

Research on the Teaching Practice of Signage System Design in Modular Curriculum

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ABSTRACT

This article focuses on the signage design course in the visual communication design major, introduces the modular course setting and planning, and discusses the teaching application and practice of signage design in the modular course from the perspective of visual communication, while keeping up with the trend of the times and guides students to promote Chinese culture through distinctive visual design works. Innovative and creative courses need to be set up in the course to improve students' inspiration and thinking on the practical application of guide design.

Keywords: *Modular curriculum, Signage design, Urban public space, Practicality, Creative thinking.*

1. INTRODUCTION

Signage system design is one of the professional courses of visual communication design. This article will introduce the modular curriculum design from the five aspects of modular curriculum introduction and classification, curriculum teaching design and goals, basic teaching requirements and methods, curriculum assessment and evaluation, teaching results and exploration. Through the modular course study, students will understand the basic concepts and definitions of the signage system, and have the ability to explore the design elements of the signage system through self-assessment and reflection.

2. INTRODUCTION AND ANALYSIS OF GUIDE DESIGN MODULAR CURRICULUM

2.1 Introduction and Classification of Modular Curriculum

Over the past 40 years of reform and opening up, with the rapid development of China's urbanization, China has completed the historic transition from a country dominated by agricultural population to a country dominated by urban

population, has gone through the urbanization process that developed countries have gone through for hundreds of years, and has achieved world-renowned achievements. At present, China's urbanization development is in a critical period of transition from high speed to high quality. It is necessary to further improve and perfect the urban public area guidance system in accordance with the new requirements of taking a new urbanization path with Chinese characteristics and comprehensively improving the quality of urbanization. [1] As the scale of the city continues to expand, the urban population also continues to grow, and the foreign population groups are also growing. Most of these groups are migrant workers and tourists. In the urban life, people often see these urban "strangers" who will lose their sense of direction in a strange environment, and the design of urban public space guidance system can help people solve and improve the problems existing in urban public areas. In this module course, the researchers will start from the urban public space guidance system, combined with excellent urban public space guidance system cases, and guide students to think about and analyze how to better improve and design the urban public space guidance system from the current status of the urban public space guidance system, so that the design of urban public space guidance system can be more convenient for people's daily life, better

serve people, and become a kind of urban culture and symbol [2].

Signage system design is one of the majors of visual communication design. The purpose of this course is to guide students to initially understand and analyze the design of the complex urban public space guidance system, and to use existing public spaces to transform and redesign (suitable for public places with dense population mobility and mixed spatial information/needs to be improved). At the same time, it combines the five senses of the human body and the guide design, upgrades and redesigns the existing public space guide system, improves its artistic design while improving its feasibility, so as to better serve the life of modern urban residents.

In the modular course setting of the signage system, it is composed of course lectures (Lecture), professional courses (Studio), cooperative courses (Colabration), and independent study courses (Independent study). Course lectures (Lecture): The main lecturer will use 1 hour to describe the design practice inquiry theory course, and will sort out and analyze the professional theoretical issues that appear in the course one by one. Professional course (Studio): The main lecturer will give students one-to-one independent teaching and tutoring, and students need to complete the task of the teacher's arrangement of module courses in the professional course. Cooperative courses (Colabration): Class students will be divided into several study groups, and group members will exchange and discuss recent professional courses and study cooperatively, and complete team assignments and tasks. Independent study courses (Independent study): Teachers guide students to complete this week's professional homework and related tasks by themselves, and conduct warm-up learning of new knowledge.

2.2 Teaching Design and Its Goals

In the process of urbanization in China, some urban public areas are in the infrastructure construction stage, such as stations, bookstores, parks, vegetable markets, pharmacies, public toilets, and trash cans. To a large extent, they rely on pedestrians to actively seek or inquire, which often brings some inconvenience to life. In order to meet the needs of urban development and make it more convenient for urban residents, this course will combine the construction of excellent urban public space guidance systems in China and foreign countries, and redesign the existing public space

guidance systems to be more humane. At the same time, the experimental art (the five senses of the human body) and the guide design will be combined to narrow the distance between people, design and life.

