

Research on the Optimization of Innovation and Entrepreneurship Education Model for Art Design Majors from the Perspective of Interdisciplinary

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Abstract

This paper aims to optimize and explore the innovation and entrepreneurship education model of art design majors from the perspective of interdisciplinary and propose corresponding strategies. This paper aims to optimize and explore the innovation and entrepreneurship education model of art design majors from the perspective of interdisciplinary and propose corresponding strategies. Firstly, the correlation between interdisciplinary and innovation and entrepreneurship education of art and design majors is clarified through conceptual elaboration, and then the literature review method is used to understand the The correlation between interdisciplinary and innovation and entrepreneurship education of art and design majors is clarified through conceptual elaboration, and then the literature review method is used to understand the development differences at home and abroad, and the advantages and disadvantages of innovation and entrepreneurship education of art and design majors Based on this, the corresponding optimization strategy is proposed. This paper finally proposes three strategies from before, during and after education: changing the teaching concept and teaching objectives; optimizing the teaching method and curriculum system; and improving the evaluation system of teachers and students, which provides ideas for colleges and universities to optimize and reform the innovation and entrepreneurship education mode of art and design majors under the cross-disciplinary perspective.

Keywords

Interdisciplinary; Art design major; Innovation and entrepreneurship; Education; Mode; Optimization.

1. Introduction

In 2021, the General Office of the State Council issued the Guiding Opinions of the General Office of the State Council on Further Supporting Innovation and Entrepreneurship of College Students, innovation and entrepreneurship education has become an indispensable part of higher education, and the innovation and entrepreneurship education of art and design majors is an important way to provide society with excellent design talents. 2022, the Ministry of Education issued the Catalogue of Disciplines and Specialties of Postgraduate Education (2022), which adjusted design as a Cross-discipline can be awarded the degree of art or engineering, in the context of cross-discipline, art design professional innovation and entrepreneurship education mode optimization and reform is the inevitable road, but at the same time, it is also faced with the problems of outdated educational concepts, difficult to break through the disciplinary barriers and so on. In this context, we analyze the opportunities and dilemmas faced by the innovation and entrepreneurship education mode of art design majors, think about the optimization direction of the innovation and entrepreneurship education mode of art design majors under the cross-disciplinary perspective, and put forward corresponding optimization strategies.

2. Description of Relevant Concepts

2.1. Overview of cross-cutting disciplines

Discipline is a complete system consisting of specialized knowledge, protection of specialized knowledge development and independent institutional norms, academic institutions[1]. Cross-discipline is with the progress of science and technology, social development to face new problems, by the fusion of two or more disciplines and the emergence of new disciplines. 2020, the State Council Academic Degrees Committee, the Ministry of Education issued "on the establishment of" cross-discipline "category," "integrated circuit science and engineering" and "national security science" first-level discipline notice", further strengthening the construction of China's cross-discipline. In 2020, the Academic Degrees Committee of the State Council and the Ministry of Education issued the Notice on the Setting of the Category of "Cross-discipline", "Integrated Circuit Science and Engineering" and "National Security" Level 1 Discipline, which further strengthens the process of cross-discipline construction in China, and it can be seen that the improvement of cross-discipline setup has become one of the most important tasks of higher education. The main advantage of cross-discipline is reflected in its comprehensive, through the integration of multiple disciplines between the exchange can push forward the new, realize the information sharing knowledge, innovation and new thinking mode and problem solving, especially in the field of art and design, cross-discipline provides technical support and artistic perspective, is an important guarantee of the practice process.

2.2. Art and Design Program and Innovation and Entrepreneurship Education

The art and design profession is a systematic social engineering[2]. It involves a number of specific fields such as environment, vision, products, clothing, etc. It aims to cultivate emerging talents with aesthetic awareness and practical ability, and the art and design profession involves a number of disciplines such as science and technology, aesthetics, art, business, etc., which has a strong integration. Innovation and entrepreneurship refers to entrepreneurial activities based on technological, managerial, and organizational innovation, which is the key to promoting the development of science and technology, economy, etc.[3]. Innovation and entrepreneurship has attracted much attention since it was first introduced into China at the end of the last century, and as a new type of education model, it has brought new impetus to the improvement of the quality of talents[4]. In 2021, the General Office of the State Council issued the "Guiding Opinions of the State Council on Further Supporting College Students' Innovation and Entrepreneurship" to put forward the requirements of improving college students' innovation and entrepreneurship ability, which shows that optimizing innovation and entrepreneurship education has been an important initiative for the development of China's higher education. It can be seen that optimizing innovation and entrepreneurship education has been an important initiative for the development of higher education in China. As for the art design profession, due to people's daily needs, the aesthetic orientation is constantly innovated with the development of society and technology, and the art design itself has the characteristics of multidisciplinary fusion, therefore, innovation and entrepreneurship education has become an important way to promote the development of the art design profession and enhance the ability of talent cultivation, and only through continuous innovation can we adapt to the changing society.

