Teaching Reform in the Course of Corporate Image Design Based on the Teaching Method of Combining Cooperative Learning and PAD Class

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ABSTRACT
This paper studies the innovative thinking of the teaching method of combining cooperative learning and PAD Class (a kind of teaching method) in the teaching reform of the course of Corporate Image Design. Based on the practical application of the sub-teaching method in the course of Corporate Image Design, this paper analyzes how classroom education changes the classroom, promote more effective learning and let students learn the method of learning by themselves under the new situation. It shows that the teaching method of cooperative learning combined with PAD Class can bring a holistic and systematic reform to the classroom teaching. The research also emphasizes that the PAD Class is a good classroom teaching method which can not only make students love learning, but also stimulate their ability of independent innovation.

Keywords: cooperative learning, PAD Class, Corporate Image Design, teaching method

I. INTRODUCTION

The author of this paper is an ordinary designer and a professional teacher who has been engaged in design teaching in university for 15 years. Whenever he opens the door a classroom and observes the class, he always finds that "there are too many bystanders in the classroom". Nearly eighty percent of the classroom interactions are involved by only twenty percent of the students, and those who are left out become bystanders of the class, who are never involved, never excited and never seen. At the same time, he often finds students with poor reception ability in his teaching process. He makes repeated efforts to teach them, only to find that the more he tried, the less energetic they become, which is rather frustrating. Good courses and cutting-edge textbooks have not changed the "classroom of information receivers" into the "classroom of thought creators". All the efforts will be in vain except for solving the most urgent and primary problem in classroom teaching by changing the class and promoting more effective learning methods so as to let students learn how to learn. In view of the misconceptions in current college classroom teaching, this paper analyzes the characteristics of cooperative learning and the PAD Class and proves that the PAD Class is a scientific teaching method which can bring a holistic and systematic change to the classroom, with the combination of good classroom teaching, classroom practice teaching of Corporate Image Design course of the visual communication design major.

II. BACKGROUND

A. Nature of the course

The course of Corporate Image Design is a compulsory course for the major of visual communication art design. It belongs to the compulsory module of the major in the talent training program and is the core course of the major.

B. The role of the course in talent cultivation

Through the study of this course, students can organically connect the basic knowledge related to the previous courses of visual communication design, so as to develop their systematic CIS theoretical knowledge and professional skills, correctly recognize and understand the achievements in the field of modern design, and have creative and strict design thinking ability; at the same time, they can solve the contradictions between theoretical knowledge and social practice, art and technology, so as to master the basic process of introducing VIS, operation methods and brand visual identification system series design comprehensive ability. All these will enable students to adapt to social practice design work.

C. The relationship of the course to other courses

The prerequisite courses of this course are "Graphic Creative Design", "Layout Creative Design" and "Text Creative Design". The concurrent courses include "Graphic Symbol Design", "Design Psychology", and "Introduction to Brand Design". It played a supporting role for subsequent courses such as "Packaging Design", "Advertising Creativity and Planning", and "Comprehensive Design", etc.

D. Teaching objectives

1) Knowledge objectives: The first is to understand the concept, function and history of Corporate Image Design; the second is to understand the fundamentals of VI design; the third is to understand the planning method of VI design; the fourth is to get familiar with the creative expression of VI design; the fifth is to master VI design process; and the sixth is to grasp the creativity and production rules of VI design.

2) Ability objectives: The first is to be able to master the theoretical system, planning sequence, design method and design skills of MI, BI, VI function and mutual relationship in CIS of Corporate Image Design; the second is to have the ability to design and complete VI manual independently.

3) Quality objectives: The first is to enhance students' appreciation of VI design; the second is to cultivate students' ability to evaluate VI design; the third is to cultivate students' innovation consciousness and ability; and the fourth is to foster students' sense of service and professionalism.

III. BACKGROUND OF THE REFORM

At present, with heavy academic burden and lack of motivation for learning. Quite a few students cannot concentrate even in a good environment with the help of teachers and collective learning of students, let alone at home. Even if they overcome the difficulties and prepare lessons before class, they will encounter a difficult problem. Whenever they come across a difficult problem, they will be in a psychological decision-making dilemma. That is, just giving up means failure to finish the preview; yet unceasing effort may cost a whole evening without solving it, which will be a waste of time and frustrating. Pay attention to the learning process and learning experience of students, one can see that preview brings great burden and psychological troubles to students. Since students read the new content in advance, when teachers teach it in class, it will fail to bring freshness and cannot give full play to their role in arousing students' thirst for knowledge with novelty. In addition, with the smatter of the contents from preview, students tend to think what the teacher is lecturing is already covered in the preview and thus miss important contents. Suppose students learned chapter 8 in class today and they had previewed chapter 8 for half an hour the night before and another half hour put in chapter 10 this night will be review. With the same investment of time, which form of learning is more effective? There is no doubt that revision is more effective. While review is undirected learning, review is directed learning. After the teachers' lecture, a meaningful framework is provided so that students can have a better sense of direction in learning and are familiar with the learning content without the fear caused by strangeness. Since the teacher has covered the main content of each part, students just need to string them all together, which makes it much easier. After the teacher gives directions, students will not miss the key points, and when they encounter difficulties, they can also consciously decide whether they can solve them, so as not to waste time unnecessarily in difficult places.

