

Exploring the Application of Project-Driven Teaching Method in Teaching Visual Communication Design

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Abstract: In the background of the new era, traditional teaching ideas and methods have gradually fallen behind, and they can no longer play the original role for the current stage of teaching, so the teaching methods and teaching ideas of all stages and disciplines must be reformed. Nowadays, the project-driven teaching method has gradually proved to be a very cutting-edge teaching method in practice, and its application to the teaching of visual communication design can help improve the quality and efficiency of teaching. Based on this, this paper firstly elaborates the connotation and characteristics of project-driven teaching method, analyzes the shortcomings in the teaching of visual communication design at the present stage, and puts forward practical application methods for the existing problems, aiming to provide reference for the practical application of project-driven teaching method in the teaching of visual communication design.

1. Introduction

In the context of the new era, the competition in various industries is becoming more and more fierce, and the demand for specialized talents in the industry is becoming more and more vigorous, the visual communication design profession in colleges and universities is an application-oriented profession, and the education and teaching of this subject should keep abreast of the times and abandon the backward education concept[1]. It should be the goal to cultivate complex and innovative talents, to stimulate students' enthusiasm for learning this discipline, to improve students' hands-on ability and practical application ability, and to make the cultivated students more in line with the demand of society for talents. However, some colleges and universities still use the traditional teaching mode, and the students cultivated under such educational concept can hardly meet the needs of students' own development and the needs of society for practical talents[2]. There is still a certain distance between this and the demand of society and the training goal of colleges and universities. Therefore, the use of project-driven teaching method in visual communication design teaching can make up for the shortcomings of the original teaching method, effectively improve students' problem-solving ability and relieve students' employment pressure.

The project-driven approach sets up the teaching content as a project, where the teacher and students plan and design the project on a given topic, and identify problems and solve them in the process of project advancement, thus improving the students' hands-on problem-solving skills[3]. The project-driven teaching method is oriented to the requirements of the profession, aiming to help students better match the needs of the job and improve the competitiveness of graduates in employment. This method has been practiced in Chinese design schools, but it has not been carried out for a long time, and the application of this method is still in the exploration stage.

2. Research Problems

Through various researches and interviews with relevant personnel of employers, it is found that among the visual communication design talents exported by universities to the society, some students have general business ability, lack corresponding practical experience in projects, cannot adapt to relevant professional work quickly and have many problems.

2.1 Unclear Target Orientation

Visual communication design is a wide range of art, which conveys relevant information through various art symbols, and has a very close connection with other disciplines[4]. Therefore, the profession of visual communication design has strong applicability, and the demand of the society for this profession also focuses on application-oriented talents, but at this stage, some colleges and universities do not have a clear positioning of the cultivation goal of this profession, and cannot design the teaching content and teaching objectives with the guidance of professional requirements, so there is a certain deviation in the cultivation direction of this professional talents.

2.2 Teaching Content Cannot Keep up with The Times

Information media and visual communication media have some similarities, information media is developing at an alarming speed, and visual communication media is also very different from the past. First of all, from the professional content, the former design content is advertising and books, etc., while the current visual communication design is more inclined to digital interaction design[5]. Secondly, from the viewpoint of visual communication technology, the former is mainly two-dimensional and three-dimensional, but the current stage is mainly four-dimensional direction. Finally, from the viewpoint of communication media, the past is dominated by paper media, and the current stage is dominated by digital media[6]. This change represents a change in the direction of talent training for visual communication professional design, the teaching content should be updated in a timely manner, to adapt to the market demand for talent. However, from the current situation, the course contents of some colleges and universities cannot keep up with the times, so the talents cultivated cannot match with the needs of the society.

2.3 The Teaching Mode is not New Enough and the Content is not High Quality

At present, the teaching mode of some colleges and universities is not innovative enough, and it is still traditional classroom teaching, with more emphasis on theoretical knowledge learning in theory and practice, and not enough attention in curriculum setting, even some courses exist to meet the requirements of credits, which is not helpful to students' employment.

3. Method

3.1 Project Design and Definition

To effectively apply the project-driven teaching method, we need to design and determine the project, which is the prerequisite. The design of the project must combine professional knowledge, determine according to the students' knowledge structure and ability level, adapt to the students' cognitive characteristics, and the difficulty is moderate[7]. At the same time, the project design should also consider the market demand and select typical and valuable projects that can stimulate students' interest in participating. The project is determined according to the design of the project. Generally, there are the following types of projects: the first is the actual commercial project, which is completed by the cooperation of schools and enterprises and connected with the market; Second, teachers develop some teaching projects according to teaching needs, renovate old projects or simulate virtual projects; Third, teachers can support and encourage students to participate in their own scientific research projects, and can also arrange innovation and entrepreneurship projects for students, and improve students' innovation ability under the guidance of teachers; Fourth, under the specified time and requirements, all kinds of contests will enable students to exercise, stimulate their creative thinking and improve their hands-on operation ability and level.

