Exploration on the Course Teaching Reform of Digital Media Art Major in the Digital Age
The Teaching Practice of Logo Design Course Blending in with Dynamics

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ABSTRACT

With the advent of the digital age, traditional media have gradually been replaced by digital media based on various mobile terminals, directly changing people's living habits and lifestyles. In the field of visual communication design, the information conveyed by traditional static logos is weakened, and with the help of digital technology, the form of interactive dynamic logos with strong visual impact can even more attract the attention of viewers. Logo design teaching based on traditional print media has been unable to effectively guide the practice of logo design under digital media. This article discusses the reform practice of integrating the logo design course into dynamic teaching against the background of the digital age, thereby optimizing the course structure and better training designers who can meet the requirements of new media technology in the digital age.

Keywords: Digitization, Logo, Dynamic, Teaching reform.

1. INTRODUCTION

With the rapid development of modern information technology and communication media, it has had a huge impact on the traditional graphic design that uses paper media as the communication carrier. Traditional paper media is gradually being replaced by digital media, and the communication form based on two-dimensional plane is gradually being replaced by multi-dimensional visual forms. The communication channels have also changed from a single passive communication to a diversified, interactive and experiential communication. As the most important form of brand visual image communication, logos show the characteristics and trends of digitalization and pan-media under the influence of the rapid development of modern network technology and communication media. It can be said that the current logo design has broken away from the limitations of graphic design carriers and relies more on the Internet and various mobile terminal devices. In addition, with the continuous innovation of design software and

technology, contemporary logo design is facing a new transformation and more forms of expression.

In the digital age dominated by screen reading, logo design teaching based on traditional print media can no longer effectively guide the practice of logo design under digital media. And the dynamic logo is a new type of visual design based on screen pixel display [1]. It is very necessary to think about how to update the teaching practice of logo design on the basis of traditional teaching and to establish a new teaching system.

2. THE PROBLEMS FACED BY LOGO DESIGN COURSE IN THE DIGITAL AGE

2.1 The Update of Media Communication

Before the Internet era, brand logos mainly conveyed information to the public through traditional media such as newspapers, periodicals, and radio and television. With the rise of digital technology and the Internet, the media of

information dissemination has undergone qualitative changes [2]. At the same time, the speed of dissemination also accelerates, and the way of output is more flexible. The communication method of the logo presents a new orientation led by digital media and supplemented by paper media. The rapid development of society makes people more and more enthusiastic about receiving dynamic information. Creative and dynamic logos can jump out of the massive fragmented information and awaken the emotions of the audience. For example, the logo of Google website makes full use of the advantages of the network media. The website logo of each festival will make corresponding dynamic changes according to the characteristics of the festival, which is unattainable in traditional paper media.

The media is always constantly updated, and the essence of its development is the continuous update of science and technology [3]. The process of this development is the continuous superposition of the previous content, rather than a simple replacement. Similarly, logo dynamics must be built on the basis of traditional static logo design, and then integrated into dynamics to make it adapt to the current media, enhancing the interaction between people and the media, and the efficiency of communication can be improved then. This renewal of digital media has put forward new requirements for current designers and prompted the emergence of some new design methods. These require teachers to make corresponding adjustments in design teaching to meet the design needs of the current digital age.

2.2 The Promotion of Technical Innovation

The development of science and technology will inevitably cause changes of the times. In the context of the digital age, as the media changes, the form of logo design expression will inevitably undergo corresponding adjustments. From the hand-drawing of early logo design to photo-engraving output, from Photoshop software production to computer-engraving output, the continuous innovation of technology promotes the continuous development of logo design. In terms of software technology, in the era of paper-based media, plane software consisting of Photoshop, Illustrator, and Coreldraw and so on can already fully meet the design needs at that time. With the change of communication media, dynamic and multi-dimensional design works can attract more users' attention. Design has higher and higher

requirements for software technology. Design softwares such as AE, Flash, and C4D are the tools and means that must be mastered and used for logo design dynamics.

At the same time, with the continuous upgrading of digital equipment and software, more forms of expression can be realized and spread. The computer technology of design software has been continuously improved, and the high-resolution and three-dimensional visual effects that were difficult to achieve in the early days have been realized and spread. Similarly, the continuous upgrade of mobile terminal equipment and the Internet allows users to easily receive dynamic and high-definition visual information [4]. More and more abundant and advanced digital processing technologies and methods have brought more possibilities for the dissemination of visual information. Therefore, during the course, students are required to keep abreast of the latest technology software and communication trends in a timely manner.

