

Responsiveness of the Curriculum to the Career Path of Art Design Majors in Vocational Schools

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Abstract: The curriculum of art and design majors in vocational colleges has an extremely important impact on career development paths, and it is the key to planning and organizing teaching activities in all vocational colleges. Firstly, the rationality of the curriculum helps to clarify the course objectives of each professional course, organize knowledge in a reasonable order and hierarchy to ensure that students can establish a solid foundation in the learning process, and then gradually delve into more complex knowledge fields. Secondly, the timeliness of curriculum design helps to encourage professional teachers to continuously reflect and improve their teaching methods and content, align the curriculum with social and professional needs, and provide students with knowledge and abilities that are consistent with the actual work environment, so that they can achieve success in the job market. The foresight of the final curriculum design helps to stimulate teachers' innovative thinking and teaching enthusiasm, help students understand the development trends of future society, cultivate students' innovative thinking and problem-solving abilities, and better adapt to future challenges.

Keywords: Vocational Colleges; Art and Design Majors; Course Offerings.

1. Introduction

With the arrival of the new media era, the ability requirements for practitioners in the art and design industry are constantly improving, and most companies consider years of work experience as a condition for entry. At the same time, the number of art and design professionals trained by major universities every year is constantly increasing, and competition is becoming increasingly fierce [1].

In the increasingly competitive social environment, vocational education should maintain close contact with the industry and understand the changes and trends in market demand. According to market demand, adjust the curriculum at any time to ensure that the knowledge and skills taught match the actual professional requirements. In addition to professional skills, vocational education should also focus on cultivating students' comprehensive qualities, such as communication ability, teamwork ability, and innovation ability.

The results of this study will help to reveal the actual effectiveness of curriculum design in vocational colleges, and provide guidance and inspiration for more vocational education decision-makers, teachers, and students. By deeply understanding the potential impact of art and design curriculum on career development paths, we can help students clarify their career goals, cultivate their professional skills, and broaden their career horizons.

I hope this study can promote further improvement in the curriculum of art and design majors in vocational colleges in cultivating design talents, promoting industry innovation, and cultural development.

2. Methodology

2.1. Study Design

This study adopts the method of quantitative research, and the research design is based on the questionnaire survey to analyze the current situation of the curriculum of art design major in Heilongjiang College of Architecture and

Technology. Questionnaire survey is a commonly used quantitative research method, by asking a series of structured questions to the respondents to collect their opinions, opinions and behavior data. In the research design, researchers can conduct a questionnaire survey on college students to understand their cognition, participation, expectations, existing problems and challenges in the course setting and career development path. Through the statistical analysis of the questionnaire survey data, the objective conclusion is drawn, so as to comprehensively evaluate the present situation of the art design major curriculum of Heilongjiang Architecture Vocational and Technical College, and put forward the corresponding suggestions and improvement measures. The selection of research design should be in line with the research purpose, problems and feasibility. Questionnaire survey as a research method can effectively collect a large amount of data, facilitate quantitative analysis and comparison, and is suitable for in-depth analysis of the current situation of the curriculum of art design major in Heilongjiang College of Architecture and Technology.

2.2. Sample Population

This questionnaire survey is mainly conducted among graduates from different majors of Art Design Department of Heilongjiang Architecture Vocational and Technical College in 2020, 2021 and 2022 who are still engaged in this major. The working places are respectively Beijing, Shanghai and Hangzhou. Using the method of probability sampling, 7 students are selected from each year, a total of 21 students. Select the appropriate sample size to meet the resource and time constraints of the study. In the context of limited research resources, a sample size of 21 students may be easier to implement and manage, while also gaining active participation from participants. It may be easier to understand each student's personal experiences and perceptions with a small sample than with a large, university-wide sample. This helps to study more specific and detailed situations and provides more in-depth analysis. For procedures that ensure

objectivity and non-discrimination, there is an option to use simple random sampling techniques to ensure that everyone has an equal chance of being selected for the sample. This sampling method is not influenced by individual characteristics or attributes and therefore helps to ensure the objectivity and non-discrimination of the study.