The signage system design course starts from the theoretical research and design practice of urban public space, understands and learns the basic rules of urban public space guide system design, and understands the positioning and understanding of urban public space guide design in this module. This course can enable students to understand the concept and characteristics of the signage design, and to master the basic principles of the guide design, the structure of craft materials, and the aesthetics of spatial form through actual cases in real life. In the course of practical teaching, students are guided to learn to build a guide system through architectural models, display the guide design plan in the model, and use the laser cutting machine technology to improve the model production.

In this module course, students will be guided to redefine and design the guidance system needed for people's lives in the urban public space with an open and experimental perspective; during the implementation of the specific plan of the module course, students independently choose a public area around the school (popular mobility is denser, spatial information is more mixed / public places that need to be improved, etc.), and combined with the existing guidance system of the place to conduct field investigations. Students need to analyze and propose design problems that need to be improved or to be resolved, then carry out the main visual design according to the selected public place, and transform and improve the existing problematic public space guide design; While designing the guidance system, they need to try to create experimental art that combines the five senses of the human body (sight, hearing, smell, taste and touch), thinking about the relationship between design and life. Students can determine the specific scheme of experimental art according to the actual situation of their own design projects. For example, the public art project "Pop Lab's Vegetable Market" launched by "Pop Lab" is a fusion of music, art and social public places. Students can also use their imagination boldly, actively mobilize their senses, and use temperature, color, etc. to create. At the end of the course, students need to make a solid model (students who are interested can also try 3D modeling) to simulate the application of the guide system in the space.

3. BASIC TEACHING REQUIREMENTS AND METHODS

The signage system design course focuses on theoretical teaching methods in the teaching process, guiding students to initially understand and analyze the complex urban public space guidance system design, and use the existing public space to transform and redesign. The course also combines the five senses of the human body with the design of the guide, upgrades and redesigns the existing public space guide system, improves its artistic design, and improves its practicability, so as to better serve the lives of modern urban residents [3]. In the course, a large number of guide designer-related works are explained and demonstrated to improve students' innovative ability, deepen students' impression, and facilitate students to understand and remember the guide design works, laying a foundation for subsequent learning. At the same time, in the classroom teaching process, it is necessary to pay attention to the understanding and mastery of basic concepts. In the theoretical course teaching, it is a necessity to pay attention to learning and understand the relationship between guide design and sign design, understand the theoretical basis of guide design, and master how to use signage signals for visual communication, and further improve and perfect the guide system in urban public areas.

Teachers can use interactive links to improve students' ability to analyze and think about problems. Teachers can also conduct preliminary research on "Signage System Design" as a group and carry out classroom discussions, focusing on students' investigation and research abilities, and presenting them in the form of mind maps, so that the students improved their self-study ability and teamwork spirit, and improved their ability to analyze and solve problems while sharing the latest relevant guide design cases with each other.

Teachers need to guide students to practice learning, improve design professional skills, strengthen students' manual skills, learn urban public space architectural model making, and display the signage design plan in the guide model. Students need to master the required design software for designers, such as: Photoshop, Adobe Illustrator, Sketchup, 3D MAX and RdworksV8 software learning. At the same time, students also need to learn how to use the laser cutting machine to make building models, understand the common tools and commands of the laser cutting machine

and its software, use the laser cutting machine to make different guide models for different materials, and improve their' practical professional skills [4].

4. COURSE ASSESSMENT AND PERFORMANCE EVALUATION

In the course of "Signage System Design", the final grade is a combination of usual grades and final grades. The usual grades are mainly for assessing students' "normal performance, course experiments, homework and discussion assignments", etc., which account for 30% of the final grades. The final grade is mainly for assessing students' "design work defense, work presentation and course portfolio production", accounting for 70% of the final grade, as shown in "Table 1".

In the final grade, the work presentation part is particularly important, which includes two parts: "graphic design work" and "model making". Among them, the "graphic design works" are mainly composed of the parts of "guide pre-investigation, sign design, signboard design, indicator design, guide board design, guide plan map and guide brand cultural creation". "Model production" mainly consists of "guide design model works (presentation of overall model effects and details), model renderings (the renderings need to integrate and display the guide information and the surrounding environment), and the final product of model design (need to be displayed in the model according to the actual situation of the model, guide signs, signs, identification signs, background walls, floor stickers, wall stickers, etc.)

