always keeps pace with The Times. For theoretical courses, schools should pay attention to optimizing the curriculum, adding new standards and technologies in the industry, cutting down backward teaching content, and focusing on integrating new elements of The Times into it. For practical teaching, schools should pay attention to increasing the proportion of practical links, combined with the needs of industry positions, set up practical activities such as experiment and practical training, so as to promote students to better apply and understand the knowledge, improve the comprehensive quality of students, better train high-quality talents that meet the market demand, and inject new vitality into the development of the industry.

2. Promote the integration of theory and practice, and carry out project-based teaching

Design management majors in higher vocational colleges should emphasize the integration of theory and practice, and encourage students to apply theoretical knowledge to solve practical problems through project-based learning activities, so that students can master theoretical knowledge and exercise practical operation ability at the same time. Project-based teaching can provide students with real and specific learning situations, combine course content with practical projects, and enable students to learn and apply theoretical knowledge in practice, thus deepening the understanding and memory of knowledge points. Compared with traditional teaching, project-based teaching can help stimulate students' interest and enthusiasm in learning and improve their motivation. In this regard, teachers can design specific projects based on the course content, guide students to participate in the project as a learning group, gather the wisdom of the group members, and enrich the learning experience of students. In the process of project implementation, each team member should comprehensively apply the knowledge, analyze the problem, formulate the specific plan, implement the operation, and finally achieve the project goal. Each team will organize the whole project process in the form of a report and submit it to the teacher. The teacher will check the learning results of each team and make specific suggestions for each team. The project-based inquiry process can test students' mastery of theoretical knowledge, exercise students' innovative thinking and practical ability, and gradually improve students' practical operation ability and problem-solving ability. Project-based learning provides a platform for students to show their design management skills, places students in real design situations, and lays a good foundation for students to participate in design and management in the future. In addition to design management projects, teachers can also organize students to complete design management strategy analysis reports, guide students to analyze actual cases, study the strategies of enterprise design management, including target market, brand vision and competitive advantage, analyze the performance of enterprise brands in the market, including popularity, customer loyalty, etc. In this way, students can understand the application of design and management strategies in practice, and improve their insight into market trends and competitive environment. In this process, students need to cooperate with others to complete the task, and they need to fully communicate and coordinate with others, which is conducive to training students' listening and expression skills, helping them better cooperate with others in the future work and jointly promote the progress of the project.

3. Organize and participate in enterprise inspection and provide abundant internship opportunities

In the teaching of design management major, higher vocational colleges should establish cooperative organizations with enterprises, and students should participate in enterprise inspection, so as to provide students with abundant internship opportunities, help students better understand the current situation of the industry and enhance students' practical operation ability. First of all, organize students to visit enterprises. Through field visits, students can deeply understand the organizational structure, business process and project management of the enterprise, clarify the internship standards of the enterprise, and establish a clearer understanding of their professional direction. During the visit, students can establish communication and interaction with enterprise personnel, understand the cutting-edge development of the industry, understand the specific work process and methods of the post, and stimulate students' innovative thinking. The school can lead students to visit one or more enterprises, choose enterprises with different characteristics and professional fields, in order to enrich students' vision. Through personal contact, students will understand the actual working environment, observe and analyze the actual projects of enterprises, including design management, from conception to final result, and help students understand the evolution process of design management. Students should actively ask questions, exchange and share their impressions and experiences with practitioners, and

encourage students to combine theoretical knowledge with practice. Secondly, internship opportunities should be provided for students. To further enrich students' practical experience, schools can cooperate with related industries to provide internship opportunities for students. During the internship, students can participate in the actual projects of enterprises under the guidance of professional mentors, from the whole process of project planning, design, implementation to management, and accumulate valuable practical experience, which can not only help students consolidate what they have learned, but also improve their problem-solving ability and teamwork ability. Internship can help students build professional network, let students get to know colleagues and leaders within the enterprise, in order to establish good interpersonal relationships, and provide information and resources in the industry for students' future career development. Students will get the guidance of professional tutors, break the barriers of theory and practice, enhance students' employment competitiveness, and seek opportunities for their career development.

4. Establish and improve the assessment system and enrich the forms of teaching evaluation

A scientific and perfect assessment system is of great significance to improving the teaching quality and promoting the all-round development of students. The design management major of higher vocational colleges should establish a diversified assessment system, including theoretical examination, practical operation and project study, and evaluate the comprehensive quality and ability of students from multiple perspectives and multiple dimensions. In terms of evaluation subjects, schools should set up a multi-subject evaluation system, in which professional teachers, enterprise tutors, students and other subjects participate in the evaluation to obtain more comprehensive evaluation results. In terms of evaluation content, apart from traditional evaluation methods, schools can introduce diversified evaluation content, including project results display, group activity participation, enterprise internship evaluation, etc., in order to have a more comprehensive understanding of students' learning status. In the application of evaluation, teachers should combine the evaluation results, timely adjust teaching strategies, help students realize their own strengths and weaknesses, targeted improvement and promotion, and form a good teaching feedback mechanism.

Conclusion:

To sum up, higher vocational colleges are places to train excellent design and management talents for enterprises. They should strengthen the grasp of the development and change of the industry, pay attention to the needs of post ability, set up a reasonable course system, promote the effective integration of theoretical teaching and practical teaching, exercise students' practical operation ability with the help of project-based teaching, and organize students to visit enterprises. Enhance students' understanding of the post, and effectively cultivate students' professional quality and social adaptability. In the actual teaching process, teachers should pay attention to building a sound assessment system, enrich the forms of teaching evaluation, evaluate students' learning effects with multi-subjects and multi-dimensions, feed back education and teaching, and ensure the steady improvement of teaching quality. At the same time, higher vocational colleges should continue to deepen the reform of teaching, and constantly innovate teaching methods and means, so as to adapt to the changes in society's demand for design management talents, and contribute to cultivating more high-quality and skilled design management talents.

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