STATE AND GUIDELINES FOR WORKSHOP EDUCATION MANAGEMENT OF JEWELRY MAJOR OF SHANGHAI ART & DESIGN ACADEMY, THE PEOPLE'S REPUBLIC OF CHINA

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ABSTRACT

The objectives of the research were 1) to investigate the current state of educational management practices from a studio-oriented perspective, and 2) to investigate strategies and approaches for educational management within a studio-oriented perspective. The samples consisted of 118 students majoring in Jewelry Design of Shanghai Art & Design Academy, People's Republic of China, the sample size was determined according through the table of Krejcie and Morgan. The samples consisted of 7 people were purposively selected for interview, selected through grade level sampling. The instrument used to collect of conducting the research was questionnaires and interviews. The statistics for data analysis included mean and standard deviation. The interviews were conducted using content analysis. The findings were as follows: 1) Opinions of the students regarding studio-oriented educational management, both in overall and aspects were at a high level, and 2) Guidelines for managing studio-oriented education consist of 5 aspects as follows: 1) Teaching and learning management, there must be efforts to enhance problem-solving abilities, adapt teaching methodologies, and procure modern and appropriate equipment, 2) Student management focuses on establishing individualized learning support systems, career planning, and improving student behavioral standards, 3) Regarding the management of teaching teams, it is essential to enhance training and development, optimize management systems, and improve communication, collaboration, and information sharing, 4) In administrative management, a supervision and management system tailored to the specific needs of the studio must be established, and 5) For data management, increase the efficiency of the data management system to be more efficient, along with creating an open learning environment within the college.

Keywords: Education Management, Management Guidelines, People's Republic of China

INTRODUCTION

The study explores the studio-based education management in the Jewelry Major of Shanghai Art & Design Academy, which is overall at a high level, especially in the teaching management aspect which has the highest average score. This achievement is attributed to the academy being a national high-level vocational institution, receiving beneficial national policies and financial support. These factors provide a solid foundation and ensure sufficient resources. The introduction of the "studio" teaching model early on made the education more practical and focused on enhancing students' creativity and practical skills. This approach has improved both the level of teaching management and the effectiveness of education. Concurrently, a scientific and comprehensive teaching management system was established, covering curriculum design, teaching assessment, and teacher-student interactions, offering an effective organizational guarantee for educational management. These elements contribute to the high-level studio-oriented educational management conditions in the Jewelry Major of Shanghai Art & Design Academy.

However, the overall condition of data management in the studio-based education management in the Jewelry Major of Shanghai Art & Design Academy is low. The COVID-19 pandemic's outbreak in late 2019 disrupted offline teaching, necessitating a swift transition to online teaching. In this context, enhancing data management became essential to ensure the continuation of teaching activities. The abrupt move to an online teaching model, coupled with a lack of experience and preparation, led to difficulties in managing the transition. Challenges included inadequate technical equipment and infrastructure, unfamiliarity with the online teaching environment, and a lack of skills and discipline for online learning, affecting the effectiveness and management of online teaching. There was also a failure to integrate online teaching resources, such as teaching platforms, lessons, and videos.

The research aims to 1) investigate the condition of studio-based education management in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, and 2) explore the studio-based education management mode in the same department, given the aforementioned situation. As studio-based education for professional jewelry programs has been established in many higher vocational colleges, and these colleges have generally set up related studios, the development of these studios brings various challenges. This research intends to understand the operational status and issues of professional jewelry studios in vocational colleges through in-depth analysis of questionnaires and interviews with relevant individuals, ultimately summarizing management approaches for professional jewelry studios to genuinely advance the teaching model.

