EXPLORING INNOVATIVE MODELS FOR EDUCATION AND TEACHING MANAGEMENT OF EXHIBITION DESIGN TALENTS

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Abstract

The article on exploring innovative models for education and teaching management of exhibition design talents in Shenyang highlights the importance of incorporating cultural context and sensitivity to religious and belief systems in exhibition design. By promoting international exchanges and broadening students' perspectives, it encourages the development of designs that respect and reflect diverse cultural and religious values, fostering inclusivity in the exhibition industry. This article explores the development of a sustainable management model for cultivating exhibition design talents in universities, particularly in the context of the digital transformation of the exhibition industry. By enhancing school-enterprise cooperation, promoting modern apprenticeship systems, and incorporating competition-based education, universities can better align their educational practices with industry demands. The research emphasizes the need for innovative educational models that integrate theoretical knowledge with practical experience, foster creative thinking, and embrace international collaboration. Additionally, the study advocates for reforming university curricula and evaluation systems to cultivate students' digital literacy and professional competence. The ultimate goal is to bridge the gap between education and the exhibition industry by equipping students with the skills and knowledge necessary to excel in a rapidly evolving, technology-driven market. This article presented (1) establishing a sustainable management model for cultivating exhibition design talents in universities, and

(2) exploring innovative models for education and teaching management of exhibition design talents in Shenyang.

Keywords: Exploring; Innovative Models; Education; Teaching management; Exhibition Design Talents

Introduction

The significant increase in demand for exhibition design talents in China, cultivating a high-quality professional and sufficient talent team has become another key issue in the national education industry. Currently, various universities are generally responding to the call for education and the promotion of social industry demand, and actively setting up majors in this field, so as to reflect a certain degree of improvement in the current supply of exhibition design talents. However, from the investigation and research on exhibition design talents in the new era, there is a clear lag in the quality of talents compared to social needs, which exposes various problems in professional teaching (Chen, 2017). It requires relevant universities to thoroughly adopt strategies to improve these problems, in order to promote the effective improvement of talent quality. At present, the beginning and development of exhibition design is still in a young stage. Since its inception, this major has been defined in the art and design system, striving to promote its own growth and development as a key component of the system. However, current scholars have not yet formed a scientific, reasonable, and professional definition of exhibition design. It exists in people's sight as a comprehensive design work, covering various aspects of design content in society, such as counter exhibitions, window exhibitions, store and mall layouts, and various domestic and international expos. Overall, the exhibition design profession refers to a design and creative process in which exhibits and exhibition spaces are the main components, and designers use design language to effectively design and arrange flat spaces to ultimately achieve design goals. From the current specific situation of the exhibition design major, it is important for universities to divide their teaching content into four parts: basic courses, professional courses, practical training courses, and software courses (Song, 2010). The basic courses mainly educate students to master some conventional materials for design, the structure of materials, and the process methods for design. The professional

courses help students understand graphic design, landscape design, environmental design, and so on Professional design knowledge in various aspects such as furniture design, practical training courses guide students to practice design training, (Zhang, 2021) while software courses educate students to master computer software applications for sketching and model design. In theory, the setting of these courses is very comprehensive for students' educational functions. However, in the specific implementation process, each part of the courses has relative limitations, such as the three major teaching parts in the basic courses being relatively independent of each other, which is not conducive to students' actual and comprehensive mastery of knowledge. In addition, there are other problems in the current development of exhibition design education in universities, such as the lack of effective training programs that closely connect with social needs in talent cultivation. Moreover, there are general some unreasonable teaching methods, guidelines, and teaching objectives in this major, which fully reflects the shortcomings of this type of professional education development that is still in its early stages. The combined effects of these factors have led to the problem of modern exhibition design talents struggling to effectively respond to job requirements after entering society, resulting in a mismatch between the supply and demand of exhibition design talents, which is very unfavorable for the development of both talent and the exhibition industry (Zheng, 2016).