2.3. Relationship between cross-disciplines and innovation and entrepreneurship education in art and design majors

Innovation and entrepreneurship education in art and design majors is committed to cultivating comprehensive creative talents with strong practical ability, who are able to solve comprehensive practical problems through the knowledge of art, technology, business and other fields. Therefore, the optimization of innovation and entrepreneurship education mode

for art design majors in the cross-disciplinary perspective can enhance the knowledge breadth and professional level of students, so that students have sufficient knowledge reserves and practical skills to cope with the ever-changing market and the gradual complication of design problems. The influence of interdisciplinary on art and design professional innovation and entrepreneurship education is mainly reflected in three aspects: education concept, education process and talent evaluation mechanism. Among them, the educational concept is the foundation of education, which has a guiding significance on the direction of the implementation of the whole educational work; the educational process is the process of the implementation of the educational work, and the students mainly acquire knowledge and skills in the process of education; the evaluation of talents and the educational process complement each other, which can supervise the educational work and improve the role of the education work.

3. Overview of the Current Situation of Innovation and Entrepreneurship Education in Art and Design Majors

3.1. Current status of domestic research

Art design professional innovation and entrepreneurship education has received the attention of many scholars, and current academics study it from different perspectives, such as research background, teaching methods, education concepts, and talent cultivation. Li Ming et al. take art education of Yanbian University College of Fine Arts as an example to build an innovative entrepreneurship education model of art design in national universities from the dimensions of curriculum, learning concept, assessment and evaluation[5]. Fifi Liu proposed the cultivation mode of innovative and entrepreneurial art and design talents from the perspectives of building professional platforms, improving teachers' teaching practice, teaching system, and resource sharing from the perspective of culture and creativity[6]. Li Juan takes the art and design school of Tianhua College of Shanghai Normal University as an example, and puts forward the innovative and entrepreneurial talent cultivation mode from the perspective of talent cultivation, curriculum system, and reform of teaching and draws on the teaching theories of "constructivist learning" to implement the project-based innovative and entrepreneurial teaching mode[7]. It can be seen that scholars pay little attention to the development of innovation and entrepreneurship education for art and design majors in the cross-disciplinary perspective, especially the lack of thinking about how to fundamentally integrate cross-disciplines into the innovation and entrepreneurship education for art and design majors, which makes the reform of innovation and entrepreneurship education for art and design majors stagnant.

3.2. Current status of foreign research

Innovation and entrepreneurship education in colleges and universities in the United States and European countries has gone through decades of development, some countries have formed a set of practice and research in one of the innovation and entrepreneurship education model, building a more mature system[8]. Foreign countries in the development of art and design started earlier and developed more mature, such as the German Bauhaus Institute, its design concepts in the world widely spread on the development of Chinese art and design has also had a great impact on the development of the early attention to the trend of interdisciplinary fusion of education. 2010 around the same time, with the British government and public decision-making bodies on the multidisciplinary fusion of innovation and teaching policy tilt and higher education in the teaching and learning of successful practices continue to emerge in the exploration. Around 2010, with the policy inclination of the British government and public decision-making institutions on the innovative teaching method of multidisciplinary

integration and the successful practice of teaching and learning in the higher education sector, interdisciplinary teaching has gradually been regarded as one of the mainstream ways of promoting teaching and learning innovations in the UK's cutting-edge art colleges and universities, and more colleges and universities have begun to explore multidisciplinary integration of teaching and learning and have incorporated this new teaching method into the strategic path of the differentiated competitiveness of colleges and universities[9]. In addition to training teachers with specialized entrepreneurial knowledge and skills through the construction of disciplinary systems, universities in the United States have also adopted multiple channels to bring in teachers to form a mature faculty[10].