Some students in the class who have a poor knowledge foundation prepare for what the teacher will cover, which makes it easier to understand when they listen to the class. Even in this case, preview is not suggested. These students do not understand the new content mainly because they fail to have a good command of previous contents. What they need to do, or what teachers should help them do, is to review what they have learned before class, rather than to learn something new before class. For example, after the chapter 9 is covered by the teacher, these students should spend more time and energy in mastering this chapter, so that they can catch up with others in chapter 10. Therefore, students with poor foundation in particular, should not preview, but pay more attention to review.

IV. IDEAS OF THE REFORM

The ideal teaching involves both teaching and discussion of how to teach well. It is important to teach less and teach better; how to make a good discussion? Students should make full preparations before the discussion so as to have substance in speech.

The teaching method of cooperation and PAD can be adopted to redefine the classroom and reshape the relationship between teachers and students. Under the correct guidance of teachers and the cooperation of students, students can enhance their sense of achievement and self-confidence. In this way, the traditional teaching mode can be broken through thoroughly and students' core quality can be cultivated, which will make critical thinking, creative thinking, communication and cooperation ability be implemented in every class of daily teaching. This will effectively cultivate social abilities such as emotional intelligence, improve interpersonal skills, and enhance students' mental health.

V. Measures of the Reform

A. Group investigation

First, the teacher introduces the theme of the design task, presents a part of the basic data and makes a simple analysis. Students are then required to put forward the questions they are interested in and want to explore further. The questions can be categorized to determine several sub-topics. Each group is responsible for one sub-topic and complete the problem definition. Each student can choose a sub-topic according to their own interests, with a group consisting of 3-4 people.

Second, through consultation, members of each group design a research plan for the theme of this component, including establishing goals, defining idea and dividing roles and assigning each one's task.

Third, students analyze, discuss, evaluate, implement the research plan and complete the group research through searching materials and conducting a large number of intra-group interactions.

Fourth, each group collates the results and prepares the presentation Groups coordinate with each other to determine the sequence and time of reporting, ensure that the content is valuable to other groups, and avoid duplication.

Fifth, each group reports separately, and other groups listen, ask questions, discuss, take notes and fill out evaluation forms as listeners.

Sixth, the teacher evaluates the learning results of each group comprehensively and gives feedback based on the students' process report and final report. It is also encouraged that each group make their own reflection and wrote reflective reports.

It can be seen that the difference between this method and the traditional teaching method lies in that students pay more attention to autonomy. Students choose their own topics of interest, engage in a lot of group cooperation and interaction, and learn the methods of scientific research, placing more emphasis on cooperation rather than competition between groups.

B. Cooperative learning

1) Determining teaching objectives: Teachers should use standard, specific and precise language to express the academic goals and social skills goals they hope to achieve.

2) Determining group size: The smaller the scale is, the better it will be, and one group is usually made up of two to four people

3) Heterogeneous Grouping: Members of the same group should differ in several key factors, such as grades, personality, learning style, cultural background, etc.

4) Arranging group space: Facilitating intra-group communication and avoiding inter-group interference.

5) Preparing teaching materials: Using materials to promote the interdependence among students. Each group is given only one material to urge everyone to study together, or gives each student a different material, encourages material sharing among them.

As students begin to study cooperatively, the teacher steps off the platform and needs to complete three tasks: first, monitoring student behavior; second, providing assistance, guiding groups to use cooperation skills, intervening in discussions when necessary, and even suspending cooperation; third, giving a short talk or presentation to the class. These three tasks, in no particular order, merge into each other and are count as three links.

It can be seen that this approach can concretize the behavior that students are expected to exhibit. The teacher clearly states the teaching objectives in terms of social skills, so that the students know what kind of behavior are and are not expected by the teacher. For example, "LOGO design should reflect its industry attributes", "Never change the combination of enterprise standard fonts and logos at will", etc.

C. The teaching method of PAD Class

1) Classroom organization: In the form of "PAD Class", class time is divided into two parts, with half left for teachers to teach and half for students to discuss. In essence, a psychological internalization link is introduced between teaching and discussion, so that students will be prepared to participate in the discussion after they have absorbed the teaching content. Through the organic integration of teaching and discussion, the unity of opposites between "teaching method" and "learning method" is realized.

2) Assignment form: In addition to the traditional form of homework, there is a new section called the "enlightenment, test and help". After listening to lectures, reading books and finishing regular homework, students should summarize the content that they generate deepest thoughts, benefit the most and appreciate the most in the learning process, which is called "enlightening". As for the parts that one has mastered but others may not, they can be presented in the form of questions to challenge others, which is called "have a test". As for the parts that one do not understand, haven't master or just want to learn about, they can also be presented in the form of questions to turn to others in discussion, which is called "help me".

a) Enlightenment: Through the teacher's classroom teaching, his greatest achievement was to understand the creative ideas of LOGO design. The topic assigned by the teacher was LOGO design of

Guangdong Copyright Protection Federation. According to the theoretical knowledge in the classroom, he understood that the first step was to select the real life elements that could reflect the industry attributes of the institution, and the second step was to refine the elements into symbols that could evoke resonance, forming the following plan:

Fig. 1. Diagram of the design process by Wu Chufeng, a student majoring in Visual Communication Design of Grade 2017 in Neusoft Institute Guangdong.

