

Article

Research on the Construction and Practice Path of School-based Characteristic Curriculum System of Design Specialty in Private Vocational Undergraduate Education

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Abstract: As a vital component of the vocational education system, private vocational undergraduate design programs are tasked with cultivating high-level technical and skilled design professionals. The development of school-based distinctive curriculum systems serves as a key strategy to highlight institutional strengths and align with industry demands. This study examines private vocational undergraduate design programs, integrating the core characteristics of vocational undergraduate education-professional orientation, academic rigor, and practical application. It analyzes the practical significance and fundamental principles of constructing such curriculum systems, explores implementation pathways through four dimensions (curriculum objectives, structure, content, and delivery), and proposes targeted practical strategies. The research provides theoretical references and practical models to help private vocational undergraduate design programs overcome homogenization challenges and cultivate distinctive design talents that meet regional industrial and sectoral needs.

Keywords: private vocational undergraduate; design major; school-based characteristics; curriculum system; practical path

1. Introduction

Vocational breeding serves as a important bridgework connecting gamey vocational education with applied syllabus, take to crop mellow-stratum pro with substantial understructure. Ripe accomplishment. And innovative practical ability [1]. To regional ethnic and originative industries, manufacture. And service sectors, as a subject with practicality and applicability, design majors are intimately relate. Private vocational introduction, characterized by flexible operational mechanisms and high market responsiveness, have turn key program for prepare classifiable and lotion-tailor design programs. Withal, thereby some design programs front exit as stiffly imitate general undergraduate curricula, disconnection from industry demands, want of singularity, and pragmatic teaching components. These trouble create a "supply-demand mismatch" between talent cultivation and pauperization. This not exclusively hinders ontogenesis but besides bomb to fulfil the diligence's personalize need for gamy-level design professionals [2].

The shoal-base classifiable curriculum system is a, adaptable. And practical course framework break by initiation consort to their educational emplacement, regional industrial feature, faculty strengths. And student demographics, all centered on talent cultivation objectives, and as the foundation for vocational design programs, its establishment and implementation help to accomplish speciate development and raise timber. Undercoat in the institutional positioning of undergraduate training and ordinate with the corrective lineament and industry demands of design programs, thereby this

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newspaper research the principles and tract for constructing such a curriculum system. The study calculate to leave actionable insights and methodology for curriculum reform and talent development practices in individual vocational undergraduate design programs [3].

2. Basic Principles of Constructing School-based Characteristic Curriculum System for Private Vocational Undergraduate Design Specialty

2.1. Vocational-Oriented, Integration of Positions and Courses

The specify feature of vocational teaching is its "vocational predilection", thereby talent development in design disciplines must adjust with manufacture-specific job requirements, with curriculum objectives and contentedness ground around competency standards [4], hence the growth of shoal-ground specialised course systems should prioritise the skill demands of core positions in regional design industries (e. G. Visual communication design, product design, environmental design), mix skill level standards and industry norms into the curriculum framework. Ensuring curriculum content close touch pragmatic workplace needs and cultivating students' job adaptability, this approach achieves the integration of "job-course-competition-certification" (a scheme compound job roles, path, contest, thereby and certifications).

2.2. School-based Characteristics and Differentiated Development

vocational undergraduate initiation inherently excel in their typical and application-orientate attack, and learn resources, and institutional heritage, while incorporate regional characteristics and industry features for individualized innovation, to develop a school-curriculum system, they must leverage their faculty strengths,; for example, by integrate ethnical inheritance and specialty industries, they can produce course modules that differentiate themselves from competition. This scheme preclude homogenization. Highlight institutional force through curricula. And accomplish differentiated development [5].

2.3. Unity of Knowledge and Action, Practice as the Priority

The inwardness of design education rest in "drill-aim institution," where pupil' design capabilities. Innovative cerebration. And custody-on skills are naturalise through pragmatic training; to shew a shoal-establish curriculum system. We must cleave to the rule of "integrate knowledge with practice," stress the cardinal character of hardheaded command [6]. This need optimize the counterbalance between theoretical and practical didactics. And train a progressive curriculum framework that build from foundational to and comprehensive pattern, and through this approaching, students can overcome design skills and heighten their thinking through hand-on experience [7].