3.2 Project Organization and Implementation

After the project is determined, it is necessary to implement the project. At the moment of implementation, we should sort out the project, combine it according to the students' specialty, and divide the work scientifically, so that students know their responsibilities in the project, so as to complete the project more smoothly[8]. It should be noted that students' division of labor in

combination can not be restricted by grade boundaries, and can take advantage of the old to bring the new. Of course, in this process, teachers should better play their guiding role and give targeted guidance to students at all levels. At the same time, teachers should appropriately extend and expand project knowledge, so that students can do a good practice summary and apply what they have learned. In addition, teachers can also hire professionals from outside to participate in the process of project implementation. The off-campus industry experts have rich practical experience, better understand the design requirements of customers, and more accurate control of industry trends and market dynamics. Professional guidance can activate students' creative thinking, solve the problems in their practice, and effectively make up for the shortage of teachers.

3.2 Display and Evaluation of Project Results

After the project is completed, students need to report the project results, sort out the project contents for the second time, and consolidate the knowledge learned. The teaching evaluation will be conducted after the results are displayed. The project-driven teaching evaluation is a very important content[9]. The construction of the evaluation system should include student self-evaluation, group mutual evaluation and enterprise participation. The evaluation system should pay attention to the whole process of project implementation, from the design and implementation of the project to the display of the results after completion. The evaluation system is not only a consideration of students' work quality and abilities in all aspects, but also an assessment of their artistic accomplishment.

4. Results and Discussion

In order to better tap students' subjective initiative, stimulate learning enthusiasm, enhance students' design innovation ability and design practice application ability, improve the original teaching evaluation system, enable students to adapt to the pace of the industry faster when they graduate, meet the requirements of the corresponding jobs, and achieve a seamless transition from college students to designers, we need to improve teaching methods, specifically, the application strategy of project-driven teaching method include the following aspects, as shown in Figure 1.

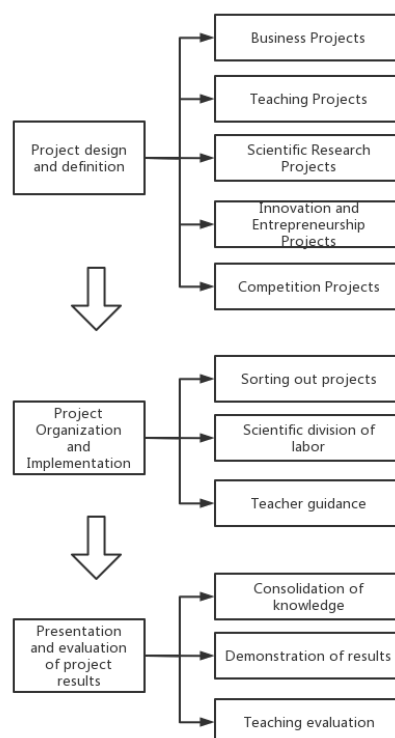


Figure 1: Application process of project-driven teaching method

4.1 Introduce Enterprise Projects and Update Knowledge Structure

Project-driven teaching method, compared with the traditional teaching, is a major progress in changing the original duck-fill education, which can effectively enhance students' interest in learning and actively learn knowledge instead of passively accepting the knowledge instillation. In practice[10], we should pay attention to the curriculum, project design as the carrier of teaching content, and introduce the projects in enterprises into the teaching. This is because the project in the enterprise is more complete, for all aspects of knowledge involved in a wider range, while the direct introduction of the project in the enterprise can make students fully understand the type of projects in the industry, can create a real work scene, through the real operation to exercise the students hands-on problem-solving ability.

4.2 Strengthen School-Enterprise Cooperation and Realize Integrated Teaching

The improvement of students' comprehensive quality level is difficult to be achieved only by instilling theoretical knowledge, and practice plays a very important role in the process of quality improvement. Therefore, when conducting teaching, we should strengthen the cooperation between schools and enterprises, guide students to complete projects through the reference of enterprise projects in teaching, realize the organic integration of theoretical knowledge and practical ability through the complete practice process, cultivate students' ability of teamwork, establish the consciousness of independent thinking, and improve the ability of communication and exchange with others.

4.3 Improve the Construction of Teacher Team

For the project-driven teaching method, the teacher no longer takes the main position in teaching, but is the guide and participant of students' learning and practice. The level of teachers' professional ability will bring serious impact on the results of project implementation[11], and as the facilitator of knowledge, they need to have a more refined teaching level than the mere instructor of knowledge. Therefore, in order to apply project-driven teaching method to visual communication design teaching, it is necessary to improve teachers' professionalism, which requires teachers to have not only solid theoretical foundation, but also strong practical ability; they should not only have a deep understanding of professional curriculum teaching, but also have a very clear positioning of the needs of enterprises and society, so that they can better guide students to complete the project tasks. Therefore, we should improve the construction of the faculty, regularly train teachers on theoretical knowledge and practical ability, and provide more opportunities for teachers to study outside, so as to improve the overall faculty level.

5. Conclusion

In the traditional teaching method, for the teaching of visual communication design majors, it is more single in terms of mode and of low quality in terms of content, which hinders the development of students. Project-driven teaching method is more in line with the needs of society, through this method, can stimulate the subjective initiative of students, so that students' hands-on ability and thinking ability have been greatly improved, while recognizing the importance of communication. The application of "project-driven teaching method" is an important direction for the reform of teaching method of visual communication design in colleges and universities, which is still in its initial stage. It can also promote the personal development of students.

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