Establishing a Sustainable Management Moral for Cultivating Exhibition Design Talents in Universities

Firstly, compared to universities, enterprises are more sensitive to digital transformation and respond more quickly. Schools should strengthen cooperation with enterprises, ensure deep integration between schools and enterprises, expand the breadth of cooperation between schools and enterprises, take practice as the lead, and open the door for students to understand digital exhibitions, approach enterprises, and participate in digital exhibition projects, truly achieving collaborative education among enterprises. School enterprise cooperation can be carried out in three ways. One is to establish a productive training base for exhibition majors on campus, establish a project department for exhibition enterprises, create an educational environment, and carry out project education. Taking real projects of enterprises as the link and real tasks as the

main line to practice skills, by leading and guiding students to carry out exhibition planning, design, and service projects, we achieve seamless integration of practical teaching content with the market, improve teaching effectiveness, and enhance students' practical abilities. The second is to promote the cultivation of modern apprenticeship talents, starting from collaborative education and common development, by signing cooperation agreements with well-known exhibition leading enterprises in the region, and establishing a long-term mechanism of "talent co-education, process co management, responsibility sharing, and achievement sharing" for dual sports talents, laying a solid foundation for the employment and career development of students. The third is to educate people through competition. Enterprises sponsor school events, and schools and enterprises jointly organize events such as exhibition planning and creative competitions (Xu, 2023). Through enterprise assistance in competition evaluation and joint participation by teachers and students, cutting-edge information in the exhibition industry is disseminated, students' interest in learning is enhanced, their learning and practical abilities are exercised, and the effect of competition education is achieved. In the face of the digital transformation of exhibitions, exhibition majors should actively adjust their talent cultivation plans, optimize their professional development direction, refine their professional characteristics, and gradually transform their talent cultivation goals towards exhibition talents with digital and intelligent literacy and abilities based on the talent needs of the exhibition industry in their respective regions. The exhibition profession should actively conduct research on major exhibition companies in the region, conduct precise talent demand research on exhibition organizers and organizers, understand the talent demand of the exhibition industry, predict the talent demand of the regional exhibition industry, and formulate talent training plans that are in line with the development of the times and the employment needs of the regional exhibition industry. There is also a need to improve the level of teachers. Firstly, it is necessary to stimulate teachers' subjective awareness, transform their inherent teaching concepts, actively adapt to digital development, innovate digital teaching methods, create digital learning environments and digital technology application scenarios, apply digital resources to educational and teaching activities, make students perceive the effects of digital technology, stimulate students' interest in learning data
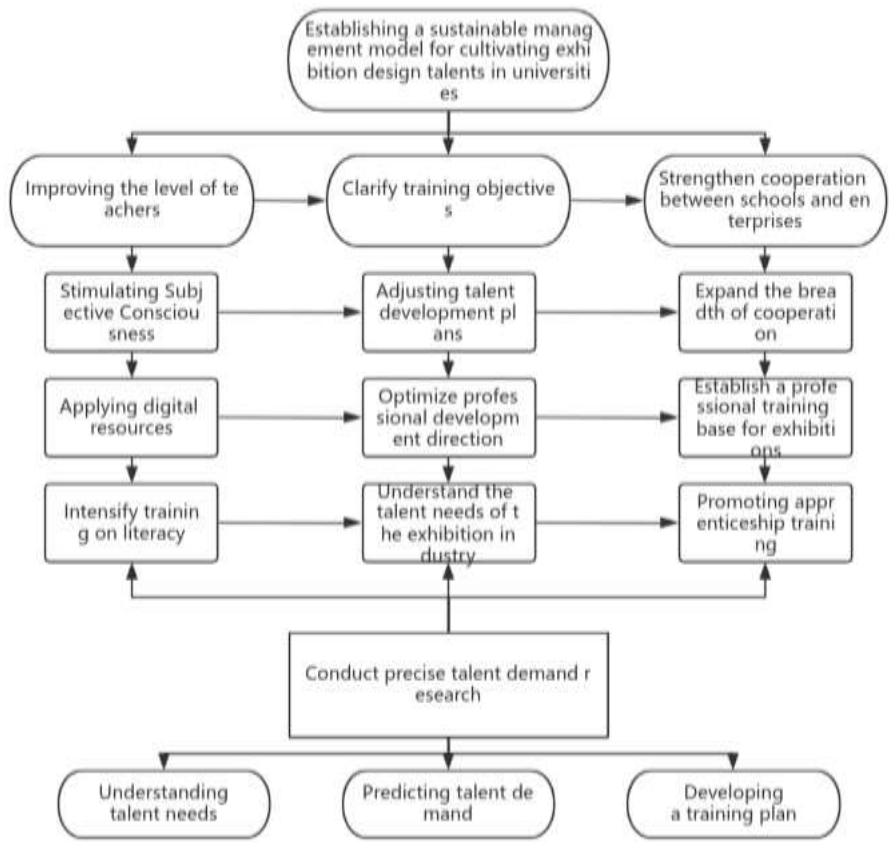
Figure 1: Establishing a sustainable management model for cultivating
exhibition design talents in universities.