2.3. Data Collection Tools

This study adopts probability sampling method. The questionnaire consists of 18 questions and is divided into three parts. The first part is the understanding of the rationality of the curriculum during the school period, the second part is the understanding of the timeliness of the curriculum during the school period, the third part is the prospective understanding of the curriculum during the school period. These questions focus on the investigation of art and design graduates' understanding of curriculum and the impact of curriculum on career development path.

2.4. Data Collection Procedures

In this study, questionnaire star software was used to collect data. The questionnaire was published online and students were asked to fill in the questionnaire through the Internet. Consent forms from respondents are required before data can be collected.

2.5. Data Processing

The data analysis plan is shown as follows. Firstly, the questionnaire of the study was validated by testing for reliability. Secondly, data collected from the questionnaires was compiled and organized. Thirdly, descriptive statistics was used to provide a profile of the participant sample and a general description of the current situation of bilingual teaching. Fourthly, reliability check and inferential analysis were done. Then, the main themes derived from the analysis was synthesized to align with each of the research objectives. Findings provided insights into the current perceptions and identify prevalent issues teachers perceive in bilingual business education. Finally, results were summarized succinctly, detailing the main perceptions uncovered while also discussing any apparent trends or commonalities among the participants.

2.6. Ethical Considerations

This study adopts the form of online questionnaire, in line with the principle of voluntary investigation, and the personal information in the questionnaire is strictly confidential, which is fully in line with research ethics. Participants do not spend or use their resources for the study. Ensure that participants participate voluntarily in the data collection process, free from any form of coercion or pressure. They should be made to understand that they have the right to withdraw or refuse to participate in the study at any time without facing any negative consequences. Let participants know the purpose, process, and end result of the study. Use an anonymous coding system or remove personal identifiers, such as names and contact details, to maintain the anonymity of participants. Guarantee that any personal data collected will be used for research purposes only and exclusively by the research team. Implement appropriate security measures to protect data from unauthorized access, disclosure or misuse. In cases where sensitive information such as an individual's health status or opinion is collected, extra precautions should be taken. Use methods such as random coding or encryption to separate the

identity of participants from the data. Once the data analysis is complete, the necessary security measures will be taken to ensure that the data is restored from the encoding to a recognizable format. When publishing research results, avoid making public details that could lead to the disclosure of participants' identities. Published results should be appropriately aggregated and anonymized. Ensure security during data collection and compliance with relevant laws and ethical guidelines. Researchers must always strive to protect the privacy of participants and conduct research in compliance with ethical and legal standards.

When conducting research, it is critical to prioritize the well-being of participants and minimize potential harm. Clearly state the purpose of the study, the procedures involved, potential risks or discomfort, and the voluntary nature of participation. Make sure participants clearly understand what they are agreeing to. Participants are assured that their personal information will be kept confidential and that the data will be reported anonymously. Use coding systems or remove identifying information to protect the privacy of participants. Conduct a comprehensive risk assessment to identify potential physical, psychological or emotional risks. Take steps to minimize these risks or provide appropriate support systems. Ensure that researchers receive appropriate training on ethical guidelines and best practices for protecting participants. This includes understanding potential harm, maintaining confidentiality, obtaining consent, and responding appropriately to participants' concerns or disclosures. The study process is continuously monitored to identify potential risks or adverse effects on participants. If necessary, adjust study design or procedures to mitigate hazards. Provide participants with an opportunity to debrief after they participate in the study. Provide emotional support or referrals to appropriate services if needed. By implementing these strategies, researchers can minimize potential harm and ensure that participants are treated respectfully and ethically throughout the study.