3. UPDATINGE THE TEACHING CONCEPTS AND MODELS OF THE COURSE

3.1 Optimizing the Course Structure and Integrating Subject Knowledge

As a special course of digital media art, the teaching time of the logo design course is arranged in the second semester of the sophomore year. As a static logo design teaching, there is no problem connecting with the professional basic courses such as graphic narration, font design, and layout design in the early stage. But to integrate dynamic teaching, it needs to rely on some dynamic software to achieve, such as AE video post-production, C4D digital applications, etc. Corresponding adjustments need to be made in the arrangement of the course structure to ensure that students have completed the study of relevant software before the logo design course, so as to better provide technical support for the dynamic teaching of logo design.

The continuous update of digital technology and changes in the form of communication make logo design no longer a traditional graphic design category [5]. The dynamic design and dissemination enable it to cross into the fields of computer, communication and other disciplines. Therefore, in addition to the teaching of professional knowledge, teachers themselves should also have relevant knowledge of

interdiscipline, so that in the actual teaching process, they can inspire students to think and design in multiple dimensions. Meanwhile, teachers should guide students to understand the dynamics of the logo from a diversified perspective, so that the design expression can be richer with tension. It is very necessary to let students understand the nature of change through the colorful and complicated dynamic logos on the screen, learn how to treat dynamic logos as a brand-new visual language and use its laws to make effective statements.

3.2 Making Full Use of the Network Platform to Stimulate Students' Interest in Learning

In the digital age, people interact more through the network platform, and the introduction of the network platform into logo design teaching is the best teaching method in line with the development trend of design. The media of dynamic logo communication is digital equipment. Among them, the most widely used is the network platform. Professional teachers and students must make full use of the network platform to master and learn the latest design information. Although dynamic logos are now a more common form of visual communication, there is a lack of relevant professional teaching materials in actual teaching. As design teachers, they will find that the latest design information doesn't appear in the textbooks, but appears on the public account, microblog, forums and other online platforms for the first time. These are the best resources for learning. At the same time, teachers and students can communicate and cooperate with other colleges and universities and industry insiders through the network platform, and students can listen to the lectures of experts from different colleges and universities online, so that they can experience different classroom teaching atmospheres and expand their design horizons. Finally, after the coursework is completed, it can be published through the network platform to realize the interactive communication between teachers and students, students and students, and platform users, and obtain immediate feedback and the most authentic and effective evaluation.

Design is a profession that needs to develop with the times and continue to innovate. The network platform provides students with a good learning and practical environment, which can stimulate students' interest in learning, enable them

to get the latest design information more quickly, and allow them to improve their design capabilities in a more diversified environment.

4. PRACTICE OF COURSE TEACHING PROCESS

This course is a professional basic course for the digital media art major, and is taught to sophomores majoring in digital media art. The total duration of the course is 8 weeks, 64 hours. As the class hours are not increased, but the dynamic teaching is added to the content, the original course content is adjusted accordingly, which is divided into two modules, static logo design and dynamic logo design. The 32 class hours of the static logo design module are carried out in accordance with the traditional teaching model, which will not be described in detail here. However, in the teaching process, it is necessary to emphasize that dynamic logos are based on static logos, and the possibility of dynamic effects should be considered in the creative and design stages of logos.

The dynamic logo design module contains 32 class hours, which is divided into three stages. The first stage is the perceptual knowledge stage. Through the analysis of the development history of the dynamic logo and the analysis and research of the current excellent dynamic logo cases, students have the intuitive perceptual knowledge of the dynamic logo design. The second stage is the analysis and induction stage. In this stage, students are allowed to conduct a rational analysis of the elements of dynamic logos on the basis of perceptual knowledge, and summarize the rules of the dynamic design. The final stage is the design practice stage. The previous static logos are the object. Combined with the dynamic design rules summarized above, the static signs are dynamically designed. The whole teaching process is carried out step by step, with teachers' teaching as a supplementary measure and students' learning as the major measure, so that students can learn the method of dynamic logo design from practice.

4.1 Perceptual Knowledge Stage

At this stage, the first is the teachers' guidance. Teachers will introduce the development history of dynamic logos as a whole, from the early movie opening animations to the use of dynamic logos in brand promotion, to the current development of new directions such as the latest interaction and virtual experience. Teachers should guide students

to examine works from the perspective of professional design and understand dynamic logos as a way of expression different from traditional static logos in the past. Teachers should make students understand that dynamic logos add time and space dimensions on the basis of static logos, and emphasize dynamic process.

The second is that teachers ask the students to collect the excellent dynamic logo designs in groups, and form PPT materials for reporting and exchange in class. When collecting and analyzing cases, teachers should emphasize that students pay attention to the dynamic expression form, meaning, and time changes of logos. During the reporting process at this stage, through watching the different excellent cases brought by each group together, the students gradually become aware of a truth: For dynamic logo design, all dynamic effect applications should have their meaning behind. At this stage, students are the main body of learning, and teachers play a guiding role here, which can enhance students' initiative and stimulate their interest in learning.