value and digital technology, and improve learning quality. The second is to
increase the training efforts for teachers' digital literacy, provide targeted
training resources according to their different needs, and organize, support, and
encourage teachers to participate in training by formulating relevant policies for
teacher digital training, providing special training funding support, collaborating
with cooperative enterprises to carry out training, and holding teacher digital
teaching seminars and exchanges, in order to comprehensively improve teachers'
digital literacy. The third is to improve the evaluation and assessment system for
teacher digital literacy, use big data to monitor teacher training in real-time,
evaluate the effectiveness of teacher digital literacy training and digital teaching
results, and provide timely feedback. (See Figure 1.)

Exploring Innovative Models for Education and Teaching Management of Exhibition Design Talents in Shenyang

Based on the concept of art application management and the analysis of exhibition design talents, develop indicators to explore the innovative mode of education and teaching management for exhibition design talents in Shenyang in the digital era. According to incomplete statistics, since 2002, China has established nearly 90 universities and vocational colleges in the field of exhibition related majors, including 4 undergraduate colleges. The training system of ordinary undergraduate colleges, vocational colleges, vocational and technical colleges, and vocational schools has initially formed, but there are still many problems in the actual education environment. In today's shortage of exhibition talents, on the one hand, society complains that universities cannot provide exhibition talents in a timely manner, and on the other hand, graduates of exhibition majors cannot find jobs related to the exhibition industry. (Gao, 2021) Many graduates can only work in conference and exhibition telemarketing, and even do jobs completely unrelated to the exhibition industry. The occurrence of the above situation is mainly due to the following defects in the training mode of exhibition talents in Chinese universities: firstly, the positioning of curriculum is vague. Due to the fact that the exhibition industry is a complex industry that involves many industries, the foundation for offering exhibition majors in various universities is mostly based on the original international trade, tourism, art, and foreign language majors, or directly starting from exhibition majors; The exhibition direction relies on a more diverse range of majors, such as English, advertising, international trade, public affairs management, and art design. Some schools offer exhibition directions for secretarial majors. Secondly, prioritize theory over practice. Our country's exhibition professional textbooks often draw on foreign exhibition theory systems, and have achieved little in building exhibition theories that meet China's national conditions and practical conditions.

They are disconnected from the development of exhibition practice in China, and the curriculum structure emphasizes academic qualifications over practice. Thirdly, most teachers come from universities and lack or have no practical experience at all; Students prioritize scores over abilities, and their professional execution and operational abilities are relatively weak. Fourthly,

there is a shortage of training resources at the social level. There is a lack of exhibition companies and bases that provide internships or practical experience, and the training and education of exhibition talents by exhibition industry associations is quite limited. Therefore, exploring new models requires the following three points:

Explore Educational Training Models Guided by Innovative Concepts

In art management, exhibition design itself is a creative activity, and exhibition design education aims to cultivate students' independent thinking, analysis, and judgment abilities, allowing them to independently combine aesthetic abilities and comprehensive knowledge to create educational activities. The purpose of education is to cultivate professional talents with knowledge and technological innovation. To cultivate students' innovative awareness, universities need to first change the traditional teaching curriculum and thinking mode of exhibition design disciplines, and explore the education and training mode of exhibition design innovative talents under the guidance of new concepts. Establishing innovative concepts that run through the entire discipline, not only teachers, but also personnel involved in the exhibition design discipline should possess innovative concepts, market intuition, and not just focus on research. When teaching, teachers need to combine more paper content with practice, (Zhang, 2022) not only focusing on professional skills training, but also encouraging students to have more exposure to knowledge from different disciplines. While cultivating students' professional skills, we aim to expand their knowledge base and create an environment where knowledge from various disciplines can be integrated. When solving doubts, teachers should not only provide principled answers to students' questions, but also try to guide them towards innovative development, providing them with time and space, allowing students to independently discover and solve problems, and promoting two-way learning and communication between teachers and students. Cultivate students' imagination and logical thinking abilities, acquire good innovative thinking abilities, proactively identify problems in practical work, and creatively solve problems through their own practical abilities. Innovative thinking runs from teachers to students, and innovative thinking becomes the first choice to solve

