On Software Professional Studio Construction in Higher Vocational Schools and Its Meaning

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Abstract. Higher vocational education advocates the study mode of the combination of productive labor and social practice. A studio is an effective platform for such a learning mode. Through this professional studio both teachers’ and students’ ability are improved. In addition achievements in science research can be promoted. In this paper the author based on the software professional studio construction proposes a construction mode for software professional studio in higher vocational schools. And the effect as well as the importance are illustrated in this paper.

Keywords: studio, software technology, second class, project.

1 Introduction

In the author’s visits of some software professional teaching in some higher vocational schools, the author found that most students there had less interest in their major study, lacked the initiative to learn their major and feared that they did not have enough ability to learn their major well. Besides that, students had different foundations, because some students became software majors not because of their own choice. In addition, the software major is not an easy thing to master, due to which some students lost their heart. Thus, a dilemma occurs: on the one hand some students feel that they can learn more than what teachers’ teach in class and other students think that what teachers teach is beyond their capacity.

How to promote those students’ professional ability who are eager to learn and sustain their passion to this major and take up this major as their future career and help other students who feel less devoted to this major becomes a big challenge.

In some software companies, they are in great need of software talents. During the author’s visits to those companies, it was found that they did not attach much importance to the degree of one’s education. What they take heed of is the student’s practical ability and future development [1].

How to increase student’s ability in some practical projects and make students grasp some excellent ways of learning and in the end demonstrate enough practical ability to the potential employers is what has been considered.

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After one year of construction, it is discovered that besides some special measures in daily teaching, the construction of professional studio is one of the most efficient means to resolve those problems mentioned above.

2 Research Background

The earliest studio recorded with the name Bauhaus can be traced back to the beginning of the 20th century founded by Walter Gropius. In which theory and practice were both paid attention to. They opened thirteen studios covering different fields to cultivate students’ practical ability [2]. Such a teaching mode was deemed weird at that time by traditional colleges, which, however, turned out to be the most general mode in modern arts and design teaching throughout the whole world.

Currently, the mode of studio teaching is employed by some higher vocational schools of arts in Zhejiang Province, which combines the project teaching with studio. Such a teaching is based on studio and employ projects through the whole process. Now the Higher Vocational school of Jinhua and the Higher Vocational school of Ningbo City have founded studios in succession. Under teachers’ guidance students can take projects from the society and finish the project so as to improve their professional ability.

The studio proposed by us is different from those mentioned above. First, our studio is not available to all the students but just accessible to those who have strong passion for this major, teachers included. Second, the work stated in this paper is not included in daily teaching, but is after daily teaching, which falls into second class. Third, the studio in this paper aims to promote the ability of those outstanding students and exert influence on all students in this major and even all students from the whole school.

3 Running of the Studio

The studio contains professional teachers and outstanding students which aims to promote both teachers’ and students’ professional ability throughout the projects and competitions. The studio is run in two modes-daily running and project running, which is illustrated in detail as the following.

3.1 Recruitment

Twice of recruitment are carried out each year. The autumn recruitment is held together with the recruitment of students’ associations. Fruits will be exhibited in public to catch more eyes and in the meanwhile notices of recruitment are attached in the department’s website and in the major’s website. On spot recruitment only accept the way of contact of those students who are willing to join the studio. After that, time of interview will be noticed through bulletin board and notice in the websites. The interview is usually held one or two days after the recruitment exhibition. During the interview students’ motive, strong points and professional foundation will be paid attention to. Interviewers are composes of key member students in the studio and teachers. Interviewees are graded during the interview. After the interview all the