The design thinking is as follows: The design of the LOGO is based on the animal image "Sheep" of the organization's location (Guangzhou, Guangdong), the copyright symbol ©, and the abbreviation P for "protection" as elements; the official, serious and fair color of navy blue is used as the main color, which is matched with sans serif, reflecting the organizational attributes and service objectives of the Copyright Protection Federation of Guangdong Province ("Fig. 1").

*b) Test:*The students raised a question for their own design scheme, that is, the elements and symbolic extraction of LOGO can arouse the resonance of the public, but in combination development, especially in the application of today's we media, the application of square proportion design will be better. What should we do?

*c) Help:*After discussion, many suggestions are proposed to solve the question. Finally, the following scheme is formed:

Fig. 2. Final design drawing of by Wu Chufeng, a student majoring in Visual Communication Design of Grade 2017 in Neusoft Institute Guangdong.

The ideas of the revision is as follows: The LOGO is rotated 45 degrees in the square to meet the best preview format of "We Media" and enhance the visual recognition of sheep's head ("Fig. 2").

3) We Media Publicity: Through the online exhibition hall column in the official account of the Department of Visual Communication Design("Fig. 3"), the excellent works of students in class are regularly displayed ("Fig. 4"). The most popular works will be awarded through online voting, so as to improve students' learning enthusiasm and enhance their professional identity.

Fig. 3. Official account of the online exhibition hall of Visual Communication Design Department, Neusoft Institute Guangdong.

Fig. 4. Course work display in the online exhibition hall of Visual Communication Design Department, Neusoft Institute Guangdong (namely "广东东软视觉传达设计系" in the picture).

VI. EFFECT OF THE REFORM

Institutional image design courses have effectively improved the quality of teaching and enhanced students' learning enthusiasm through the use of teaching reforms that combine cooperative learning and split classrooms. Students' curriculum design works are adopted by enterprises ("Fig. 5", "Fig. 6").

Fig. 5. The design drawing adopted by Master Cao's Hosiery.
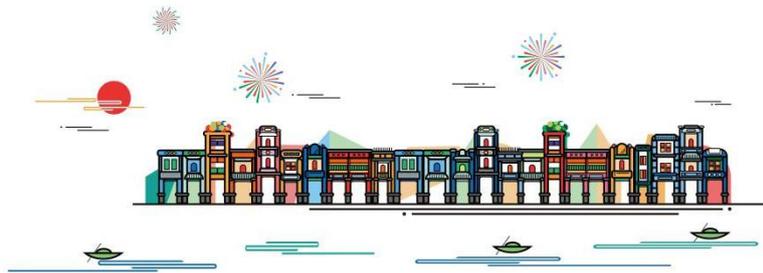
Fig. 6. The design drawing adopted by China Vanke Co., Ltd.

The students' curriculum design works have won the national discipline skill competition level award repeatedly ("Fig. 7", "Fig. 8").
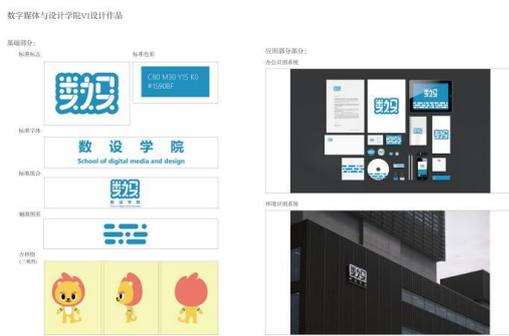
Fig. 7. The work that won the first prize in the 7th National Digital Art Design Competition.

Fig. 8. The work that won the first prize in the 12th National College Students Advertising Design Competition.

VII. INFLUENCE OF THE REFORM

The reform emphasizes the indispensable guiding role of teachers, so as to ensure the efficiency of knowledge transfer, gives full play to the initiative of students, so as to make students love reading, and brings personalized learning, deep learning and creative learning, so as to make the traditional classroom substantially change and improves the learning efficiency.

It significantly reduces teachers' mechanical teaching burden and bring relaxed and pleasant teaching. By forming the closed-loop teaching, it enables young teachers to rapidly improve their teaching ability and senior teachers to break the bottleneck and enter the new level of teaching art.

VIII. CONCLUSION

Building good school is not only about setting up many good courses there are, but also about making classroom teaching more correctly. The secret of education lies in the depth of the classroom. The teaching method of Pad Class and cooperative learning is a daily teaching method that is not just for famous teachers, famous schools, top students or competitions, but to help all the ordinary front-line teachers. It is a good teaching method that can make students fall in love with learning.

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