problems. Innovation is integrated into every aspect of exhibition design education and training (Jiang & Song, 2019).

Strengthen International Exchanges and Promote Educational cooperation

(1) Opening up an international perspective on exhibition design education, as a discipline introduced from the West, it is necessary to explore the education and training mode of the discipline from an international perspective, learn from the advanced teaching experience of Western countries, and cultivate internationally recognized professional exhibition design talents. We need to actively open up our international perspective, and for art and design educators, we should actively pay attention to the latest international trends and integrate them into daily teaching. Schools should encourage teachers to actively engage in international exchanges, and teachers should not only be teachers, but also have the identity of students. Continuously improve foreign language teaching ability, cultivate innovative spirit, and make changes in curriculum content to convey more information about international art and design to students. At the beginning of enrollment, students should be guided to constantly pay attention to international exhibition design information, understand and analyze international master works, discover the differences between the latest international trends and domestic trends, and integrate advanced international concepts with learning.

(2) Actively participate in educational exchanges and cooperation in international exhibition design sharing, hold high-quality international academic forums and international digital exhibition design exhibitions, invite international first-class art designers to visit the school, and more convey foreign cutting-edge exhibition design concepts to students, so that students can directly experience international cutting-edge research. Actively learning from the advanced teaching experience of other countries, such as deepening cooperation between enterprises and design schools, and promoting the marketization of results; Activate the creative industry park and build an ecological profit chain for entrepreneurial industry parks. Organize various international exchange projects, organize international excellent exhibition design institute study abroad information, promote students to actively explore foreign elements, and actively

participate in international discussions and exchanges. Efforts should be made to encourage more students to receive the influence of foreign exhibition design environments. After gaining knowledge from abroad, they can independently apply their innovative spirit and combine their accumulated knowledge to create new design works, promoting the internationalization process of China's exhibition design industry.

Reform the Teaching System

(1) Reforming the curriculum system, universities should also optimize their inherent curriculum system and effectively update the overall curriculum settings with the times. For exhibition art creation, a single principles skill cannot provide students with a good creative foundation. Schools should not only focus on digital exhibition design courses, but also appropriately add courses outside the exhibition category to broaden students' thinking breadth, and improve their basic cultural literacy. And according to everyone's interest direction, we can invite talents from all sides to give lectures at the school, increasing students' openness and inclusiveness. Not solidifying students' thoughts, encouraging everyone to actively explore, improving their independent thinking ability, and cultivating the habit of independent learning. Increase the proportion of practical courses, reduce but not neglect the explanation of principles, break the original single classroom teaching method, and encourage the use of new and diversified methods for exploratory teaching. From the beginning of enrollment, the entire university curriculum will be informed of the objectives and expectations of each year's curriculum, enabling students to recognize their tasks in each period, understand the value of each curriculum, and promote a deeper understanding of their major. After gaining an overall understanding of professional development and future direction, one can proactively make suitable plans for their university life, enhance learning motivation, promote students' conscious self-improvement, and master the basic knowledge and skills required for innovation (Luan, 2021).

(2) Reform the evaluation system, reform the teaching evaluation system for teachers and the learning evaluation system for students. Construct a developmental teaching evaluation system and return to the essence of teaching evaluation.