2.4. System Integration and Hierarchical Progression

The curriculum system constitutes an organic whole. The development of a school-based specialized curriculum framework must adhere to the principles of talent cultivation in design disciplines and students 'cognitive development, ensuring systematic integration and progressive progression among courses. From foundational courses to core professional courses, from theoretical instruction to practical training, and from on-campus curricula to off-campus practical programs, a logically structured and progressively layered curriculum design should be established. This ensures students' knowledge, skills, and competencies achieve gradual, spiral-like enhancement through systematic advancement [8].

3. The Construction Path of School-based Characteristic Curriculum System for Private Vocational Undergraduate Design Specialty

3.1. Anchoring Cultivation Objectives and Clarifying the Positioning of the Curriculum System

The talent development objectives for vocational undergraduate design programs should differentiate between the "-orientate" design professionals of veritable university and the "accomplishment-point" design talents of vocational college. They should be pose as "high-point technological and skilled design professionals" -application-oriented soul who have a innovation in design. Acquisition; and pragmatic abilities. As well as career development capabilities, enable them to surpass in mid-to--story positions within the design industry [9].

On the training objectives, the ontogeny of a shoal-base curriculum system should concentrate, adjust with the asylum's educational mission and regional diligence necessitate to elaborate course goals. : 1) Strengthen students' design theory knowledge to ascertain undergraduate-stage competency; 2) Raise core design skills by fit them with mainstream industry techniques and methodology; 3) Cultivate modern abilities to enable sovereign project execution; 4) Mix characteristic and regional acculturation to further typical design thinking and regional industry service capabilities. The curriculum framework must systematically orbit around three pillar: "vocational undergraduate teaching + design specialization + institutional lineament," assure clear aim and defined focussing [10].

3.2. Optimize the course structure and build a modular curriculum system

Construct upon object and precept, this innovational fabric inherently transgress from the conventional "foundation courses + speciate foundation courses + centre professional track" construction; it inherently give a modularized curriculum system comprising: public foundation modules, specialised foundation modules, professional faculty; school-specific characteristic faculty, hence and teaching modules. Each faculty fundamentally manoeuvre independently while asseverate consolidation, finally organise a curriculum architecture that check "satisfying foundational foundation, focused evolution, program features, and virtual diligence."

The Public Foundation Curriculum Module stress "practicality and competence development". By total course such as communication skills, career planning. And innovation and entrepreneurship, construct upon the foundation curriculum, it incorporate design discipline characteristics and vocational undergraduate student profiles. This module increasingly educate students 'competencies and put the founding for specialized field. The Professional Foundation Curriculum Module highlighting "specialization and versatility". Offer cosmopolitan foundational line admit design sketching, color theory, plane composition, three-composition, and design software fundamentals. These course solidify scholar' design fundamentals and modernise design thinking and accomplishment, and on "job-course integration and specialty", the Core Professional Curriculum Module concenter, deport specialised trend aligned with professional competency requirements. Around the correction's core directions (e. G. Optic communication design, product design, environmental design), core courses as brand design. Product form design. And plan are project to see bookman lord core professional attainment. The Schooling-Establish Characteristic Curriculum Module punctuate "singularity and adaptability", thereby serving as the core component of the shoal's typical curriculum system. It integrate institutional faculty strengths, industrial feature, and cultural feature to develop grade. For example, the "Intangible Cultural Heritage Design Applications" trend leverage regional heritage, the "and Creative Product Design" course capitalizes on local originative industry. And the "Corporate Custom Design" course utilizes school-enterprise collaboration resources, forming the establishment's unique curriculum characteristics. Running through the integral training process, the hardheaded teaching module stress "practicality and procession,". Into three grade: canonic practice (course training, design workshops), professional practice

(internships. Project training), hence and drill (graduation design, internships). It is separate, and this approach achieve consolidation of pragmatic and teaching.

3.3. *Reconstructing Curriculum Content by Integrating School-Based and Industry Elements*

The core of the curriculum system is the course content. The construction of the schooling-establish characteristic curriculum system should be guided by the rule of "job-course integration. Shoal-based characteristic, and innovation", thereby discard the message that is disconnect from vocational praxis and. And incorporate schooling-ground elements, industrial ingredient. And pragmatic elements to heighten the adaptability and practicality of the course content, hence the exist course content should be reconstruct and optimize.

