

Research and Practice on Teaching Innovation in University Layout Design Courses

Lele Yin

School of Design, Hainan Vocational University of Science and Technology, Haikou Hainan, 571126 China

Abstract: The evolution of modern design and shifts in social demands drive continuous changes in layout design, gradually transitioning from static to dynamic, from manual typesetting to intelligent design, and from traditional printing to virtual information and multi-dimensional image communication design. These new developments necessitate innovations in university typography design courses, encompassing content, methods, objectives, and concepts, to ensure that talent keeps pace with the times and better meets job requirements. By innovating typography design teaching courses and breaking through traditional teaching models, universities can not only provide students with novel learning experiences but also enhance teaching effectiveness and improve educational quality, making it a key focus of talent cultivation in the educational reform process.

Keywords: universities; layout design; course teaching; Innovation Practice

DOI:10.12417/3029-2344.25.12.020

1. Introduction

Postmodernist curriculum expert Doll proposed, "Curriculum is no longer merely a carrier of specific knowledge systems, but has evolved into a developmental process where teachers and students jointly explore new knowledge. The process of curriculum development is characterized by openness and flexibility, no longer being entirely predetermined or unalterable."^[1] The innovation of teaching methods in university layout design courses is a proactive response to the demands of educational system reform, as well as a key strategy to stimulate student interest and enhance teaching quality. A curriculum system that combines systematic and practical elements helps solidify students' theoretical foundations and improve their practical skills; diverse and enriched teaching approaches foster student engagement and strengthen instructional outcomes; while objective and multidimensional assessment methods facilitate the identification of shortcomings and promote student development.

1. The Necessity of Teaching Innovation in University Layout Design Courses

1.1 The objective requirement of adapting to the situation of educational reform

In recent years, the education department has actively promoted teaching reforms, emphasizing the need for increased focus on cultivating students' core competencies and practical skills at all educational stages. As a comprehensive and practical discipline, typography design courses not only require students to master theoretical knowledge but also demand creative thinking and innovative abilities, enabling them to flexibly apply learned knowledge to complete design projects. The innovation in typography design course teaching aligns with the educational reform's goal of fostering student competency development. By adopting teaching models such as "theory + practice" and "creativity + innovation," students' enthusiasm for typography design courses is stimulated. Through "competition-based practice" and "project-based inquiry activities," students continuously enhance their professional skills in typography design practice.

1.2 Promote the improvement of students' creative ability

Artistic thinking and innovative creativity are necessary conditions for design inspiration^[2]. The teaching reform of college layout design courses not only involves innovation in teaching objectives, teaching content, and teaching forms, but also reshapes the teacher-student relationship, optimizes the teaching atmosphere, and helps to create an educational environment that promotes the formation of students' artistic thinking and the development of

Biographical Sketch: Yin Lele (born in October 1988), female, Han ethnicity, from Hengyang, Hunan Province. She holds a master's degree and is a lecturer at the School of Design, Hainan Vocational University of Science and Technology. Her research interests lie in the field of art and design.

their creative abilities. For students, an open, exploratory, practical, and challenging learning environment is more conducive to independent imagination and thinking. During this process, students' thinking can be expanded, leading to the design of more high-quality works.

2. Innovative teaching ideas for college layout design courses

2.1 Adhere closely to professional requirements and clarify course objectives

The core goal of the college board design course is to cultivate students' application skills and artistic creativity, combined with the correlation between knowledge, and to offer teaching activities in a progressive order. In teaching practice, teachers should closely follow professional requirements, clarify curriculum objectives, ensure progressiveness and practicality of teaching, and help students quickly adapt to job requirements and practice environment. In the theoretical teaching process, teachers need to deeply explore the correlation between knowledge and vocational skills, arm students' minds from the ideological dimension, and promote the formation of professional literacy, so that students can apply professional knowledge to analyze and solve problems in their future career development. The exploratory activities and practical projects of college board design courses should be closely related to professional requirements, based on real design projects to guide students to flexibly apply the knowledge they have learned and develop vocational skills in practice. Therefore, when teaching innovative format design courses in colleges and universities, we should combine course objectives with career development trends, job talent requirements, etc., to ensure that the teaching content is progressiveness and practical, and help students keep up with changes in enterprises and society. In addition to developing students' core competencies, the course objectives should also be combined with design creativity, practical professionalism, and overall leadership skills. Through teaching activities, students' professional competencies and job skills should be cultivated, laying the foundation for their future success in the workplace.