4. Opportunities and Dilemmas of Optimizing Innovation and Entrepreneurship Education Models for Art Design Majors

4.1. Opportunities for optimizing the innovation and entrepreneurship education model of art design majors

4.1.1. National policies provide safeguards

In recent years, the development of cross-disciplines has received strong support from the state. The Academic Degrees Committee of the State Council issued a notice on "Measures for the Establishment and Management of Cross-Disciplines (for Trial Implementation)", which provides guidance on the establishment of pilot cross-disciplines The revision of disciplines and majors catalogs and other contents; in 2022, the Ministry of Education issued the "Catalogue of Disciplines and Majors of Postgraduate Education (2022)", which adjusts design to be a cross-discipline that can confer the degree of art or engineering degree. At the same time, for the innovation and entrepreneurship education of the relevant state departments from 2010 to 2021, has promulgated the "Ministry of Education on vigorously promoting innovation and entrepreneurship education in institutions of higher learning and college students' independent entrepreneurial work of the opinions" and dozens of related documents for the development of innovation and entrepreneurship education in colleges and universities to provide support in terms of policy, funding and other aspects. It can be seen that the national policy provides policy guarantee for the close integration of innovation and entrepreneurship education in art and design majors and cross disciplines, see Figure 1.

4.1.2. Educational technology is cutting edge

Educational Technology From the academic development point of view, according to the stage division of the professional development of educational technology (i.e., it has gone through the starting period, the development period, the maturity period, and the enhancement period in turn), China's educational technology is now in the stage of moving from the maturity period to the enhancement period[11]. From the perspective of technology application, with the development of digital technology educational technology is constantly updated, from radio, slides, projection to online learning, artificial intelligence, virtual reality and so on. Through the use of more advanced educational technology can be different disciplines of knowledge to visualize, simple way to present in the classroom, reduce the difficulty of interdisciplinary learning, educational technology in the development of higher education plays an important role in promoting, for example, the use of AR human body structure can be the human body muscle tissues, bone morphology in three-dimensional + actual scene way to show to the learning of illustration, drawing students, can make them better understanding of the complex human body structure and improve the teaching efficiency.

4.1.3. Teaching and Learning Formats Show Diversity

Art and design itself has a strong comprehensive, so it needs to use a more diversified form of teaching. In actual teaching, teachers often need to adopt different teaching forms according to

the characteristics of the course and the purpose of teaching. At present, in the teaching of art design majors often used in the form of teaching design studio, classroom groups, participation in practical projects, usually with a strong practical, from the students' point of view, diversified teaching methods compared to the traditional classroom more able to allow students to put theory into practice, so that students from different disciplinary backgrounds in the process of practice information exchange, knowledge sharing, and enhance the students' ability to solve complex problems by using interdisciplinary knowledge. knowledge to improve students' ability to use interdisciplinary knowledge to solve complex problems. From the teachers' point of view, the diversification of teaching methods allows teachers to have greater autonomy in the teaching process and improves teaching efficiency.

4.2. Dilemmas of optimizing the innovation and entrepreneurship education mode of art and design majors in the cross-disciplinary perspective

4.2.1. The student base has variability

The enrollment of higher education institutions in China is mainly based on scores, and there are differences in students' cultural knowledge, learning ability, etc. Therefore, it is difficult to form a unified model in innovation and entrepreneurship education, and teachers need to take students as the basis in the process of educating people, and teach them flexibly. For example, students with strong basic ability should try to broaden the breadth of their knowledge during the teaching process, and develop students' innovative consciousness, while students with poor basic ability should pay attention to the basic knowledge, and deal with it in a hierarchical manner from simple to difficult, and at the same time pay attention to the combination of theoretical teaching and practical application. In addition, the teaching work of different types of colleges and universities has different characteristics, for example, research universities should pay more attention to the cultivation of students' theoretical knowledge and research ability, while applied universities should be market-oriented and pay attention to the cultivation of students' practical skills.

4.2.2. Educational philosophy with lagging behind

Teachers' educational concept and educational skills are the top priority of innovation and entrepreneurship education[12]. From the perspective of cross-disciplinary development, at present, China's cross-disciplinary development time is relatively short, college art and design majors are not clear enough about the development of the integration of disciplines, and some college teachers do not understand the cross-disciplinary, which makes the educational work from the concept of lagging behind, and at the same time, the traditional innovation and entrepreneurship education knowledge system for art and design majors is mainly distributed in humanities and arts related disciplines, but the cross-disciplinary Integration of art design and science and technology disciplines are closely linked together, resulting in many teachers being hindered in teaching at the level of specific knowledge, which affects the progress of their educational concepts. From the innovation point of view, in addition to individual innovation ability also need to have team innovation ability, in order to improve their own competitiveness to cope with the market requirements, so teachers need to make adjustments in the teaching objectives, teaching methods, etc. For teachers, this "transformation" is difficult to adapt to for a while, and the traditional teaching concept is still dominant.

