

# Research on Key Teaching Problems and Countermeasures Oriented by Original Design

Lizhu Liang<sup>1</sup>

<sup>1</sup> Guangdong Neusoft University, Foshan, Guangdong, China

## ABSTRACT

The state vigorously advocates the strategy of rejuvenating the country through science and education and strengthening the country through talents, strengthens scientific and technological innovation and educational innovation, and improves the ability of scientific and technological innovation and educational innovation. Cultivating original design talents is an important goal of design course. Original design is closely related to culture, brand, commerce and economy, and is the driving force for the future development of society. In teaching practice, the author found that the following three situations are easy to lead to the emergence of students' plagiarism: being difficult to assess the content, giving students too much freedom, and teachers lacking the teaching consciousness of original design. In view of these problems, the author tried different teaching reform measures, and found that with better teaching setup and management, students' plagiarism would be greatly reduced, while the original design ability would be generally improved. Through teaching practice, four effective teaching strategies were summarized, namely: the combination of learning situation analysis and curriculum orientation, communication of emotional integration, visualization of the design process, and taking "interest" as guidance and "satisfaction" as motivation. The research on the key teaching problems and countermeasures oriented to original design is the key teaching problem oriented to original design that the author has encountered after several years of teaching, and effective countermeasures have been obtained through real and effective teaching reform practice, hoping that the research results can contribute to the education of original design.

**Keywords:** *Original design, Teaching design, Copy.*

## 1. INTRODUCTION

The author has been engaged in the teaching of visual communication design for ten years, and deeply appreciates that a course from infancy to maturity needs practical experience and time precipitation. From the beginning, the author faced the anger of students copying homework, calmly reflected on the problems in teaching, and then effectively controlled the quality of homework through teaching setup and management, forming his own teaching theory, all of which were obtained through repeated thinking and teaching reform practice for several years. It has been proved that the problems in teaching can be solved through teachers' continuous practice and reflection.

## 2. SEVERAL SITUATIONS OF PLAGIARISM OF STUDENTS' DESIGN HOMEWORK

First, the assessment content is difficult. The difficulty of the assessment content is mainly manifested in two aspects: a large amount of homework and high difficulty.

Taking Photoshop course of computer-aided design for visual communication design major of Guangdong Neusoft University as an example, teachers let students freely choose the design content. This course is a professional basic course with two credits and a total of 32 hours in one semester. The main teaching content is to combine the characteristics of visual communication major and let students master Photoshop software technology. Because the author has several years' teaching

experience in this course, it is hoped to reform the teaching of this course, and take the technical requirements and objectives of Photoshop software retouching as the teaching requirements and objectives.

The author is fully prepared in the early stage. Not only did he find a photography teacher to guide him to take product pictures as the course retouching material, but he also made a video of the retouching process of product pictures as the homework teaching video for students after class. However, students don't buy the teacher's seriousness and complain about homework. According to the students' feedback:

"Teacher, although your video is only half an hour, it will take us at least three hours to complete."

In addition, the author requires students to complete homework according to the teacher's teaching video. Because the content, form and effect of homework are completely unified, the effect of homework is similar, which also leads some students to misjudge that the teacher can't spend a lot of time and energy to distinguish the authenticity of homework, and take risks and implement plagiarism. "Figure 1" below shows two students in the same class submitting exactly the same homework.

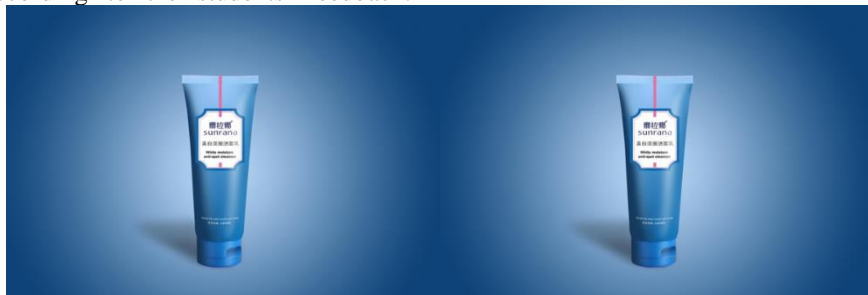


Figure 1 Two students in the same class submit exactly the same homework.

In addition to retouching homework, the author also requires students to use ps to complete two print advertisements. The homework situation is basically that the first advertisement is generally good in effect and quality, and the second one is basically broken,

as shown in "Figure 2". According to students' feedback, they haven't studied advertising design, and they don't understand the relevant content deeply enough. Two credits of ps course have to complete the workload of four credits of course homework.