(3) The purpose of teaching evaluation was originally to promote better teaching by teachers, but in recent years, the administrative tendency of teacher teaching evaluation has been severe, and the most essential role of teaching evaluation has been weakened (Lin, 2021). Moreover, the evaluation system relies too heavily on a single element, and in teaching evaluation, students' evaluation of teachers is basically the only indicator of teacher evaluation, without considering the specific situation of different course teachers. Reform the existing evaluation system, optimize the existing teacher evaluation system under the guidance of promoting teaching objectives, pay more attention to the setting of teacher teaching content, and effectively promote the development of teacher innovation spirit. At the same time, update the student evaluation system, optimize the weight of each category, with the aim of maximizing students' innovation. While focusing on students' mastery of professional skills and knowledge, pay more attention to their professional practical achievements, pay attention to their achievements in the field of digital exhibition design, and appropriately reduce the proportion of other indicators.

New Knowledges Remark

Establishing a Sustainable Management Moral for Cultivating Exhibition Design Talents in Universities

- Understanding talent needs
- Predicting talent demand
- Developing a training plan

Exploring Innovative Models for Education and Teaching Management of Exhibition Design Talents in Shenyang

- Explore educational training models guided by innovative concepts
- Strengthen international exchanges and promote educational cooperation
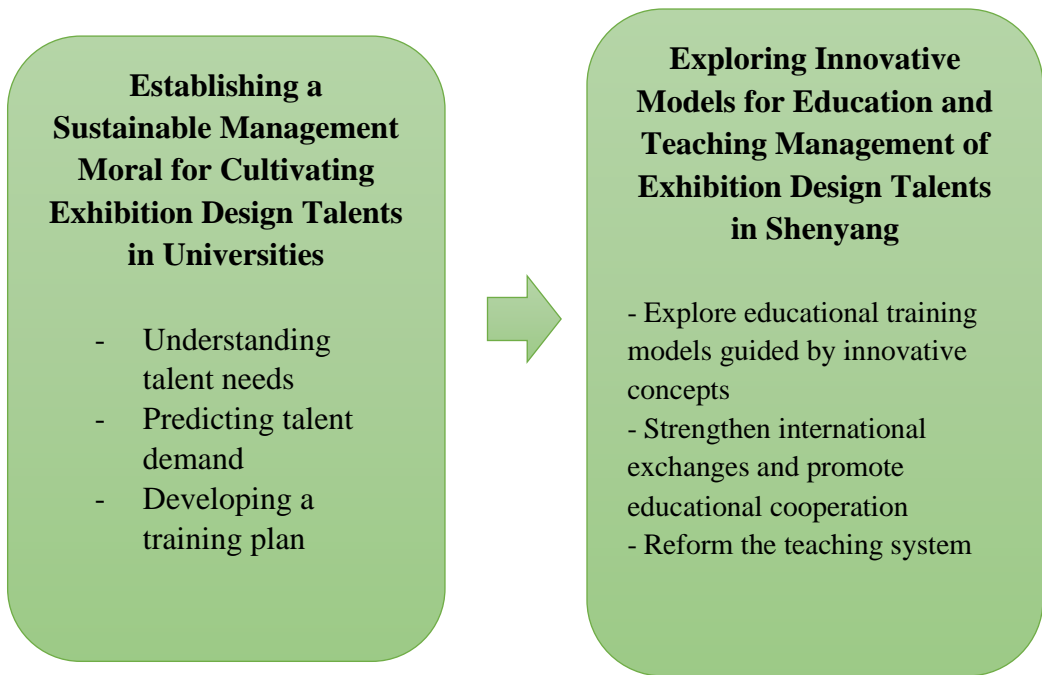- Reform the teaching system

Figure 1: Diagram Show the New Knowledges Remark Establishing a Sustainable Management Moral for Cultivating Exhibition Design Talents in Universities.

Conclusions

Establishing a sustainable management model for cultivating exhibition design talents in universities is crucial in adapting to the demands of the digital era. Through deepening school-enterprise collaboration, promoting modern apprenticeship systems, and fostering a competition-based learning approach, universities can enhance the practical abilities and market readiness of students. Additionally, integrating innovative educational concepts and expanding international exchanges are vital to developing creative and globally competent exhibition design professionals. Universities must reform their curriculum and evaluation systems to better align with industry needs, emphasizing practical experience and digital literacy. By doing so, institutions can bridge the gap

between theoretical education and the real-world requirements of the exhibition industry, ensuring the cultivation of adaptable, skilled, and innovative talents who can thrive in a rapidly evolving digital landscape.

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