

On Seminars for Senior Class in Major of Art and Design in Colleges

Inspiration on CI Visual Identity Design

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Abstract—With the increase of major of art design in colleges, especially the establishment of major of art design in various comprehensive colleges, great difference arises in quality of talent cultivation in major of art design in colleges. To improve the quality of art talent, some colleges carry out a series of reform in education and courses and achieve certain teaching effect. This paper looks for effective teaching method for major of art design in colleges from the aspect of preliminary arrangement, mid-term practice and summary at last based on promotion and execution of seminars for senior class of major of art design in the college I am in.

Keywords—art design; seminar innovation

I. INTRODUCTION

The art design develops and changes with the pace of time, and teachers of the major of art design must have certain ability of design aesthetics, and master latest design information in time, keep up with design trend, and absorb new and influential teaching design method. Teachers and students shall all have the ability of analyzing new information and learning new knowledge.

II. TARGET OF SEMINAR

A. Concept

The seminar conducts proposition design and certain survey and design work on the project based on multimedia theory, case analysis and teaching of professional knowledge related to the course to students. It is centered on students and supplemented by teachers. In group discussion and communication, students design schemes and expound the design training, at the same time, the groups conduct research, discussion, study and design practice on relevant project s. It also organizes teaching activities such as visit, survey and discussion according to the need of the project. It transforms to active study and innovation from passive acceptance of knowledge, and organizes students to discuss and communicate with relevant personnel in charge of enterprise, lets students actively conduct project design and cultivates their abilities of communication and independent study.

During the execution of the course, theory teaching is controlled within 12 class hours, and class discussion, market

research, design practice and forum play a chief part. Discuss with students on the theme of “evolution and development of CI”, make them actively understand the connotation of the theme via combining background of social development. Enumerate relevant cases based on theory teaching, discuss with students on “advantage and deficiency of CI design process”, and put forward cognition and opinion. The basic visual part of CI is the key and difficult point of the course, which is directly and closely connected to other relevant courses, and makes students digest and handle very skillfully. It requires teachers to properly guide and students to actively study and research, and pay attention to combination of theory and practice. The theory teaching adopts both picture and text to explain the issue. Conduct class discussion via thematic design on themes like “logo design”, “design of standard font”, “design of auxiliary graph” and “application of auxiliary graph” in the design system. At the same time, display relevant picture materials to improve teaching effect.

Conduct on-site discussion on relevant content of the case, and ask students to summarize relevant knowledge point of the identity system design and their own opinion after the class. The students use extracurricular time to protocol the theme of the group design, and then communicate and discuss on the themes of each group, and finally decide the design theme. The students research and consult on the chosen design theme in groups, and conduct design and manufacture of relevant design theme, and the teachers coach one on one with heuristic education, and cultivate students’ innovation ability. Finally, summarize the course and display the achievement.

The evaluation method of the course is decided by the course teacher, and it adopts the assessment method combining theory with practice, pays attention to the understanding process and result of designing practice; the understanding and application of the theory in the evaluation content shall be displayed in forms of survey report, sketch design, class discussion, design and manufacture, work display and students’ self-assessment.

B. Executing Process

During the executing process of the course, the theory teaching is controlled within 12 class hours, and class discussion, market research, design practice and forum play a chief part. Discuss with students on the theme of “evolution

and development of CI", make them actively understand the connotation of the theme via combining background of social development. Enumerate relevant cases based on theory teaching, discuss with students on "advantage and deficiency of CI design process", and put forward cognition and opinion. The basic visual part of CI is the key and difficult point of the course, which is directly and closely connected to other relevant courses, and makes students digest and handle very skillfully. It requires teachers to properly guide and students to actively study and research, and pay attention to combination of theory and practice. The theory teaching adopts both picture and text to explain the issue. Conduct class discussion via thematic design on themes like "logo design", "design of standard font", "design of auxiliary graph" and "application of auxiliary graph" in the design system. At the same time, display relevant picture materials to improve teaching effect.

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Fig. 1. Display of students' works

C. Assessment Form

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III. MEASURES TAKEN IN SEMINAR

A. Execution Method

Teach multimedia theory, and cut in discussion on relevant themes via forum according to the demand of teaching content,

pass on the professional knowledge point of the course to students, further broaden their scope of knowledge; the theory teaching in the course adopts cases of design of domestic and overseas enterprise images and analyzes with large quantities of researches on enterprise image and case and method worth learning. As a perceptual visual understanding, improve the students' comprehensive ability and appreciating level, make them know what good works are; select projects according to the different understanding degree and advantage of students, conduct corresponding tutorship on design, furthest improve the students' learning interest. At the same time, select certain quantities of entities as design themes, cultivate students' active creativity of the design project; coach and discuss in groups according to projects, excavate students' potential design ability, conduct consultative discussion on improvement and development of logo and enterprise image design of certain project; during the education, teach students the methods and skills of designing logo and enterprise image, and ask students to expound the design idea while analyzing the design project, design draft and design work on site, and conduct self-assessment; also it can conduct project training combining with forms like competition and project bidding, and cultivate students' ability of innovation research; take methods of students volunteering to join in seminar for senior students, group them via communication and discussion, and arrange detailed discussing content for each group.

B. Training Objective

The students in this course solidify and deepen the knowledge taught in the class via practical training of the design project after completing relevant works, apply it to practical design, accumulate design experience at the same time and discover problems and solve them. The teachers put the key points of the course in the design project systematically and comprehensively, make students actively apply the knowledge point to design during training, gradually feel the relations among all the key points, change students' passive acceptance of knowledge into active study and creation, let them fully participate in the design and manufacture of the project, and interaction between teachers and students cultivates the interest and motivation of students' independent study. Guide students to perform research on relevant project, organize them to communicate and discuss with relevant personnel in charge of enterprise, and cultivate their communicating ability and initiative of design.