Taking newspaper advertising designers as an example, designers need to have design analysis skills, including the ability to accurately understand customer requirements, analyze the correlation between various elements in the work, and analyze color matching. At the same time, newspaper advertising design also requires designers to have a certain degree of innovative creativity, such as font design, pattern painting, color matching, etc., all of which require the imagination and creativity of designers to achieve. The teaching objectives of college layout design courses can be set in combination with the above vocational ability requirements to improve the quality of talent cultivation.

2.2 Adhere closely to the teaching content and design teaching scenarios

The teaching content is not only the main channel for students to acquire knowledge and skills, but also an important reference for innovative teaching models. In the process of teaching innovative layout design courses, universities should design teaching scenarios based on the teaching content, give students a new learning experience, and fully mobilize their enthusiasm for learning knowledge and participating in practice. Teachers can design teaching scenarios based on course content and job requirements of enterprises, and arrange teaching with the help of real design projects. A teaching scenario can design multiple projects, and the teacher is responsible for explaining the teaching content to students during the design process, using project deconstruction, practical operations, and other forms to help students deeply understand the knowledge. After the student design is completed, the teacher evaluates and points out the shortcomings, guiding students to continuously improve and enhance their learning outcomes. In addition, the work process is a practical process of applying knowledge to solve practical problems. The work steps of "clarifying tasks, analyzing problems, and solving problems" provide innovative ideas for the teaching of board design courses in universities. Therefore, teachers can refer to the workflow to build a knowledge structure, design work scenarios, help students grasp the workflow, and expand their horizons while improving their practical skills.

3. Innovative Practice in Teaching College Layout Design Course

3.1 Refactoring the curriculum system to increase practical opportunities

The board design course is a course that combines knowledge and strong practicality, with theoretical knowledge mainly aimed at serving practice^[3]. In response to the traditional teaching model's emphasis on theory over practice, innovative classroom teaching in university layout design should focus on curriculum system reconstruction and increase practical opportunities while consolidating students' theoretical foundation. The curriculum system of plate design should be guided by market demand, combined with enterprise employment standards, and constantly update the teaching content to ensure that the teaching content is progressiveness, practical and adaptable. Therefore, teachers need to integrate knowledge from multiple fields into the layout design curriculum system, taking into account the development trends of layout design and course content. By dividing the curriculum system into course structures such as the application of layout design in books, the application of layout design in exhibition boards, the application of layout design in advertising, and the application of layout design in posters, students are guided to engage in targeted learning.

Taking the application of layout design in posters as an example, the course content is divided into the characteristics of layout design for different types of posters, decoding of poster development trends, reshaping of poster design abilities, and other processes. Through poster design practice, students gradually grasp the design points and development trends, and ultimately improve their professional abilities in poster layout design based on theoretical knowledge. Universities can also collaborate with design companies to provide internship opportunities for students, allowing them to accumulate experience and develop skills in real-life work situations.

3.2 Innovative teaching models to enhance professional competence

3.2.1 Project exploration teaching mode

Project inquiry teaching mode refers to the design of learning projects with distinct themes, problem orientation, and task driven by teachers based on teaching content and course objectives. Students work together in groups to achieve project goals. In this teaching mode, students are responsible for activities such as textbook analysis, knowledge point sorting, data collection, scheme design, project implementation, and achievement display. The teaching model centered around projects, guided by teachers, and student-centered can help cultivate students' abilities to apply knowledge and solve problems. In addition, students' independent thinking and problem-solving during project-based exploration can help develop their thinking abilities.

With the theme of designing corporate image promotional posters, teachers rely on the school enterprise cooperation platform to undertake corporate design projects. After informing students of the specific requirements, completion time, acceptance criteria, and other basic information of the project, students search for materials online or draw on design ideas from similar products. On this basis, students apply their learned knowledge and professional skills to complete the project. Creating real-life scenarios through enterprise design projects helps to correct students' attitudes towards project-based inquiry activities. In addition, students can learn a lot of professional knowledge and accumulate practical experience during the process of communicating design requirements and revision opinions with enterprises, which helps to improve their professionalism.

3.2.2 Micro classroom teaching mode

Compared to traditional teaching methods, the micro classroom teaching model is widely used in various teaching activities due to its advantages of being concise, easy to learn, and breaking through time and space boundaries. In the innovation of classroom teaching in college layout design, the introduction of micro classroom teaching mode helps to deconstruct key and difficult points, achieve breakthroughs in addressing difficult issues, and facilitate efficient learning for students. Before class, the teacher designs a 4-minute micro courseware based on the course content and basic learning situation, using video PPT、 Extracting knowledge frameworks and teaching difficulties through animation, mind maps, and other forms. In class, teachers use multimedia to play micro

courseware, making it easy for students to understand the key points of teaching at a glance and attracting their attention with innovative teaching methods. After class, the teacher uploads the courseware to the teaching platform for students to review and explore independently, achieving the teaching effect of reviewing the old and discovering the new, and filling in the gaps.