4.2.3. There is exclusivity in disciplinary integration

First of all, in the cross-disciplinary perspective of art and design innovation and entrepreneurship education will involve science, industry, commerce, literature and medicine and other disciplines, but there are certain barriers between different disciplines, in terms of students, due to the learning foundation, the different disciplinary backgrounds, for the learning of a larger span of disciplines will be hindered to a certain extent, affecting the

cultivation of interdisciplinary thinking. Some teachers are unfamiliar with the knowledge system of other disciplines, which makes it difficult to grasp the teaching effect, and the current universities have not formed a perfect interdisciplinary training system for teachers. Secondly, due to the different teaching methods and teaching time between different disciplines, it is difficult to be integrated into the innovation and entrepreneurship education of art and design majors, which affects the students' mastery of knowledge and the improvement of comprehensive ability. It can be seen that from all perspectives, the current integration of disciplines has a greater exclusivity, which hinders the optimization of the innovation and entrepreneurship education mode of art design majors under the cross-disciplinary perspective.

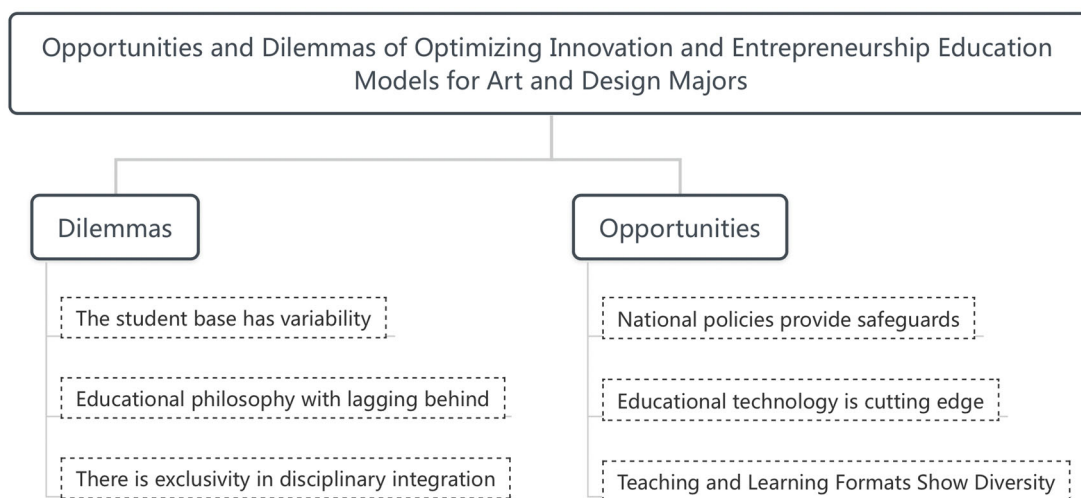


Figure 1. Opportunities and dilemmas analysis idea of optimizing the innovation and entrepreneurship education model of art design majors

5. Optimization Ideas of Innovation and Entrepreneurship Education Mode for Art and Design Majors Under the Cross-Disciplinary Perspective

5.1. Pre-education: changing teaching philosophy and teaching objectives

Educational philosophy is people's rational understanding of education, which is oriented to educational practice and expresses the ideal of education[13]. Educational philosophy has a guiding significance to the educational process and a direct impact on the educational results, so changing the educational philosophy is the first step to optimize the innovative entrepreneurship education mode of art design under the cross-disciplinary perspective. First of all, the teacher team should have a correct cognition of the development trend of innovation and entrepreneurship education in art design majors, realize the significance of cross-discipline, and integrate the new educational philosophy into the educational process, and review the way and goal of talent cultivation. Secondly, the innovation and entrepreneurship education of art design under the cross-disciplinary perspective should be based on the characteristics of the discipline. Different design disciplines have different learning styles, employment environments, etc., and there are big differences in the way of integration with cross-disciplinary disciplines and disciplinary focus, for example, the environmental design is mainly based on the design of human habitat, which is strongly intersected with architecture, landscape architecture, and other disciplines. For example, environmental design mainly focuses on the design of human environment, which has a strong intersection with architecture, gardening and other disciplines; interaction design mainly focuses on human-computer

interaction, which has a strong intersection with computer and industrial design. Finally, the teacher team should also improve their specific knowledge of cross-discipline and innovation and entrepreneurship, and have an understanding of the knowledge system of other disciplines, teaching methods, and innovation and entrepreneurship education pathways and goals can better enable the teacher team to grasp the direction of education in the education process, clarify the purpose of education, and optimize the concept of education.