C. The Meaning of the Course

During the whole seminar teaching, the students flexibly master learning content with the guidance of the teachers. And they then flexibly apply it according to relevant course content. The teachers shall stress relevant knowledge points but not pass on knowledge with cramming education. Make students recall and connect what they learned in the past while leading them to learn new knowledge, fully connect relevant courses in the past and now, flexibly achieve mastery through a comprehensive study based on study and innovation.

IV. INSPIRATION ON ART DESIGN SEMINAR

“Teaching and learning” is an interactive relation. During the whole seminar, the teachers shall lead students to transform to an active learner and innovator from a passive learner. As for teachers, this transformation also means serious challenge, and they shall firstly have profound professional quality, very widely read, and be able to control the whole seminar with ease and guide and motivate students’ learning interest and innovative thinking.

A. Innovation of Teaching Method

Thanks to subject characteristics, “innovation” itself is the soul of design, all the more so in teaching. The seminar is “centered on students and supplemented by teachers”. As far as this point is concerned, it is greatly different from the traditional idea of “centered on teachers”. For this central objective, in teaching idea, I think: executing research-based and heuristic teaching can well cultivate students’ innovating ability, endow them with certain design responsibility and make them the protagonist of the class teaching. What matters is “learning” but not “teaching”, improve the students’ ability of independent learning. Make students deeply understand the knowledge points of this course during learning, researching and thinking, and apply them to the design practice. Encourage students to raise questions and guide them to find out the way to solve them, improve students’ innovating ability, independent cognition ability and spirit of team work. Improve students’ communicating and thinking ability, make them fully experience the method and atmosphere of exploratory independent learning, which can not only cultivate students’ initiative creativity and make them fuse relevant professional knowledge, but also equip them with certain new thinking method and a spirit of rigorous scholarship, continuous exploration and innovation, lay a good foundation for the future market demand.

B. Innovation of Teaching Method

It’s bold to learn knowledge. To make students learn more in the class, apart from giving corresponding professional tutorship and relevant design theory when teaching each unit, I also lead students to discuss and learn in groups, and truly realize the way “centered on students and supplemented by teachers, and conduct one-to-one discussion according to each student’s characteristics. At the same time, teachers lead the students to communicate with enterprise leaders face to face, making students feel the value brought to the enterprise by the design, realize the observing and strain capacity and broad and solid design knowledge of the designer required in communication with the enterprise, and urge students to actively gain strong practicing ability and fresh design information.

The arrangement of various practice segments shall have strong connection. Conduct discussion and study of large groups after each practice segment. Organize students to compound the design, teachers to coach and comment, groups and individuals to put forward their own understanding and opinion according to the works, which improves the students’ ability of learning from each other, strengthens their learning interest and motivation. Such teaching methods greatly

cultivate students’ confidence, and what’s more important is the effort and contribution of the students, which improves their self-worth and advantage.

C. Innovation of Evaluation Method

In past teaching evaluation, mostly teachers assess according to the final work effect offered by students. Even though the evaluation segment of work process draft is added, teachers’ personal preference still decides the final draft of the students’ design scheme. The guard-type work tutorship with simple comment focusing on students’ individual work seriously blocks students’ design potential and innovative thinking. The seminar pays attention to the evaluation of understanding process and design result; conduct evaluation in special methods on various practice segments such as students’ understanding and application of theory, survey report, sketch design, class discussion, design manufacturing, work presentation and students’ self-assessment. Evaluate students’ understanding and innovating abilities via discussion and research on themes in groups, organize students to evaluate each other on their sketch design and work presentation, and the teachers assist students to actively join in evaluation and find out problems and solve them. The students display the visual effect of their own works, compound their design idea, design method and combination of theory and practice, and other students and teachers comment on the work on site. It is required that the students who comment shall put forward their own cognition and personal understanding of the relevant design. Improve the students’ aesthetics ability and analysis ability while improving their learning interest and confidence.

During the whole seminar teaching, the teachers put the key points of the course in the design project systematically and comprehensively, make students actively apply the knowledge point to design during training, gradually feel the relations among all the key points. Broaden the students’ scope of knowledge via discussion of design project, understand relevant knowledge of the course and master important knowledge points, change students’ passive acceptance of knowledge into active study and creation, let them fully participate in the design and manufacture of the project, and interaction between teachers and students cultivates the interest and motivation of students’ independent study. Guide students to perform research on relevant project, organize them to communicate and discuss with relevant personnel in charge of enterprise, and cultivate their communicating ability and initiative of design.

V. CONCLUSION

In conclusion, in education of major of art design course, it must transform perfusion-style education mode in the past, focus on “method centered on learning and supplemented by teaching”, fully excavate students’ design potential, offer students with good study environment and design platform, respect students’ passion for design and creative thinking, transform students into active from passive. Improve students’ learning interest and creating passion, cultivate their comprehensive professional quality, profound professional basis, flexible and free consciousness of innovation and spirit of team work, truly realize the talent cultivation mode with

“focus on basis and wide caliber”. It is required to improve the quality of professional teaching of design art via measures like innovative teaching method, abundant course setting, and diversified course evaluation methods. Teachers of the major of art design shall have profound professional theoretical knowledge and high design level, and keep up with the development of design trend, understand new design information and fuse it in teaching in time improve teachers’ awareness of self innovation and innovating method, keep improving and optimizing the education of courses of major of art design toward new design direction.

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