Cross-disciplinary Talent Training Mode of New Media Art Major in the Context of Cross-border Integration

Ya Xu

Film Academy, Modern College of Northwest University, Xi’an, Shaanxi, China.

How to cite this paper: Ya Xu. (2024). Cross-disciplinary Talent Training Mode of New Media Art Major in the Context of Cross-border Integration. The Educational Review, USA, 8(1), 147-151. DOI: 10.26855/er.2024.01.027

Received: January 15, 2024
Accepted: February 12, 2024
Published: March 6, 2024

Corresponding author: Ya Xu. Film Academy, Modern College of Northwest University, Xi’an, Shaanxi, China.

Abstract

Interdisciplinary talent training is an important content and direction of China's higher education reform. Under the background of the development of modern information technology, there is an increasing demand for high-quality new media art professionals. This paper focuses on the interdisciplinary talent training of new media art major. At present, interdisciplinary talent training in Chinese universities is facing difficulties in terms of the training concept, training mechanism, and management system: the training concept is relatively lacking, the discipline setting hinders the training mechanism, and there is no effective organization and management system. In order to further break the disciplinary barrier and break through the limitations of new media art major, starting from the intersection, integration, and association between new media art and other disciplines, aiming at the interdisciplinary integration of new media art professionals, this paper puts forward new ideas from the aspects of the training scheme, curriculum system, teaching form and evaluation system, so as to provide a reference for training new media art professionals who meet the needs of social development.

Keywords

New media art, Interdisciplinary, Personnel training

With the development of the Internet, artificial intelligence, 3D printing, and other modern technologies, subject integration is constantly infiltrating into social culture, economy, and people's production and life, and the demand for talents who can handle all kinds of comprehensive and complex design problems is increasing (Li, Y., 2021). With the continuous development of information technology, the discipline system of new media art specialty is constantly updated and expanded, showing cross-disciplinary and interdisciplinary characteristics. Although the new media art professionals trained under the single new media art discipline can master certain professional basic knowledge and have certain professional abilities, there is still a certain distance from the talents who can deal with various complex design problems needed by society, which is difficult to meet the actual needs of the present society (Li, Z. H. & Sun, J., 2020). Therefore, colleges and universities should break through the barriers between art design, technology, engineering economics, sociology, and other disciplines, pay attention to the intersection, infiltration, and integration of different disciplines, and build an interdisciplinary training mechanism for new media art professionals, so as to cultivate new media art professionals with interdisciplinary knowledge to meet the needs of society.
1. The necessity of training interdisciplinary talents of new media art major

At present, the creation of new media art needs strong technical support to have a more diversified and expressive way of presentation. With the emergence of cross-border integration mode, it is no longer easy for art to exist independently, and the art field pays more attention to interdisciplinary interaction. The isolated island of multiple disciplines gradually breaks the relatively independent form and begins to show a trend of integration.

1.1 It is helpful to cultivate compound new media art professionals

The fundamental purpose of interdisciplinary design education integration is to let students seek new knowledge and practice at the junction of different fields (Huang, H. M. & Chen, Y. N., 2020). Making full use of interdisciplinary resources and knowledge and integrating them will help to improve students' aesthetic cognitive ability, creative thinking ability, innovation and entrepreneurship ability, practical application ability, teamwork ability, and problem-solving ability, so that new media art professionals can freely cope with and deal with comprehensive and complex problems related to the design field, and cultivate excellent applied, compound and innovative practitioners of new media art for society and enterprises, thus meeting social needs and providing strong talent support for China's modern industrial transformation.

1.2 Realizing the differentiation of teaching forms of new media art specialty

In the past, design education was often a single teaching of technical knowledge; Nowadays, in order to meet the market demand, its knowledge construction is more and more inclined to the cross-construction mode of social responsibility, business platform, and system innovation (Jiang, T. J. & Jin, X. H., 2021). The interdisciplinary research on the talent training mode of new media art specialty can promote the innovative development of education mode, help the new media art discipline in colleges and universities to build a scientific curriculum system, and encourage teachers to break the previous single teaching form and change teaching concepts; It is helpful to seek the breakthrough and innovation of interdisciplinary integrated education for new media art majors, carry out diversified interdisciplinary integrated teaching, promote the solution of the imbalance of teaching resources in colleges and universities, and optimize the teaching staff in colleges and universities, so as to integrate the overall resources of teachers, give full play to their expertise and improve the quality of personnel training.

1.3 Optimizing the internal structure of new media art discipline

The discipline of new media art is interdisciplinary, which not only has the characteristics of humanities and social sciences but also has the characteristics of natural science and engineering science (Liu, J. Q. & Liu, P., 2020). The research on interdisciplinary talent training mode can promote the cooperation and integration between new media art and related majors and disciplines, build a bridge between art design, science, humanities, technology, and engineering majors or disciplines, enable students to better cope with and deal with all kinds of complex and comprehensive design problems, help to eliminate the limitations of new media art majors, make them gradually move towards the innovative road of integration of new media art and technology, enterprises and economy, and realize new media art.

