

Teaching Research on Motion Graphic Design Course with Micro-course as Supplement and Project as Driver

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Abstract: Motion graphic design is a comprehensive interdisciplinary subject of dynamic vision. The two means of taking the project as the driver and using micro-courses have their own advantages and weaknesses. Therefore, this paper explores how to teach the motion graphic design course supplemented by micro-courses and driven by the project. By taking the specific project production as the driver, accumulating the micro-course resources, and combining online and off-line classes, students' ability to innovate and apply can be improved.

1. Introduction to motion graphics course

With the rapid growth of digital media technology and the need for social communication, motion graphic design has been widely used in film titles and promotional videos, Internet media, LOGO interpretation, human-computer interaction interface, motion posters, etc. Based on the demand for talents and the requirements for professional core curriculum specified in the National Standards for Teaching Quality of Digital Media, the course of motion graphic design course is set in in the Digital Media Art Major in our department.

Motion graphic design is a discipline that studies motion visual design that mainly uses animation and film performance to dynamically interpret graphic elements such as text, graphics, images and colors so as to disseminate information, express emotions and shape images. It involves information graphics, presentation of visual images, dynamic motion display, expression of content film and television language, and sound processing, etc., making it a comprehensive interdisciplinary subject.

2. Micro-courses as supplementary project-driven teaching

Teaching driven by projects is widely used as a teaching method featuring "taking the project as the main line, teachers as the guide, and students as the main body". It can help to improve students' media skills and stimulate their innovative thinking and cooperation awareness and push them to learn more about the workplace in advance. However, some knowledge cannot be explained in the classroom because of the differences in student levels and projects, thus making them unable to digest all knowledge points comprehensively.

Micro-course has become an emerging teaching method featuring miniaturization, fragmentation of knowledge and mobilization that is undergoing rapid development in an era of rapid media integration and advancement of mobile Internet technology. Since it takes the form of video recording and online coaching, it lacks project practice and teamwork.

This shortcoming can be offset by the advantages of micro-courses (the lack of project experiment in micro-courses can also be offset by the advantages of the project-driven teaching method). Therefore, this course is driven by project under the background of micro-course with the purpose of improving students' motion graphic design and creativity and their software skills. In terms of the teaching tools and methods, this paper establishes micro-curricular curriculum resources and both online and offline classes in line with the trend of mobile Internet development so as to enhance students' innovation and application abilities.

2.1 Micro-course setting

As an effective supplement to the course, the micro-curriculum has the characteristics of miniaturization and fragmentation; therefore the following shall be considered in its specific setting:

2.1.1 The content of the micro-course should be closely relevant to the syllabus and the knowledge module required by the project. The content of the micro-course of motion graphic design course is divided into four basic design modules, including graphic elements (text, graphics, images, colors, etc.), animation movement rules (make the moving elements more vivid), the design of the sub-lens (how to present the graphical content and information with video and audio). The software technology for implementation can be divided into Adobe Illustrator (vector graphics drawing), Adobe photoshop (mainly for image processing), Adobe After Effects (produce motion effects), CINEMA 4D (create 3D elements). The micro-course covers the basic knowledge of creativity, design and production realization, and some advanced knowledge, which can be viewed and learnt by students at any time.

2.1.2 The micro-course should be micro and refined. The word “micro” means that its length is set to about 5 minutes, so that students can complete learning the knowledge point while waiting for the car and a meal via their mobile phones; The word “refined” means that each micro-course only covers one knowledge point in a refined manner in terms of selection and illustration.

2.1.3 The micro-course is published on the Internet and WeChat public accounts. As a module in the teaching, it can be integrated with pre-class preparation and post-class review and be put online to school curriculum websites, public accounts, and apps for students to learn online or download.

2.2 Project source

The project content of the course should not only meet the requirements of the syllabus by integrating the theory and practice and covering multiple knowledge and skill modules, but also meet the specific needs of the students’ work after graduation. Therefore, project setting is of great importance. The content of the project mainly comes from following three aspects:

2.2.1 “Classic Project” summarized from previous experience, which means to extract the basic content required for the course and summarize the classic projects based on the teaching materials, online courses, etc. based on the requirements of the course, so that students can quickly master the basic knowledge and skills through operation.

2.2.2 “Actual Combat Project” from enterprises, which means to collect actual projects from the enterprises in connection with the universities and specific projects from the Internet for students to learn and practice.

2.2.3 “Competition Project” from the industry, which means to select some suitable competitions in that year as the course project for student to design before the course starts. Compared with the projects from enterprises, the competition project requires more creativity and can better stimulate students’ innovative thinking.

In short, above three sources of project can ensure the close relationship between the project and the industry. In addition, the competition project is a powerful means to test the experimental results of students.

2.3 Project-driven teaching

Project-driven teaching is a practical teaching activity for students to achieve a complete project with the help and guidance of teachers. The following are the descriptions:

2.3.1 Project preparation: drive the students to quickly master the basic skills of design and software technology. With the help of the resources of the micro-course, students of different levels and accepting ability can improve their software skills by reviewing the micro-course after class.

2.3.2 Project beginning: select a integrated project, form a team, and clarify the task. The course requires 3 to 5 students to form a project team freely like the setup in a corporate team with the members having clearly defined responsibilities. Each team decides their theme, content, and schedule and completes the project planning book.

2.3.3 Project implementation: the team design according to the progress of the course and the project. Different responsibilities lead to different content in charge, so that students can learn the part they are responsible for in depth (corresponding tutorial is available in the micro-course library). When a problem is encountered, the teacher can provide guidance, including solution and ideas. To push forward the project, everyone must work together, during which their teamwork ability and personality can be developed.

2.3.4 Project submission: at the completion of the project, each team is required to submit the finished video, original documents, planning books, team and personal summary, etc. The formation of these achievements is also a key to the improvement of students' comprehensive ability. Teachers not only need to supervise the whole process of project design, but guide students to systematically present and share project design concepts and achievements with the class in the project submission process. These abilities are greatly needed in students' future jobs.

3. Conclusion

The motion graphic design course supplemented by micro-courses and driven by the project takes into consideration the wide use of mobile phones among students, breaks down the knowledge related to theory and creativity for easier spread by making full use of the fragmentation time of students, and is often posted on WeChat apps and public accounts. Taking the project as the driver can offset the weakness of mobile learning, including lack of project practice and teamwork due to the mainly adopted form of video recording. In the process of implementation and innovation, teachers and students need to participate together to make it systematic, organized, continuous, and diversified, thus ultimately improving students' innovation and application abilities.

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