LITERATURE REVIEWS

Studio-based Education Management

The Vocational Education Quality Development Plan for 2020-2023 (Ministry of Education, 2023: 78-86) outlines studio-based education management as comprising 5 aspects as follows: Studio-based Education Management, Learner Management, Teaching Team Management, Administrative Management, and Data Management

Studio-based Education Management

Ma (2017) examined vocational college teaching management as defined in the "Encyclopedia of Education in China," describing it as a goal-oriented task to train talented individuals as proposed by vocational colleges. It's considered a management activity designed to smooth the progress of various educational activities. Vocational education laws have established feasible plans for teaching tasks and organized procedures, supervision, and checks to ensure the training objectives are achievable.

Teaching management is a process that ensures educational activities achieve the school's set goals for special talent training and guarantees regular instructional orders through

management methods and forms. Effective teaching management requires a quality management team covering various aspects, including teacher administration, student management, goal setting for instruction, lesson planning, the teaching process, teaching quality, and other areas to ensure the achievement of educational goals.

Learner Management

Zhu (2018: 4) discovered that the concept of learner management is defined in two ways: broadly and narrowly. Broadly speaking, learner management encompasses all aspects of a student's activities. In a narrow sense, learner management refers only to the management of student affairs, which tends to relate more to daily institutional activities rather than educational and teaching themes.

Shan (2019: 22) found that learner management means that schools aim for the holistic development of students. Beyond informal academic activities, ensuring standard services and educational activities are provided to all students in tangible or intangible ways that facilitate graduation and promote physical and mental health. "Educational activities" here specifically highlight the educational significance present in learner management activities.

Therefore, it can be concluded that learner management is a set of educational activities and service assurances for schools in planning, organizing, coordinating, and controlling the learning and activities of learners both inside and outside the institution to promote holistic development of learners. This includes managing daily affairs, educational importance, and educational activities management, aiming to nurture the overall qualities of learners, such as morality, intellect, and physical well-being.

Teaching Team Management

Qi (2020: 61-64) classified the types of instructors in vocational colleges into four categories: 1) Full-time instructors, including front-line teachers with teaching qualifications and full-time involvement in teaching, full-time laboratory staff, and officially employed student advisors. 2) Part-time instructors, including administrative staff, student advisors, and retired teachers. 3) Part-time instructors from outside the university, which includes officially hired personnel participating in the school's part-time courses, such as executives, technical staff, and craftsmen. 4) Non-university part-time instructors responsible solely for teaching tasks, referring to part-time teachers or retired college personnel hired to participate in part-time courses.

Song (2021: 152-154) found that managing a teaching team involves planning, organizing, inspiring, structuring, and protecting the teaching team.

In summary, the core content of managing a teaching team involves establishing rules and reward and punishment measures, clarifying teachers' responsibilities and rights, mobilizing teachers' enthusiasm, providing motivational mechanisms for training and evaluation, and simultaneously planning, organizing, and protecting. Management of the teaching team can also involve applying specific management measures according to the type of instructors.

Administrative Management

Qin (2018: 11) discovered that studio administrative management involves the creation of funds and hardware equipment within the studio to ensure that vocational colleges can effectively manage the administrative aspects of art and design studios. This includes securing the necessary resources to support the creative and educational functions of the studios.

Hao (2021: 17) found that studio operation management is divided into external and internal aspects. Internal management includes personnel organization, defining members' responsibilities, training methods, management evaluation systems, and the internal cultural atmosphere. External management encompasses capital management, administrative management, performance evaluation systems, and supervision tasks.

From the explanations provided by the scholars above on the aspects of studio administrative management in vocational colleges, it can be concluded that administrative management is

divided into internal and external management. Internal management includes personnel organization, defining members' responsibilities, training methods, management evaluation systems, and fostering an internal cultural atmosphere. These aspects are designed to ensure the organization's efficiency and collaboration among studio members, clarify responsibilities and roles, and provide opportunities for networking and supporting training.

Data Management

Zhou (2021: 3) discovered that data management through the cultivation and development of laboratories powered by intelligent tools is a historical process that generates new productive forces for societal benefit. The utilization of high-level information technology and the sharing of high-level information resources demonstrate how human potential and social resources can be fully leveraged.