Taking the lesson "Development Trends of Modern Layout Design" as an example, the teacher collects new trends and requirements in modern layout design before class, and designs micro courseware in the form of design works and text explanations; During class, students are led to analyze the characteristics of their works and connect them with teaching priorities such as "emphasizing innovation and highlighting individuality; emphasizing emotional appeal; and pursuing multidimensional spatial expression forms", allowing students to grasp the development trend of modern layout design from their works. After class, the teacher uploads the courseware and assigns a creative design task for the "Enterprise Talent Recruitment Poster", requiring students to combine it with the development trend of modern layout design to consolidate their learned knowledge.

3.2.3 Using competition as a substitute for practice teaching mode

The course of layout design is a comprehensive applied discipline aimed at cultivating students' creative thinking and creativity in layout design. In the process of teaching innovative layout design courses in universities, the focus should be on cultivating applied talents, organizing layout design competitions, and mobilizing students' enthusiasm for practicing skills. In the competition, students can not only integrate and apply their theoretical knowledge and design practical skills to improve their comprehensive abilities, but also accumulate experience in the competition, which will help them in their future job search and employment. The theme and content of the competition need to be in line with the teaching focus, so that students can appreciate the practicality of knowledge in the competition and help them accelerate the speed of knowledge transformation. Teachers should provide appropriate guidance to participating students, propose suggestions for optimizing their works, and help them achieve ideal grades, thereby enhancing their sense of achievement and learning confidence.

Organize a layout design competition with the theme of "Campus Sports Games Promotion Poster", requiring students to creatively design based on the characteristics of campus sports games and the spirit of sports. Students can extract key elements based on the theme requirements during the design process, thereby locking in the design direction and helping to improve their professional abilities. In addition, competition selection can allow students to see the creativity of different students, encourage them to learn from each other's strengths and weaknesses, and enrich their horizons. Universities can regularly organize layout design competitions based on themes such as holidays and campus activities, allowing students to continuously improve their professional skills through regular competitions.

3.3 Innovate evaluation methods to promote development through improvement

Innovation in the teaching of college board design courses requires breaking through limited thinking and strengthening the important value of assessment and evaluation in teaching activities. Transitioning from exam performance assessment to learning process assessment, starting from students step by step, comprehensively grasping their progress and ability level, providing reference for students to correct their shortcomings, teachers to optimize teaching plans, etc. Assessment and evaluation should follow the following key points: firstly, process oriented, including students' classroom performance, completion of homework after class, individual contributions in team cooperation, participation rate in competitions, and competition results, objectively grasping students' learning situation from multiple dimensions; Objectivity, breaking through the teacher centered evaluation model, introducing forms such as student self-evaluation, peer evaluation, professional evaluation, and cross disciplinary evaluation, using evaluation results to correct student shortcomings, tap into student potential, and promote student development.

Taking "The Characteristics of Text in Layout Design" as an example, teachers need to evaluate students'

classroom performance (such as answering questions actively, group discussion activity, etc.) and homework completion (homework accuracy, creativity, originality, etc.) from the perspective of daily course teaching, analyze which knowledge points students have not fully understood, help students clear knowledge blind spots, and improve the teaching quality of layout design courses in universities. At the same time, introducing student self-evaluation and peer evaluation, mutual learning, and achieving thinking collision. Universities can also invite layout design practitioners, experts and scholars to evaluate students' design works, provide professional suggestions, and improve students' professional level. Teachers can organize cross disciplinary evaluation activities for homework, competitions, and other works after class to help students change perspectives and gain inspiration.

4.Conclusion

In summary, teaching innovation involves multiple aspects such as curriculum system reconstruction, teaching form updates, and evaluation method optimization. It is a process of exploration, practice, and joint optimization at all levels. As a continuously updated professional foundation course, the teaching of layout design should be innovatively practiced in accordance with the needs of social development. Therefore, universities should closely focus on talent cultivation goals, integrate teaching content, innovate teaching forms, optimize teaching evaluation, and strive to improve teaching quality. This is not only a development requirement for educational reform, but also a fundamental requirement for cultivating moral character in universities.

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