4.2 Analysis and Induction Stage

After the previous stage of learning, students will have a perceptual knowledge of dynamic logos. The goal of this stage is to explore the dynamic design rules behind the above excellent cases of dynamic logos. The understanding of outstanding cases can't stop at the superficially cool form of expression. It is necessary for students to analyze the meaning behind the choice of form of expression, and make corresponding induction and conclusion. Under the guidance of teachers, students sum up two manifestations of narrative performance and abstract performance of logo dynamics, as well as three components of dynamic effect, time, and sound.

Compared with static logos, dynamic logos are more narrative, which can use time and sound effects to deduce content that conforms to the spirit of the brand [6]. But unlike movies or animations, the time for dynamic logos to express is very short, usually about ten seconds. This requires designers to express a clear visual theme with dynamic components in a limited time. The most common narrative performance is to dynamically present the source of the creative theme of the logo. For example, the logo of each festival on the Google website uses graphic elements related to the festival to make the corresponding dynamic performance. The abstract performance mainly refers to the non-

narrative performance of the dynamic performance of geometric forms combined with color, sound effects and other elements. Generally, the performance is performed through elements of point, line and surface, combined with dynamic elements. Like the dynamic logo of Tik Tok, irregular geometric cutting combined with displacement, shaking, and particle shaking in the background picture make the whole picture full of dynamic. From the picture effect, it is not difficult to find its creative source, similar to the picture effect produced by the instability of the early television signal. This is a very familiar visual image for post-80s and post-90s. This form of expression can arouse strong emotional resonance among users.

Dynamic effects generally refer to various dynamic effects such as deformation, zoom, displacement, and rotation of logo graphics in the picture [7]. Time refers to the dynamic timeline, key frames, acceleration and deceleration, etc. Sound mainly refers to the music and sound effects in the dynamic process, which plays the role of rendering the atmosphere and tone in the entire dynamic process.

4.3 Design Practice Stage

After the previous two stages of study and induction, students understand the concept of dynamic logos and master certain dynamic expression methods. At this stage, students are required to apply these inductive methods to specific designs, that is, from practice, to practice. Students are required to take the static logo designed in the previous period as the main body, and perform visual dynamic expression of the style and characteristics of the brand. Choosing the early static logos for dynamic extension can not only make the course have good continuity, but also allow students to focus on dynamic effects. When making static logos, teachers must consciously guide students to make them think about the performance of later dynamic effects in the creative design stage, which provides a good foundation for the practice of dynamic logo design. Logo dynamics are also based on the in-depth exploration of brand concepts. Every brand has its own unique personality and style, which are important creative sources for design dynamics.

The logo dynamic operation is divided into two versions according to the length of the video. The short version requires the time to be controlled within 10 seconds, and the long version requires the

time to be controlled within 30 seconds. The reason why two versions are chosen here is mainly to consider the later play effect on different media. Students are required to select appropriate dynamic expression methods to make videos according to the brand characteristics of their respective designs. At the same time, students are required to choose not too many dynamic effects, generally not more than three. Regarding the limitations of dynamic effects, one can allow students to better understand the possibilities and rules of each dynamic effect; the other is to prevent students from indulging in the stacking of dazzling visual effects, and lack of excavation and expression of brand characteristics. "Figure 1" is a screenshot of the student logo dynamic assignment. The combination and changes

of the traditional combined characters that appeared in the opening picture revealed the source of the brand logo creativity, and the subsequent dynamic combination of changes clearly narrated the changes in the different combination modes of the logo.

The problem that needs to be solved at this stage is not the learning of dynamic effects or software. The focus is on guiding students how to select the appropriate dynamic effects of the designed logo through the complex logo dynamic effects. It is necessary for students to make it clear that the excellent logo dynamics are not just a pile of dazzling visual effects, but should learn how to regard the dynamic logo as a brand-new visual language and use its rules to effectively express it.

Figure 1 Students' homework screenshot of logo dynamics.

5. CONCLUSION

The practice of this logo design dynamic teaching reform is based on the exploration of the transformation from traditional static logo design to dynamics. With the transformation of traditional information dissemination methods to digital media and the renewal of science and technology, design education in colleges and universities must also keep up with the pace of the times and make corresponding changes. The integration of dynamic performance in the logo design course not only enriches the expression form of logo design, but also enables the logo's connotation to be better reflected, allowing the logo to glow with new vitality in the digital age.

With the development of the times and the continuous updating of digital technology, the form of presentation of dynamic logos will also continue to be expanded. Design teachers in colleges and universities must have sufficient sensitivity to the development trend of design in order to maintain and improve their professional ability, and to give students the latest design knowledge.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Zhongyi Shi.

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