The research will be widely disseminated in the form of a public publication to ensure that the findings are fully shared and utilized. In this study, we will put forward a series of specific suggestions for the art design major of Heilongjiang Architecture Vocational and Technical College, aiming at guiding universities to formulate and improve corresponding educational policies and practices. These proposals will be based on an in-depth analysis of the existing art and design curriculum system and a careful survey of students' needs to ensure their relevance and practicality. If the Art and Design Department of Heilongjiang Polytechnic of Architecture adopts and effectively implements these suggestions, it will be able to significantly improve the quality and impact of graduates. Through the provision of more effective and practice-oriented educational content and methods, students will better understand the importance of professional courses and develop stronger hands-on skills, teamwork skills and innovative thinking. This will help them better adapt to the needs of future career development and train more competitive and creative talents for the economic and social development of Heilongjiang Province.

3. Body/Discussion

This section will analyze the survey results based on the curriculum of art and design majors in vocational colleges. And propose corresponding countermeasures based on the research objectives of this article.

- 1) The school's curriculum can be tailored to meet the needs of society after work.
- 2) The school's curriculum is tailored to students' individual interests.
- 3) The school's curriculum places great emphasis on developing students' communication skills.
- 4) The school's curriculum fully cultivates students' practical and operational abilities.
- 5) The school's curriculum fully cultivates students' creativity and innovative spirit.
- 6) The school's curriculum fully fosters lifelong learning.
- 7) The school's curriculum provides ample opportunities for practice.

Table 1. Statistical Results of the Questionnaire Survey on the Rationality of Curriculum Setting

Content	SA	A	D	SD
01	46.67%	46.67%	6.67%	0%
02	66.67%	20%	13.33%	0%
03	46.67%	46.67%	6.67%	0%
04	53.33%	33.33%	13.33%	0%
05	46.67%	26.67%	20%	6.67%
06	33.33%	6.67%	60%	0%
07	60%	26.67%	13.33%	0%

The survey results show that the two items with the highest approval rate are: 66.67% of people strongly agree that the school's curriculum in item 02 is in line with students' personal interests; 60.00% of people strongly agree that the school's curriculum in item 07 provides sufficient practical opportunities. The two items with the highest opposition rates are: 60.00% of people expressed opposition to item 06: the school's curriculum fully cultivates students' lifelong learning ability; 20.00% of people expressed opposition to the school's curriculum in item 05, which fully cultivates students' creativity and innovative spirit.

From this survey result, it can be seen that it is basically in line with the actual situation of the college's existing curriculum. Graduates are quite satisfied with the rationality of the curriculum, but there are still obvious problems in cultivating students' autonomous lifelong learning ability and cultivating their creativity. The reasons for these problems are related to the quality of art and design students in vocational colleges. These students have low self-learning ability and self-discipline, and their minds are not flexible enough, and their adaptability and memory are not very good. Although the main task of vocational colleges is to cultivate technical talents, society is constantly advancing, and new technologies and ideas are constantly emerging. In order to help our students adapt to future social development and changes, we still need to consciously strengthen their self-learning ability and innovative thinking in the curriculum.

In the critical period of China's development in the new era, no resource is more important than innovation ability. The constantly emerging new technologies, products, and industries are necessary conditions for promoting high-quality economic and social development in China and achieving the great rejuvenation of the Chinese nation [2].

- 8) The school's curriculum can reflect the latest trends in technological development.
- 9) The school's curriculum introduces the latest teaching

methods.

- 10) The school's curriculum is able to match industry certifications and qualifying exams.
- 11) The school's curriculum is able to keep pace with the times by introducing the latest practical content.
- 12) The school is able to conduct regular student satisfaction surveys of the curriculum.

Table 2. Statistical Results of the Timeliness Questionnaire Survey on Curriculum Design

Content	SA	A	D	SD
08	26.67%	60%	13.33%	0%
09	33.33%	53.33%	13.33%	0%
10	40%	33.33%	26.67%	0%
11	33.33%	53.33%	6.67%	6.67%
12	46.67%	46.67%	0%	6.67%

The survey results show that the two items with the highest approval rate are: 60.00% of people agree that the school's curriculum can reflect the latest trends in technological development in item 08; 53.33% of people agree that the school's curriculum in item 09 has introduced the latest teaching methods. The two items with the highest opposition rates are: 26.67% of people expressed opposition to the 10th item: the school's curriculum can match industry certification and qualification exams; 13.33% of people expressed opposition to the school's curriculum in item 08, which reflects the latest trends in technological development.