Teaching objectives guide the direction of the teaching process, and good teaching objectives can make the teaching process more clear. In the cross-disciplinary perspective of art and design majors in innovation and entrepreneurship education, the teaching team needs to change the teaching objectives to meet the current development trend. First of all, to cultivate comprehensive talents as the primary task, in the context of the continuous development of science and technology, art and design professionals need to solve the problem of increasing complexity, the employer needs to have better logical thinking and strong knowledge and skills to adapt to market development, so we should focus on cultivating students' comprehensive ability in the education process, including innovation and entrepreneurship, mastery of professional knowledge and the ability to solve complex problems by using multiple disciplines. Therefore, we should focus on cultivating students' comprehensive ability in the process of education, including innovation and entrepreneurship, mastery of specialized knowledge and the ability to solve complex problems by using multiple disciplines. Secondly, cultivating students' self-learning ability is also one of the important teaching objectives. Improving students' self-learning ability can enable them to break through the disciplinary barriers in the learning process and adapt to the trend of multidisciplinary integration learning, so that they can cope with the fast-changing market and improve the competitiveness of employment, see Figure 2.

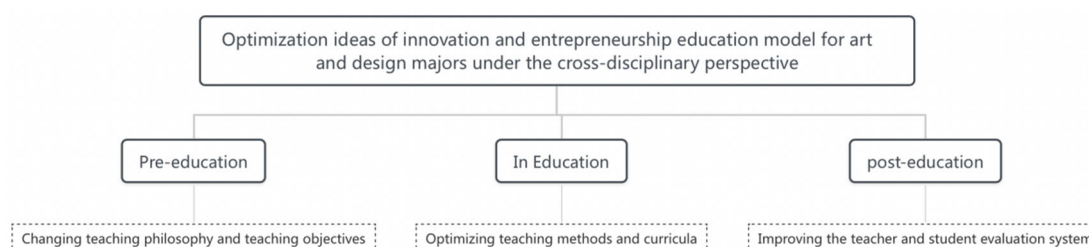


Figure 2. Optimization ideas of innovation and entrepreneurship education model for art and design majors under the cross-disciplinary perspective

5.2. In Education: optimizing teaching methods and curricula

Teaching methods mainly include teaching technology and teaching form two parts, the traditional teaching technology is mainly in the form of board books PPT, etc., but with the development of science and technology, VR, AR, virtual reality and other technologies are more and more used in teaching, and become an emerging means of teaching, through the application of the new teaching technology teachers are able to complex knowledge in a more intuitive and easy to understand way to present to the students to help students Interdisciplinary learning. Teaching forms include studio system, group system and lecture system, etc. Studio system teaching is usually led by teachers and set up for a specific research direction. Studio system focuses on the diversity of design subjects, the practicality of the selected topic, the openness of the design process, etc., so as to cultivate students' innovative ability and develop creative thinking[14] . The group system refers to a group of several students working together to accomplish a certain subject task. Members in the group can have different disciplinary backgrounds, which enables better interdisciplinary communication and stimulates creative thinking. Lecture system is usually led by different teachers to explain a certain field of

knowledge for students, usually shorter class time, but allows students to learn knowledge and skills of different disciplines. Different course formats have their own advantages and disadvantages, and teachers need to be flexible in choosing between them according to the students' basic disciplinary background and other factors.

Curriculum is the main way to transfer knowledge to students. First of all, the content of the course should be oriented to market demand, increase the explanation of cross-disciplinary knowledge, focus on cultivating students' innovation ability and interdisciplinary thinking, in addition to the teaching of professional theoretical knowledge, should also pay attention to the practical application of knowledge, with real cases to let the students understand the knowledge, stimulate students' innovative thinking. In addition, the course material is also an important part of the curriculum system, for students, the textbook is one of the main tools for independent learning, but nowadays there is often a low utilization rate of the textbook, students abandon the phenomenon of the textbook, the main reason is that the textbook and the course is not closely linked, the content is too theoretical and lack of practical application of the value of the textbook, which is contrary to the characteristics of the art and design itself has a strong practicality, so when choosing the textbook should be based on the content of the course. Therefore, the selection of teaching materials should be based on the content of the course, and focus on the practicality of the content of the teaching materials. Finally, the course form, generally speaking, the traditional course form is mainly based on the collective teaching system, however, with the development of the education system, the course form is also gradually diversified, such as the flipped classroom. Flipped classroom, also known as inverted classroom, changes the roles of teachers and students in traditional teaching and re-planning the use of classroom time by inverting the arrangement of knowledge transfer and knowledge internalization, which realizes the innovation of the traditional teaching mode[15]. Flipped classroom provides more communication time between teachers and students, which enables students to learn knowledge and think about problems spontaneously, and improves students' independent learning ability, and at the same time, through the communication between students and students and students and teachers, it can realize the sharing of knowledge, enrich the knowledge system of students, and improve their innovation ability.

