

Reform of Teaching Mode of Jewelry Design Course in Colleges and Universities

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Abstract: With the continuous improvement of people's living standard and the coming of the era of global economic integration, the domestic consumption and foreign export of jewelry are increasing, and jewelry design has become a popular major in many colleges and universities. This paper analyzes the current situation of domestic jewelry design education, discusses the shortcomings in the existing education, proposes to incorporate online and offline hybrid teaching into daily teaching practice, and establish a platform for communication between students and enterprises to encourage students to explore, innovate and develop in practice in order to cultivate applied talents who meet the needs of the market.

Keywords: Jewelry design, Applied talents, Jewelry education reform.

1. Background of Jewelry Design Course

China's jewelry and precious metal industry sprouted later than foreign countries, but with the booming domestic economy, the development of the jewelry industry has been remarkable. In this rapid development of the background, the market is in urgent need of professional jewelry identification, jewelry design, jewelry marketing and management, jewelry technology processing and other talents. Early jewelry education for the major gem identification stations, jewelry brand merchants and jewelry processing production chain transported a large number of talents, but a careful comparison of the current practitioners in the jewelry industry, the level of education is generally not high, jewelry graduate students are rare, many of the practitioners are based on their experience accumulated over the years in the industry to design or identification, and few through training. At present, there are few institutions of higher education offering this profession, but most of the graduates are flowing to sales positions, and there are few in-depth theoretical studies of the industry.

In recent years, colleges and universities offering education in jewelry and precious metals have blossomed everywhere. At the same time, the basic echelon of jewelry industry education has been perfected, from entry-level vocational education technician training, to primary jewelry industry focused training, to professional targeted education for different research objects, as well as a more liberal variety of certification training education; in the education content segment has also appeared partition, such as jewelry precious metal identification professional direction, jewelry design direction, jewelry marketing direction, jewelry brand management direction, jewelry processing technology direction, etc. Students can freely choose the place of enrollment within the country; in addition, various qualification assessment systems in the jewelry industry are constantly being improved, and students can participate in different levels and types of certificates such as DGA, GAI, HRD, FGA, CGC, NGTC, GAC, GIC, etc. during the process of undergraduate or postgraduate education, or directly self-study. Jewelry and precious metals education also maintains

close contact and cooperation with major jewelry industry companies, plus the continuous flourishing of various industry forums, which makes the development of this industry more comprehensive and rapid.

2. Shortcomings of the Existing Teaching Model

Through the unremitting efforts of jewelry industry education pioneers over the years, China's jewelry and precious metals education has made certain achievements, but with the full-speed development of the jewelry industry market, the shortage of talents has become a common problem faced by all parties. On the other hand, most of the students cultivated through science class education take sales position as the main channel to enter the job market, which fully illustrates that the talents cultivated by colleges and universities do not match with the market demand, as elaborated below.

2.1. Jewelry Design Education Talents Training Goal Is Not Clear

Higher education institutions emphasize quality education, so many colleges and universities in the opening of jewelry specialties, are through the fixed training mode, such as mastering a certain identification ability, learning a set of systematic basic knowledge, understanding a little jewelry evaluation ability, in this training mode of students learned, almost similar, secondary school college undergraduate graduates are basically flowing to sales positions. And the jewelry talents trained by various education and training institutions are extremely lacking in the process of processing, and their process handling techniques are far inferior to those of general technician workers, or worse, completely ignorant of the process.

2.2. More Theoretical Lectures, Less Practical Exercises

The teaching method of lecture in college is still the mainstream teaching mode: emphasis on theory and training quantity, light on practice and training quality. Because most colleges and universities or educational training institutions

cannot equip enough instruments and equipment for jewelry identification, processing and design, especially for a wide variety of expensive gemstone specimens, the investment for a complete set of gemstone specimens is often difficult for many colleges and universities and educational training institutions to bear, and the use of the purchased gemstone equipment and gemstone specimens is much lower than the use rate of other professional educational teaching facilities, so Most of the schools emphasize theory rather than practice, and spend most of their time teaching theoretical knowledge.

3. Teachers Need to Be Strengthened and Upgraded.

As teachers tend to focus on academic qualifications and light on teachers' experience, so many colleges and training institutions teachers are academics, neither have experience in the jewelry industry, and even the current jewelry market is not well understood, and marketing courses are also based on theoretical knowledge from textbooks, so that most of the students we train are also textbook school, can not meet the business brand The students we produce are mostly textbook students and cannot meet the needs of the companies.

3.1. Actively Use Internet Resources to Improve the Quality of Marketing

3.1.1. Active Use of Internet Resources to Carry Out Hybrid Teaching

Under the background of the rapid development of Internet, the teaching mode of colleges and universities has changed, and the blended teaching based on the background of "Internet+" has come into being. Blended teaching originates from foreign educational institutions, and it is a way to combine the previous classroom teaching form with online teaching. In terms of teaching methods, it combines classroom teaching and network teaching; in terms of technical means, it combines teaching with different network and new media technologies such as network platform and cloud exhibition; in terms of teaching methods, it combines teachers' leading role in classroom and students' main role; in terms of students' learning mode, it combines students' flexible independent learning and fixed classroom learning; in terms of cooperation and communication mode, it combines schools and enterprises. In the mode of communication, the school and the enterprise are combined; in the mode of assessment, different teaching assessment and evaluation methods such as online data assessment and offline scoring are combined; in vocational education, students' school learning and future work and career development are combined; in the display of course results, online exhibition and offline experience are combined.

3.2. Enhance Students' Practical Ability and Carry Out School-Enterprise Cooperation Cultivation Mode

Let students get more hands-on involvement in practice. In addition to offering a certain proportion of practical courses, we should increase the strength of "school-enterprise cooperation". Create opportunities for communication and cooperation between schools and enterprises, so that students

can have a deeper understanding of the jewelry industry and participate more in the practice of craft production during the internship. The teachers in colleges and universities should fully communicate with the jewelry industry to complement each other and develop together. Education and training institutions should create more training opportunities for teachers and enterprise cooperation platforms, strengthen the setting of practical links, allow teachers to participate more deeply in the development of the jewelry industry, from large jewelry exhibitions, well-known jewelry brands and other channels to constantly improve their professional knowledge, and provide more opportunities for teachers to study and further education. They can also conduct practical courses together with jewelry companies, participate in field trips in contact with gemological museums, etc., and participate in more jewelry exhibitions at home and abroad to gain a deeper understanding of the form and market value of precious stones. It is also necessary to cultivate the quality level of students in all aspects of the jewelry industry, to develop integrity-based moral cultivation, to learn a variety of knowledge in literature, geography and history, poetry and music, etc., and to learn systematically and skillfully the knowledge of modern social etiquette, in order to improve the overall quality of students.

4. Summary

Chinese jewelry education should be market demand-oriented, pay attention to theoretical knowledge cultivation while attaching importance to the technical learning of practical links, so that the education and training students can have good professional ethical standards, as well as both rich literary and artistic qualities and international vision. In terms of teaching methods, we grasp the flexible and versatile characteristics of the blended teaching mode, so that students can use fragments of time to learn efficiently outside the classroom. Different learning methods are used to enhance students' learning initiative and increase their interest in learning. At the same time, it builds a bridge for students and enterprises to communicate and interact online. While learning knowledge, students can keep abreast of market demand and enhance their employment competitiveness.

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