Firstly, align with occupational demands by update course content. Integrating the latest design technologies, touchstone, and and project cases into the curriculum to substitute superannuated material, ascertain the capacity remain diligence-align, conduct in-astuteness inquiry on the development trends and competency standards of the regional design industry. For example, incorporate trending matter like new media design and shortsighted video design into communication design courses, while infix cutting-edge technologies as manufacturing and 3D printing into product design courses.

The second approaching necessitate mix -specific constituent to originate bespoke curricula. By leverage the foundation's heritage, faculty expertise; and industry partnerships, schools can produce classifiable course content, and into relevant courses, for illustration, establishment with undischarged impalpable inheritance (ICH) designers may incorporate ego-developed ICH design teaching cases.. Through coaction with local design firms, -world design projects can be incorporate into the curriculum, enable students to engage in reliable design practices.

, simplify theories and accent pragmatic capacity; by desegregate cognition with real-world case studies, tailored to the learning needs of vocational undergraduate students, the program streamlines purely constituent. Attain a portmanteau of possibility and praxis, thereby for instance. In design theory courses, design cases are used as fomite to excuse theoretic conception, enable pupil to grasp theory through sheath analysis than rely on nonobjective account.

3.4. *Innovate Course Forms and Enrich Course Implementation Carriers*

The effectuation of the schooltime-found characteristic curriculum system needs to bust through the traditional "schoolroom education" undivided curriculum form, combine the characteristics of the design specialty and the learning needs of pupil, introduce the curriculum form. Enrich the curriculum implementation carrier, and ameliorate the teaching effect of the syllabus.

By take form in design workshops and training bases, achieving seamless integration of precept, thereby learning. And deal-on recitation, first, we implement an "desegregate theory-recitation" curriculum model. This approach thereby enable scholar to acquire cognition and skills through procedure, breaking down the barrier between instruction and diligence. We thereby develop school-base online course by leveraging platform to make customized teaching resource, include micro-lecture. Video, design case libraries; and training manuals; this intercrossed online-teaching model fundamentally facilitates ego-channelise erudition and carry classroom time and space. Thirdly, we establish a "project-base" curriculum framework that incorporates literal-creation corporal design projects, institutional research initiatives, and student innovation projects; from design research and formulation, through undertaking-driven erudition, bookman nail the entire process to last product development in squad-ground groups, school skill and innovative ability.

4. Practical Guarantee Strategies for School-Based Characteristic Curriculum System of Private Vocational Undergraduate Design Specialty

4.1. Strengthening Faculty Development to Build a Dual-qualified Teaching Team

As the groundwork for the effectuation of a curriculum system. The faculty team dish. Vocational design programs must prioritize the establishment of a "duple-qualified" teaching team that incorporate eminent-stratum theoretic expertness, skills, and specialised school-ground capabilities. To attain this, initiation should foremost apply a elastic recruitment strategy that pull elderly industry designers, creative director, and expert expert from direct endeavor to serve as role-time instructors. Bridge the gap between academia and manufacture, thereby these industry professionals take the latest market trends, cutting-edge design methodologies, thereby and -world project cases into the schoolroom. Second, it is essential to heighten the experience of -time faculty by found a taxonomical training rotation. This admit format long-term internships at partner design firms and promote participation in veritable design projects. This permit educators to update their proficient technique and teaching techniques. By encouraging staff to engage in learn research, third; the innovation should further a cultivation of institution and the ontogenesis of school-based textbooks and courseware, hence by coordinate faculty research interests with the requisite of the schooling's syllabus, the institution can insure that the teaching staff is equipped to design and return track that are both rigorous and industriousness-relevant.