Table 1. Course assessment methods and score ratio (%)

Course objectives	Usual performance	Course experiment	After-class homework	Discussion class homework	Course exam	Score ratio (%)
Visual research and audience	1		4	1	15	21
Creative thinking and communication	1		6	1	15	23
Technical skills and production	1		6	1	20	28
Cooperation and enterprise projects	1	2	4	1	20	28
Footing	4	2	20	4	70	100

5. TEACHING ACHIEVEMENTS AND INQUIRY

By studying the modular course of "Signage System Design", students can improve in all aspects from the four aspects of "visual research and audience, creative thinking and communication, technical skills and teamwork". Students should be able to convey ideas, meanings or information to the audience with appropriate visual language of the signage, and have a very complete design idea, clear communication and innovative visual guide language. They need to use professional design methods and communication skills to deal with various design projects, with a relatively complete design process and fascinating design results. They also need to have imaginative design thinking and professional design techniques, understand the application and selection of design materials, and master the appropriate professional technical skills in the creative process. In the final score, 12 people get a score of 90-100, accounting for 14.63%, 40 people get a score of 80-90, accounting for 48.7%, two fail this course, accounting for 2.43%, and the passing rate is 97.57%.

The signage design course is an extended and advanced key design knowledge based on the students' original graphic design. In the process of design work reflection, students need a creative, challenging and imaginative design plan, and are required to discuss their design plan with their teachers. The teachers will encourage students to combine the items in the signage design course with market practice, and put forward constructive design concepts that are worth exploring. At the same time, the course guides students to develop a series of related design works that can reflect their employability. Students can enrich their works through activities, competitions and online activities in schools and industries.

Teachers will encourage students to boldly propose creative and experimental design ideas, use them in practice, and solve some practical professional problems visually. Students will verify their designs and ideas through self-assessment and reflective analysis. In the course, there will be irregular lectures, creative workshops, mutual evaluation in groups, presentations, seminars and individual tutoring. According to the plans, strategies, research, blog activities and design plans proposed by the students, the students will receive formal feedback and guidance from the teachers. Module courses will expand students' professional knowledge in visual communication design. Through the design positioning and inquiry module in the course teaching, students gradually focus on personal thinking and technical ability, and begin to move towards their personal career goals to gain more industry attention and awards in the creative field, and strive to become an independent design practice.

Students need to master the ability to design the signage system, and be able to create more targeted signage according to different environments and different audiences. They can proficiently use documents or the Internet for literature review, summarization, group discussion, writing reports, elaborating the way of speaking, carry out independent extracurricular learning, obtain the latest development of visual guide design, and can effectively communicate and exchange with team members. This progress will make students learn to enhance the artistic value of graphic design on the premise of satisfying people's aesthetic concepts, thereby promoting the better development of the visual communication design industry [6].

6. CONCLUSION

The modular signage design course has clear teaching goals and teaching tasks, and the course focuses on improving students' professional

theoretical knowledge and practical skills. Students need to have the ability to use appropriate visual language to convey ideas, meaning and/or information to defined audiences, use professional design methods and communication skills to deal with various design projects, use appropriate design materials, and use the appropriate professional technical skills that match with it.

After completing the modular signage guide design course, students need to have a complete domestic and foreign visual communication professional knowledge system structure and solid professional practical ability, familiar with the relevant theories and basic knowledge of visual communication design at home and abroad, and proficient in visual communication design creative skills and performance methods related to visual design in the category, proficient in common auxiliary design software for visual communication design majors, and able to flexibly use visual design services related to these auxiliary design software. While improving its artistic design, it is necessary to improve the practicability of design works, so that designers and their works can better serve the construction of modern cities, facilitate the lives of urban residents, and contribute to the high-level construction of a modern socialist city.

AUTHORS' CONTRIBUTIONS

Hao Wu is responsible for experimental design and wrote the manuscript, and Qianqian Li contributed to revising and editing.

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