From this survey result, it can be seen that it is basically in line with the actual situation of the college's existing curriculum. Graduates are generally satisfied with the timeliness of the curriculum. Although there are conflicting opinions on whether the school's curriculum can reflect the latest trends in technological development in item 08, there are still obvious problems in matching the curriculum with industry certification and qualification exams. The reasons for these problems are related to the professional quality of teachers in vocational colleges. Most professional teachers enter the college to teach after graduation and do not have much experience in enterprise work. Although most professional teachers also have experience in part-time work outside of school, such part-time work outside of school cannot deeply understand the core capabilities and core technologies of enterprises. I believe that in order to solve these problems, it is necessary to strengthen the construction of a "dual teacher" teaching team, and encourage professional teachers to carry out more new technology laboratories and professional related studios.

From the perspective of teachers, "dual teacher" teachers have solid theoretical knowledge, professional teaching level, strong practical ability and innovative consciousness. A "dual teacher" type teacher should have the dual characteristics of "teaching+skills", be able to impart knowledge, have the ability to serve society through project research and development, have frontline operational skills, and the ability to guide practice [3].

- 13) The school's curriculum can adapt to future changes in the workplace.
- 14) The school's curriculum can introduce knowledge and skills from emerging disciplines and fields.
- 15) The school's curriculum anticipates the needs of society in the coming years.

- 16) The school's curriculum fosters adaptability in different work environments.
- 17) The school's curriculum can introduce interdisciplinary teaching content.
- 18) The school's curriculum develops problem-solving skills.

Table 3. Statistical Results of Prospective Questionnaire Survey on Curriculum Design

Content	SA	A	D	SD
13	20%	53.33%	26.67%	0%
14	53.33%	26.67%	20%	0%
15	20%	40%	33.33%	6.67%
16	46.67%	40%	13.33%	0%
17	33.33%	60%	6.67%	0%
18	40%	53.33%	6.67%	0%

The survey results show that the two highest approval rates are: 60.00% of people agree that the 17th item of the school's curriculum can introduce interdisciplinary teaching content; 53.33% of people strongly agree that the 14th school curriculum can introduce knowledge and skills from emerging disciplines and fields. The two items with the highest opposition rates are: 33.33% of people expressed opposition to the 15th item: the school's curriculum can foresee the development needs of society in the coming years; 26.67% of people expressed opposition to the 13th item: the school's curriculum can adapt to future changes in the workplace.

From this survey result, it can be seen that it is basically in line with the actual situation of the college's existing curriculum. Graduates are generally satisfied with the foresight of the curriculum, but there are still obvious problems in terms of the curriculum being able to anticipate the development needs of society in the coming years and the curriculum being able to adapt to future changes in the workplace. The reasons for these problems are related to many factors, such as differences in regional economic development levels, differences in policies of relevant local departments, teachers' professional abilities, and in-depth understanding of employers. In fact, predicting the development trend of future society is itself a very difficult task. I believe that only by paying more attention to the guidance of relevant policies, paying more attention to the latest developments in the development of first tier cities, expanding the horizons of professional teachers, and strengthening the deep integration of school enterprise cooperation, can we make objective predictions about the future development trend.

In school enterprise cooperation, innovative talent cultivation models can be established, especially during practical training in enterprises. An apprenticeship system can be established, and a talent cultivation model of "master apprentice pairing" can be established [4].