Zhang (2021: 11) highlighted that information management for educational administration relies on information systems, data resources, and infrastructure as fundamental components. It employs information technology to innovate management concepts and methods, enhance management efficiency, support management and educational decision-making services, and foster the modernization of educational governance.

From the perspectives of these scholars, it can be concluded that the concept and role of educational data management represent a new educational system. This system leverages modern information technology through the application of IT, sharing of information resources, and transformation of management methods to promote modernization in management and educational decision-making services. This involves reforms and changes in educational concepts, organizations, content, formats, technologies, evaluations, and environments, highlighting the significance of adapting to and integrating technological advancements to improve educational outcomes and governance.

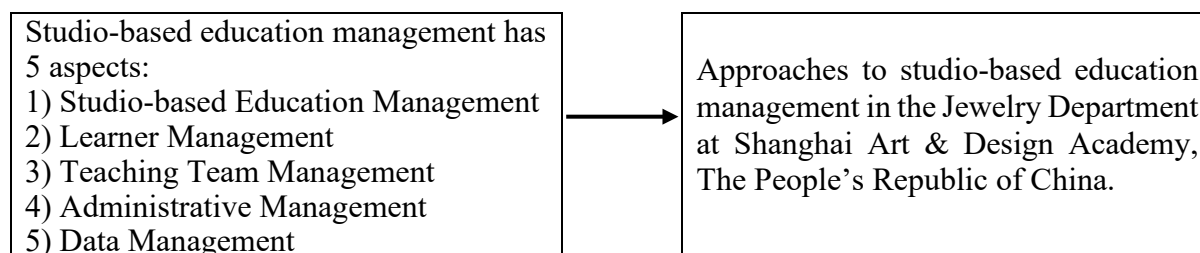From the literature review, the conceptual framework can be drawn as shown in Figure 1.

Studio-based education management has 5 aspects:
1) Studio-based Education Management
2) Learner Management
3) Teaching Team Management
4) Administrative Management
5) Data Management

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Approaches to studio-based education management in the Jewelry Department at Shanghai Art & Design Academy, The People's Republic of China.

Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

This study is mixed methods research conducted in two phases:

1) The first phase involved studying the studio-based education management of the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China. The population and sample used in this research were students from the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, with a sample size of 118 people. Stratified random sampling was utilized, and a questionnaire served as the data collection instruments. The questionnaire used a 5-point Likert scale for scoring, and its reliability was tested with Cronbach's Alpha, which resulted in an overall value of 0.97, indicating high reliability (Song, 2018: 71). Descriptive statistics, including mean and standard deviation, were used to describe the data.

2) The second phase explored the management approaches of studio-based education in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China. The target group for interviews consisted of 7 individuals, including 1 dean, 1 program chair, 2 teachers, and 3 students from the Jewelry Major of Shanghai Art & Design Academy, People's Republic

of China. These participants were selected through purposive sampling, and semi-structured interviews were conducted. The interview framework was based on the content from each of the 5 aspects identified in the questionnaires. The lowest three averages from the survey research in each area were used to formulate the interview questions, and content analysis was employed for interpretation.

RESEARCH RESULTS

The data analysis results found that:

1) The overall condition of studio-based education management in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, is at a high level ($\bar{x}$ = 3.66, S.D. = 0.67). When considered by aspect, it was found to be high in all aspects, with the highest average in instructional management ($\bar{x}$ = 3.70, S.D. = 0.60), followed by learner management ($\bar{x}$ = 3.67, S.D. = 0.75), and the lowest average was in data management ($\bar{x}$ = 3.63, S.D. = 0.61), as shown in Table 1.