2. Difficulties in training interdisciplinary talents of new media art major

2.1 The concept of interdisciplinary talent training is relatively lacking

Although the scope of new media art specialty has been expanded after the adjustment of previous professional catalogs, the system of enrollment by specialty and training by specialty is still implemented in colleges and universities in China (Liu, B. H. & Cao, X. T., 2020). At the same time, the situation of highly unified training objectives, training specifications and even teaching plans remains the same, and students have little room for self-design and independent choice, which cannot adapt to their different individual needs, so it is difficult to reflect the diversity of talents. This also directly reflects the deep-rooted concept of professional education and the strong historical inertia of the professional education model, which restricts the growth of the interdisciplinary talent training concept of new media art and the promotion of interdisciplinary talent training practice to a certain extent. In addition, as early as the 1980s, a group of universities represented by Wuhan University were carrying out interdisciplinary talent training, and adopted a series of measures, such as broadening the professional caliber, updating the curriculum system, setting up interdisciplinary majors, and implementing the major and minor courses and double-degree system, but until today, the concept of interdisciplinary talent training has
not been generally established in Chinese universities. Firstly, the lack of this concept is manifested in the lack of understanding of the traditional talent training mode and the value and significance of interdisciplinary talent training in many colleges and universities, which leads to the lack of concept guidance in reform practice; Secondly, the objectives and methods of interdisciplinary talents training in new media art are not very clear, thus lacking clear operational ideas; Thirdly, the lack of ideas is directly reflected in the lack of actions, that is, although many colleges and universities have become comprehensive or multidisciplinary universities, they stick to a single professional education model and have not fully transformed the advantages of multidisciplinary resources into talent training resources.

2.2 Discipline setting hinders interdisciplinary talent training mechanism

In recent years, the state has emphasized the optimization of discipline layout, actively advocates the construction of a coordinated and sustainable discipline system, breaks down the barriers between traditional disciplines, integrates related traditional discipline resources, promotes the intersection and integration of basic disciplines and applied disciplines, and cultivates new discipline growth points in frontier and interdisciplinary fields. The state gives policy support and attention to the cultivation of interdisciplinary talents, but at the school level, it takes a long time to adjust and optimize the actual discipline layout. At present, the independent discipline setting in colleges and universities has caused obstacles to the adjustment of curriculum system, curriculum content, and training mode of new media art specialty, there is less communication and interaction between colleges, and there is a lack of long-term mechanism for inter-school communication. Most colleges and universities have taken measures to promote the development of interdisciplinary courses and academic lectures for new media art majors, but these measures cannot form a systematic interdisciplinary training system. The interdisciplinary talent training for new media art majors needs to be further substantially promoted, and the innovation of interdisciplinary talent training mechanisms needs the corresponding innovation of discipline organization structure.

2.3 Lack of effective organization and management system

An effective quality assurance system, including a personnel training scheme, curriculum, assessment, and degree awarding, is an important guarantee to improve the quality of personnel training for new media art majors. China's colleges and universities have not yet formed a comprehensive and complete quality assurance system and operation management system for interdisciplinary talent training of new media art, and the interdisciplinary talent training of new media art specialty can't be promoted stably for a long time. Taking the social demand as the starting point, we should build an innovative interdisciplinary talents training goal and direction for new media art specialty, set up a team of high-quality interdisciplinary teachers, improve teachers' level, and establish an interdisciplinary research center or experimental platform in colleges and universities to provide reasonable resource allocation for interdisciplinary talents training. At present, the evaluation mechanism of colleges and universities in China is not conducive to improving the quality of interdisciplinary talent training for new media art majors. The evaluation of teachers pays attention to quantitative indicators, which consume most of the teachers' energy, and lack the encouragement of corresponding work performance, performance evaluation, and incentive mechanisms when teachers complete interdisciplinary training. The assessment and evaluation mechanism for students majoring in new media art pays attention to the examination results or academic achievements of the subject, but less attention to interdisciplinary related achievements or achievements.

3. Exploration of interdisciplinary talent training mode for new media art specialty

3.1 Incorporate interdisciplinary research methodology into the curriculum system

Educators of new media art should first teach students basic subject knowledge. The gap between technology and art at present mainly comes from the difference in thinking mode, which is caused by the accumulation of knowledge differences. This process has long been expounded in interdisciplinary research methodology abroad. Students need to selectively understand the phenomena, phenomenon classification, epistemology, and research methods of natural science and social science, rather than just understanding and mastering the contents of humanities. The fundamental goal of general education is the construction of personality and the cultivation of students' learning ability and comprehensive quality. Only when students understand why they encounter such difficulties can they reduce this discomfort across disciplines in the process of future study and exploration and normalize this state.