4. Conclusion

1) According to research findings, although the existing talent training programs for art and design majors in vocational colleges basically meet the requirements, there are still many areas worth optimizing in terms of details. For example, we can cleverly integrate elements such as technology, creativity, and business into the teaching process with targeted approaches. At the same time, with the

participation of industry professionals, rich practical experience is organically integrated into the curriculum. Actively encourage teachers to deeply participate in research related to the field of art and design, in order to maintain the innovation and leadership of the discipline. Provide entrepreneurial support to assist them in starting personal design studios or small design businesses. Expanding students' horizons and thinking while promoting cooperation with other fields. The new plan should also focus on cultivating the personalized development of each student. At the same time, establish an effective evaluation mechanism to ensure that the plan remains synchronized with industry development. Through these careful adjustments and improvements, the art and design majors in vocational colleges will be more in line with social needs, cultivating more outstanding talents full of creativity, practical ability, and social responsibility.

2) In order to effectively improve the employment rate of art and design graduates in vocational colleges and give them an advantage in the fierce market competition. We can take a series of measures, first of all adjusting the curriculum and highlighting practical courses to ensure that students have practical operational skills upon graduation. By collaborating with excellent companies, we provide more internship and training opportunities to enhance students' practical work experience. Utilize a student work display platform to showcase their outstanding creative achievements and guide them to create personal brands on online platforms, fully demonstrating their design abilities. Actively organize industry fairs and job fairs to provide students with more opportunities to gain a deeper understanding of the market. Encourage students to participate in social practice and volunteer activities, cultivate a sense of social responsibility and teamwork ability. Continuously absorb industry feedback and employer suggestions, continuously optimize training programs to adapt to rapidly changing market demands. By integrating these measures organically, the employment rate of graduates of art and design majors in vocational colleges will inevitably increase, enabling them to better integrate into the art and design industry.

3) In order to guide more students who want to pursue art and design majors and provide them with a comprehensive learning plan. We can provide students with information including industry trends, job prospects, and required skills to help them make smarter choices. We can also organize professional exchange and experience activities to allow students to personally experience the professional atmosphere, exchange experiences with senior students, and gain a more comprehensive understanding of the connotation and characteristics of the profession. In order to enrich students' practical experience, we can provide rich practical opportunities and projects, such as participating in art exhibitions, design competitions, etc. This will help students exercise practical skills, while cultivating creativity and innovative thinking. By encouraging teachers to participate in academic research and regularly holding cutting-edge lectures, we can help students understand the latest trends and developments in the industry. Establish a platform for students to showcase their personal works and encourage them to showcase their creative achievements to society, in order to enhance their confidence and professional image. By implementing these measures, we will provide students with more comprehensive learning plans and cultivate more creative and practical design talents.

5. Recommendations

1) It is recommended that the management of the college invest more funds and equipment in innovation and entrepreneurship, strengthen the construction of the "double qualified" teaching team, encourage professional teachers to carry out new technology laboratories and campus design studios, strengthen the deep integration of school enterprise cooperation, and provide more opportunities for professional teachers to go out training, especially for medium and long-term professional training and industry exhibitions in first tier cities.

2) It is recommended that professional teaching and research personnel in vocational colleges consciously strengthen students' self-learning ability and innovative thinking ability in the curriculum design, optimize talent cultivation plans, boldly make changes in teaching content and methods, integrate the latest artificial intelligence assisted design content, modify curriculum standards, and adapt to the development needs of employers.

3) It is recommended that teachers majoring in art and design increase their social practice, communicate and exchange with employers, understand and master the most advanced technology and ideas in the industry, enhance their professional abilities, update their knowledge system, pay more attention to policy guidance from relevant departments, and then apply these to practical teaching work.

4) It is recommended that vocational college students majoring in art and design enhance their lifelong self-learning ability, broaden their horizons, exercise their thinking abilities, and participate in competitions and social practices related to their major in addition to completing the required course content, in order to increase their work experience.

Acknowledgments

I would like to thank all the teachers at University of Baguio and Professor Julius Gat-eb for their valuable feedback on this paper.

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