Table 1 Mean and Standard Deviation of Students' Opinions on the Studio-based Education Management in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, Overall and by Aspect

Students' Opinions regarding the Studio-Based Education Management	Opinion level			
	$\bar{x}$	S.D.	Meaning	Rank
1) Studio-based Education Management	3.70	0.60	high	1
2) Learner Management	3.67	0.75	high	2
3) Teaching Team Management	3.66	0.66	high	3
4) Administrative Management	3.65	0.67	high	4
5) Data Management	3.63	0.61	high	5
Total	**3.66**	**0.67**	**high**	

On the current status of education and management of the jewelry professional studio of Shanghai Vocational College of Arts and Crafts found that it is generally at a high level, with the highest average level in teaching, followed by student management, teacher management and daily management, and the lowest average level in information management;

2) Based on the interview results, the "Guidelines for the Education and Management of the Jewelry Professional Studio of the Shanghai Vocational College of Arts and Crafts of the People's Republic of China" are proposed, and problem solutions and key points that should be formulated and accelerated are proposed.

2.1) Teaching management includes strengthening practical ability and problem-solving ability, Optimize teaching settings and equipment updates, and keep pace with the industry; Improve the teaching system and enhance the students' practical skills and problem-solving capabilities through a variety of methods. Offer students practical experiences and industry exposure by integrating case studies and industry experiences into the curriculum.

2.2) Student management focuses on establishing personalized learning support and career planning service systems, and improving student behavior standards, including regular lectures and workshops, and collaborating with organizations to implement internship and practical training projects. This promotes student understanding of industry needs and professional development. It's crucial to focus on student activities and social responsibilities, fully considering students' artistic capabilities and creativity.

2.3) Teacher management emphasizes strengthening teacher training and development, classified management and optimization systems, Strengthen communication, collaboration and information sharing, Enhancing communication and teamwork promotes information sharing and coordination in work, improving team collaboration and operation, which supports

smooth progress in management tasks. Continuously adapt and improve to meet changing needs, bolster training, and personnel development to align with professional growth and management requirements. This promotes continuous development and integration of management tasks to maintain effectiveness and adaptability in management operations.

2.4) In terms of daily management, it is necessary to establish a supervision and management system, strengthen the ability training of the management team, and adapt to the particularity and management needs of the studio, This requires content and teaching methods that are practical and predictive to foster continuous improvement and development of studio-based educational management. Considering the specific needs and management of the studio, it is vital to enhance the administrative team's capabilities to ensure that content and management methods are updated and tailored to promote specific professional management integration and needs. Strengthening communication and collaboration among the teaching team is crucial for promoting continuous improvements and development in studio-based educational management.

2.5) In terms of information management, it is necessary to optimize the information management system and provide rich online learning resources, Strengthen information technology support. These initiatives aim to improve the efficiency and quality of teaching management, promote the overall development of students and the continuous improvement and development of educational management. Enhance the efficiency of creating an information management system through information systems to improve the efficiency and quality of educational management, such as teaching resources, student and teacher information, etc., more effectively. At the same time, we should improve the online learning platform and promote the quality and diversity of resources, and enhance student training in using online learning resources, guiding them to better use these resources for independent learning and research. Additionally, colleges should strengthen training and guidance in online learning skills for students, advising them to use online learning resources appropriately and correctly to enhance learning efficiency.

DISCUSSION & CONCLUSION

The study of the management of studio-based education in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, can be summarized as follows:

1) Students have a generally positive opinion on the management, both overall and in specific aspects. When comparing the average values by year, it was found that the opinions of first-year students are at a moderate level, while second-year and third-year students have a more positive level. This discrepancy is attributed to the fact that first-year students are new to the college and primarily engaged in art studies with less emphasis on vocational subjects, therefore not yet fully integrated into the "studio" education model of the Jewelry Major. As a result, first-year students have a moderate level of understanding, but second-year and third-year students, having studied more specialized subjects and participated more extensively in "studio" education, have a deeper understanding of the "studio" model in the Jewelry Major, resulting in higher satisfaction levels. The studio-based educational management model, supported by the Shanghai Art & Design Academy, is led by a team of professional teachers and aims to offer practical learning experiences with the goal of instilling professional quality and design skills, and emphasizing the development of student capabilities. The studio-based education management of the Jewelry Major follows policies and systems in line with national regulations, reflecting the increasing emphasis by government agencies at all levels on educational management in colleges and universities. This includes the introduction of supportive policies to foster educational innovation and promote quality development in higher education institutions, necessitating high-quality management teams knowledgeable in professional fields, educational theories, and modern technical methods. The departments have