5.3. Post-education: improving the teacher and student evaluation system

The evaluation system plays an important role in the optimization of education. From the perspective of evaluation factors, if the teacher evaluation system places too much emphasis on teachers' personal scientific research results and neglects teaching and moral education, it will have certain obstacles to the development of students, so teaching and educating people must be regarded as an important factor in the evaluation of teachers. Guaranteeing the quality of teaching allows students to better master knowledge, laying the foundation for the cultivation of creative thinking, while moral education can improve students' moral quality, laying the ideological cornerstone for students' future development. At the same time, other factors should also be evaluated, including the students' basic subject background, course tasks, etc., these factors will also affect the accuracy of the evaluation, for example, for the basic ability of the students, the quality of their homework learning outcomes, etc., may be better than the weak foundation of the students to complete the better, but does not necessarily mean that the former teacher's teaching ability is more outstanding, so we should encompass as much as possible to evaluate the factors, so as to get more accurate evaluation results. Therefore, it is necessary to include as many evaluation factors as possible in order to get more accurate evaluation results; from the perspective of evaluation methods, subjective evaluation should be combined with objective evaluation. Objective evaluation refers to the student supervision department and other relevant personnel to evaluate the teacher's teaching and research work, subjective evaluation refers to the teacher's own teaching effectiveness, moral education

evaluation, by combining the two, can more accurately reflect the teacher's teaching ability to educate the level, but also can produce a certain supervision of the teacher's educating work.

In the evaluation system of students, the main focus is on students' academic performance in school, including classroom performance, quality of homework, academic ability, innovation, knowledge and skills, etc. Academic evaluation can reflect the students' own learning ability and the cultivation ability of the school and the teachers, and only by laying a solid foundation of learning can they better learn interdisciplinary knowledge and cultivate innovative thinking. From the moral and ideological aspects, mainly on the students moral will, political stance, sense of responsibility and other aspects of the investigation and evaluation, only with good moral and ideological students can get long-term development; in addition to academic performance, should also be evaluated on the overall quality of student employment. With the development of science and technology and people's living needs continue to increase, designers need to take on more and more responsibility, the face of the design problem is also more and more complex, in addition to mastering the professional knowledge and skills, but also need to have cross-disciplinary thinking and innovation ability, in order to improve their competitiveness in the severe employment environment, even if the students do not choose to engage in the design work after graduation, the logic of thinking innovation ability will have an impact on employment. Even if students do not choose to engage in design work after graduation, their logical thinking and creative ability will still have an impact on employment. Therefore, the quality of employment centrally reflects the effectiveness of the school's innovative and entrepreneurial work, and the school should take the quality of student employment as the basis for evaluating the adjustment and correction of educational work.

6. Conclusion

In summary, optimizing and reforming the innovation and entrepreneurship education mode of art design majors in the cross-disciplinary perspective has important theoretical value and practical significance, and is an inevitable way to cultivate art design talents. By dividing the educational work into three important links, we propose strategies for optimizing the innovation and entrepreneurship education mode of art design majors. First of all, we should change the teaching concept and teaching objectives from the pre-education stage, recognize the significance of cross-discipline, combine the characteristics of art and design disciplines for innovation and entrepreneurship education, take the cultivation of comprehensive talents as the primary task, and improve the self-learning ability of the students. Secondly, in the process of education, we should optimize the teaching method and curriculum system, adopt diversified teaching methods in the process of teaching, and improve the curriculum system from curriculum content, curriculum materials, curriculum form, and optimize the central link of innovation and entrepreneurship education; finally, we should improve the evaluation system of teachers and students from the stage of post-education, and pay special attention to the ability of teachers in both teaching and educating people, and construct a reasonable evaluation system of teachers by combining the objective evaluation with the subjective evaluation, and at the same time, we should timely adjust the direction and method of education based on the results of the evaluation of the students in terms of their academic performance and the employment quality.

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