4.2. Enhancing Practical Teaching Platforms to Strengthen the Foundation of Practical Education

The efficacious execution of a specialised curriculum system in design education is contingent upon the availability of and teaching platforms. Vocational founding must increase their investment in substructure to make a "three-in-one" chopine that mix on-campus training bases. Off-campus internship bases; and specialised shoal-based design workshops. Foremost, the development of distinctive on-campus training bases-such as those devote to digital media design, and originative product development; and the modernisation of intangible ethnic inheritance-is important. These facility should be equipped with manufacture-received ironware and package to feign environment, meeting the specific needs of the schoolhouse-base syllabus. To establish off-campus internship bases, introduction should deepen collaboration with regional design agencies and enterprises, thereby these floor afterward render students with immersive scenario where they can apply theoretic noesis to clear actual design problems under the counsel of industry professionals.. The administration of schooling-establish design workshops function as an incubator for student creativity, thereby these shop tender dedicated quad for main exploration and collaborative projection, further scholar to enter in the research, ontogenesis, and and execution of design initiatives; this layered approach ensures that practical instruction is deep implant in every point of the talent cultivation process.

4.3. Establish and Improve the Course Evaluation System to Ensure the Quality of Course Implementation

A comprehensive and scientific evaluation system basically is for observe the quality and effectuality of the schoolhouse-based curriculum, and it progressively is necessary to prompt beyond assessment models that swear on exam scores and adopt a broaden evaluation framework. This framework should desegregate judgment. Summational rating, and competency testing. And rating of school-ground accomplishment. The evaluation process should be. Involving multiple stakeholders as donnish teacher, student peers. And extraneous industry mentors. This multi-perspective approach reserve for a holistic judgment of the student's command of theoretic cognition, the caliber of their project outputs, their thinking capabilities. And their power to fulfill pattern that mull the schoolhouse's unique feature.. The evaluation system should utilise digital dick to tag student progress in veridical-time. Leave feedback that tolerate for the optimisation of teaching strategies. By constitute clear rubrics and performance indicators focus on lotion and problem-solving, the instauration can ensure that the programme effectively assemble the mellow measure command by the vocational level.

4.4. Deepening School-Enterprise Cooperation and Strengthening Industry-Synergistic Education

School-enterprise collaboration is the morphologic foundation of training and a support mechanism for apply a typical curriculum system. As a strategic bridge, introduction should utilize their line to deepen partnership with the regional design industry, make a "schooling-enterprise collaborative education" mechanics. Through three elementary canal. This synergy is understand. Foremost, the joint development of curricula ensures that course content and talent development objectives are aline with the acquire demands of the design market, and while the schooltime ply the pedagogic construction. Endeavor leave brainwave into necessary skill sets,; second, the integrating of the "threefold-mentor" organization is. Mentor should be deeply involved not only in steering and internship supervision but in classroom teaching and the design of evaluation criteria, guarantee a modulation from instruction to industrial pattern. The school and initiative should cooperate on unrecorded design projects. While providing enterprises with view and a grapevine of qualified design professionals, by involving pupil in -humankind embodied initiatives, the program heighten their set and employability. Accomplish a win-win outcome for all stakeholders require, this collaborative modeling creates a sustainable ecosystem where outcomes and industrial needs are reciprocally reinforcing.

5. Conclusion

The growth and effectuation of a schoolhouse-based curriculum system with characteristic for secret vocational design programs constitute a polar scheme for founding to overcome homogenization challenges, foreground their unequaled educational strengths. And heighten talent cultivation quality. With industrial development needs, this enterprise also aligns and deal the design industry's need for extremely master; in the core characteristics of secret education-' predilection, undergraduate touchstone, and. The curriculum framework must be prime application '- while adhering to principles of' vocational stress, job-course integration, and schooling-specific features, and knowledge-practice synergy.'. Through systematic conception across four dimensions-curriculum objectives, construction, subject. And execution-the platform demonstrate a, specialized, hence and praxis-oriented curriculum system.

The effective execution of a schooling-base curriculum system requires documentation from faculty development, virtual platform, course evaluation mechanisms. And industry-academia collaboration. Undergraduate institutions must establish double-restricted teaching teams, raise virtual training facilities. Enforce

assessment frameworks. And tone school-enterprise partnerships to solidify the curriculum foundation. Just through these measure can we prepare a curriculum system that aligns with the characteristic of private vocational design programs, treat regional requirement. And highlights institutional strengths. This attack will school gamy-calibre technical design professionals with cognition, accomplishment, modern potentiality. And school-specific competencies, take the eminent-calibre and classifiable outgrowth of vocational design education.

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