an effective management model that prioritizes student development, offering equal opportunities for growth in line with statements by Fu and Cui (2020: 68) that comprehensive and systematic management of teaching staff is conducted, supported by necessary hardware and other supports.

Student management has been guided by a scientific approach to enhance the efficiency of work processes and policies. This aligns with Wang (2021: 78) statement that effective management achieves good educational outcomes in cultural, work-related, research, competition, and practical education, reaching comprehensive educational goals. This coincides with Lu and Xu (2020: 26) observation that academic disciplines effectively plan, organize, coordinate, and control student learning and activities both inside and outside the university, with managers organizing and advising students according to established educational standards. This ensures students act purposefully, with planning and objectives, fostering development in morality, intellect, sports, etc. In terms of teaching staff management, establishing rules, reward systems, and disciplinary measures ensures that teachers have the correct educational mindset, characterized by transparency in responsibilities and rights, as noted by Xu (2021: 105-108). This promotes the abilities of teachers and continuously stimulates their enthusiasm for work, supported by He (2023: 26) research that differentiated management methods for teachers adjust their positions to fully leverage different advantages and enhance their work enthusiasm.

The management of studio-based education includes systems of management such as the construction of studios, management methods, organization, and application, aligning with research by Zhou et al. (2017: 23). They stated the coordination of all aspects of studio operation and the promotion of smooth studio operations. The jewelry design department needs to enhance its information management capabilities by leveraging big data information technology as a core to solve student data management issues and provide management services for professional-level education. This aligns with research by Yu (2023: 36) and Wu (2021: 86), which mentions the establishment of a large data management system for students professionally, aiming to make student data management practices more flexible. This allows colleges and universities to adapt their management strategies based on changes in the environment and conditions, effectively meeting the needs for student and teacher data management.

2) The research findings on managing studio-based education in the Jewelry Major of Shanghai Art & Design Academy, People's Republic of China, are discussed as follows:

Educational management should be conducted as follows: 1) Develop practical and problem-solving skills. 2) Enhance students' abilities to practice and solve problems in both academic and industrial aspects by providing practical experiences and industry perspectives through the integration of real cases and industrial experience into teaching, as well as enhancing facilities for practice and resource investment. Cooperation with industry experts is essential to prepare students for employment. Simultaneously, various measures should be employed to ensure that courses align with industry standards, closely monitoring industry trends, regularly updating course content, and fostering a creative teaching team. Additionally, partnerships with industrial organizations should be established to meet the needs of students and promote industry development. Moreover, the "studio-based" training model is a meaningful experiment that integrates deep industry and educational integration, promoting comprehensive skill training for teachers and students. This approach aligns with the development of the industry, supporting Zheng (2021: 76) statement about achieving goals that match the needs of the industry and market. This relates to the theory of integrating "studio-based" talent training with social practice. 3) Systematic and comprehensive training should be organized within the Jewelry Major studios, including curriculum optimization, updating teaching equipment, and fostering a creative team and teaching staff. This emphasizes the blend of theoretical learning

and practical application, utilizing modern technology to expand learning opportunities and meet students' learning needs, and improving teaching standards to provide clear guidance for students. This aligns with Lin (2022: 196) research conclusion that a complete educational mechanism for all staff should be established to offer guidance and education on ideology, politics, culture, and skills, including training and internships, providing skill training facilities for students under favorable conditions to understand internship requirements.