In the actual teaching work, due to the different backgrounds of colleges and majors, we can't limit students to be trained according to academic or professional skills, but all new media art majors, even digital media art majors, should have a preliminary understanding of this methodology and make clear the root of the differences-knowledge differences. The systematic study of interdisciplinary research methodology helps students to clearly narrow the path of this difference,
such as what kind of theory to learn and what kind of practice to carry out, which will help them partially understand the vision and theory of the target discipline. We should actively try to incorporate interdisciplinary research methodology into undergraduate courses as a powerful supplement to the discipline vision of the new media art specialty.

3.2 Innovating the training form of interdisciplinary talents

On the one hand, the key to innovative interdisciplinary teaching forms of new media art specialty lies in teachers. In the past, teachers often taught students basic professional knowledge in class. The purpose of innovative interdisciplinary teaching of new media art specialty is to guide students to analyze and solve various design problems by using new media art professional knowledge, thinking of different disciplines and appropriate methods. Teachers should constantly update their teaching concepts, innovate interdisciplinary teaching methods for new media art majors, promote innovative design, optimization, and reflection of course teaching, and improve teaching quality, so as to cooperate with diversified talent training programs and scientific interdisciplinary curriculum systems and improve students' practical ability, creative thinking ability and teamwork ability. In addition, classroom teaching is only a part of innovative professional teaching, and diversified teaching methods such as seminars, scientific research, practice, and on-campus and off-campus internships should be used to train new media art professionals. On the other hand, innovative teaching methods need to strengthen the construction of an innovative practice platform for the interdisciplinary integration of new media art professionals. Building an innovative practice platform of collaborative cooperation between enterprises and research institutes can further optimize the talent training mode of new media art majors, further promote the integration and sharing of art design education resources of various types of universities, enterprises, and scientific research institutions, promote cooperation in Industry-University-Research, give full play to the advantages of knowledge resources of new media art majors in universities, human resources of scientific research institutions and technical resources of enterprises, and promote the integrated development of professional chains and industrial chains. In view of the social needs, colleges and universities should pay attention to the practical projects of new media art majors, and promote the interdisciplinary collaborative innovation teaching of new media art majors, enterprises, and scientific research institutions, so as to enhance the professional ability and comprehensive quality of students majoring in new media art; At the same time, an interdisciplinary research team and an interdisciplinary research studio composed of university teachers, experts from scientific research institutions, enterprise designers and students will be established, with teachers and experts as the leading factors and students as the center, to stimulate students' enthusiasm and innovative design thinking ability in interdisciplinary research projects and promote the development of interdisciplinary innovative teaching.

3.3 Strengthening laboratory model and enriching evaluation system

From its origin, the studio model is the product of the arts and crafts era, and the new media of artistic creation and research is the general trend, so the current studio model should be fully transformed and combined with the laboratory. Artistic creation needs to deal with not only digital materials but also biological materials. Although the new creative space should be dominated by media-based laboratories, it may gradually evolve into a joint laboratory integrating computer technology, numerical control technology, traditional material processing, genetic engineering, bioengineering, and robotics. As a part of creative tools, the technology of each era is mobilized by the creators to create art in a way similar to the creator, so that technology can be naturally integrated into the daily study and life of new media art students.

From the perspective of resource allocation, studios, and research institutes are often outposts of communication between academic and industrial circles. One of the successes of the Anglo-American studio model is that students can not only improve their creative practice ability but also get employment opportunities and opportunities to communicate with industry masters by participating in the studio. Similar attempts are being made in China, but the current problem lies in how to build a system and long-term cooperative relationship and the lack of academic organizations with similar functions.

From the perspective of the training system, students who focus on studio creation and projects often suffer from the complexity and difficulty in balancing the courses they have to take into account. Therefore, for colleges with comprehensive training objectives, we can learn from the dual-track model of the United States. On the basis of compulsory courses, students with different goals are allowed different course tracks and graduation assessment methods. Therefore, this change requires top-down systematic planning.

4. Conclusion

With the development of the economy and the changing demands of people's livelihoods, the training of students majoring
in new media art in Chinese colleges and universities should align with the requirements of economic and social development. This entails promoting the training of interdisciplinary talents, establishing an interdisciplinary talent training mechanism, and enhancing the quality of talent development. It is necessary to break through disciplinary barriers, deepen interdisciplinary integration, promote the teaching concept of interdisciplinary talent training for new media art majors, innovate training methods, establish a sound interdisciplinary organization and management system, and rationally allocate resources. This will help build a sound and reasonable interdisciplinary talent training mechanism, enhance the innovative talent training ability of colleges and universities, and cultivate interdisciplinary talents for new media art majors that the country needs.

References