In the aspect of student management, academic guidance, and career planning, supporting art disciplines, especially jewelry design, as a creative and practical subject closely related to human life, universities respond robustly to the developmental challenges faced by the jewelry industry. They promote an educational concept focused on service and employment, emphasizing the integration of industry, academia, and research. They enhance the efficiency of the educational system through project-driven initiatives and industrial-educational integration, including collaborations between schools and organizations. Moreover, they establish academic advisory teams and professional consulting services to provide unique and specific support for learning and career planning. Regular lectures and workshops are arranged, and partnerships with various organizations are formed to conduct internship and practical training projects. The goal is to enhance students' understanding of industry demand growth and career development. This aligns with Dai (2018: 53) perspective that student behavior regulation should employ diverse measures concerning behavior regulations and management, strengthening public relations and educational aspects. The establishment of an ethics management committee has set related systems to enhance supervision and ethical training for teachers, aiming to instill self-discipline and responsibility in students, laying a solid foundation for future career development. This coincides with Shan (2019: 22) statement that universities ensure standard educational services and activities beyond formal academic activities, facilitating students' successful graduation and promoting physical and mental growth, emphasizing the importance of education within.

In terms of teacher management, it is crucial to focus on training and developing teachers, enhancing their training through various methods such as involvement in the industry, universities, research institutes, and professional skills training. This aims to improve teaching standards and professional skills, offering unique guidance and promoting comprehensive student development. Simultaneously, adjustments will be made to meet ongoing needs, enhancing training and updating personnel to align with professional development and management requirements. This promotes continuous improvement in management to maintain efficiency and adaptability in job management. Teacher management entails establishing rules and regulations, as well as reward and punishment measures, to ensure teachers have the correct educational philosophy, clarifying responsibilities, rights, and obligations, stimulating their enthusiasm for work, and continuously improving teaching standards. This includes organizing and utilizing teachers rationally to meet legal requirements, and training and improving teachers, enhancing evaluation and motivation methods, etc. This aligns with Xu (2021: 105-107) perspective that implementing a categorized management system ensures efficient management. Colleges and universities use categorized management to enhance system efficiency and define detailed rules and standards based on clear job responsibilities. This strengthens training and guidance for managers and administrative staff to improve work performance and the level of execution in developing colleges and universities. Building a teaching staff is of great importance, consistent with Zhao (2021:24-25) research indicating that categorized management of teachers is a key measure in mobilizing different positions, leveraging distinct advantages, and enhancing work enthusiasm.

For daily management, a comprehensive supervision and management system aligned with practical operations is essential. According to Guo (2019: 26), for the unique aspects of studio-based education in the Jewelry Major, establishing a monitoring and management system is

key to ensuring the quality of educational management and the safety of the learning environment for students. The system needs to be refined to enhance management efficiency and execution, strengthen oversight and guidance from administrative roles, and promote continual improvement in management quality. The daily management system of the studio guarantees its operation by defining construction, organizational, and operational management methods to coordinate all aspects of the studio's activities and promote smooth operations. In the realm of information management, enhancing the efficiency and quality of educational management through information systems, and managing teaching resources, student data, teacher data, etc., more effectively is crucial. Updating the data management system and providing intelligent management tools and services addresses the needs of educational management and strengthens data training for teachers and students to improve their ability to use data tools. Establishing a large-scale data system for student data management in vocational colleges aims to ensure flexible data management practices. This allows colleges and universities to apply management strategies targeted to changes in environmental and management conditions, better meeting the needs of students and teachers. This aligns with Huang (2020: 170), who suggested that Jewelry Major Studios should seriously support modern information technology. Using IT to gather, analyze, and utilize data more effectively improves the scientific level of educational management. At the same time, providing students with extensive online learning resources, including video courses, e-books, and online forums, creates an open and shared learning environment to support independent learning and research. This approach aligns with Li (2022: 96) conclusion that, in the era of big data, college and university teaching management is evolving towards a focus on information, with the application of big data technology strengthening students' data management capabilities, addressing data management issues, and achieving overall quality improvement in teaching management.

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