Figure 2 Comparison of students' first (left) and second (right) homework effects.

After the end of the course, four students out of 34 students in the class were flunked because of serious plagiarism. The main manifestations of plagiarism are misappropriation of students' or teachers' homework and direct submission, or partial modification of online materials.

Second, it is necessary to let students freely choose the design content. In the course of creative writing design in the first semester of sophomore majoring in visual communication design, the author asked students to freely choose Chinese words for creative writing design, and seven students in four

classes found plagiarism of online works, as shown in "Figure 3". Students can't restrain their own behavior, and for the purpose of getting better grades or being lazy, they go from looking for information on the Internet to plagiarism. Through observation, the author finds that the problem of plagiarism not only happens to students who have negative academic performance on weekdays, but also happens to students who have positive professional performance.

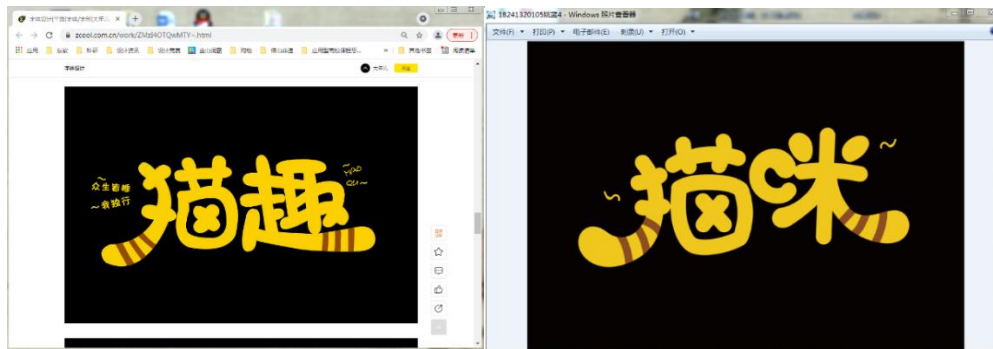


Figure 3 Design works on Zhanku. com (left). Students plagiarize works (right).

Third, teachers lack the teaching consciousness of original design. When preparing a new course, teachers actively prepare lessons, and more attention is paid to the content of teaching and the production of ppt. Although young teachers will also communicate with the predecessors of the course to understand the precautions in class, the problem of design plagiarism is often overlooked. As a design major, the originality of works is fundamental. If teachers lack the awareness of original education, it is impossible to cultivate students' original awareness and ability. Teachers need to be mentally prepared to fight plagiarism in order to better carry out teaching and manage teaching. The author once devoted himself to teaching professional knowledge, lacking knowledge of students' acceptance ability, self-management and restraint ability, and lacking prejudice of homework setting, which led to the emergence of students' plagiarism. There are two motives behind students' plagiarism: first, in order to get high marks; Second, in order to finish the homework quickly. Teachers' teaching is the antecedent, while students' plagiarism is the consequence.

### 3. TEACHING STRATEGIES GUIDED BY "ORIGINAL DESIGN"

The first is the combination of curriculum situation analysis and curriculum orientation. The analysis of learning situation should include the understanding of students' current professional learning situation and a deep understanding of the

The main performance of plagiarism is to directly misappropriate or partially modify online text design works and submit them as their own design works. After the author found the problem of homework plagiarism, he immediately criticized the relevant students, ordered them to redo their homework, and also warned other students. After a series of remedial operations, he found that the teacher and the relevant students had a certain gap and lost mutual trust.

course content and orientation. The author's 2-credit computer ps software basic course for freshmen is a combination of professional-level image retouching, and the difficulty is too much for beginners. Students can't meet the teacher's requirements, and they lack a sense of success and feel depressed. Even the final homework arranged by the author is based on the advertising design competition for college students. Students have never studied advertising and text design, and it is difficult for them to complete their homework with high quality only by studying the software course for 2 hours. Naturally, they lack interest in the course, resulting in. This is also the reason why teachers think they are serious and responsible and students don't buy it. "Too difficult teaching content, students have to spend a lot of effort to complete, it is difficult to get happiness in learning, and it is difficult to produce satisfaction. There is no need to arrange a two-credit course according to four-credit teaching." This is the opinion given by an animation teacher who also took this class. Through the analysis of learning situation and reasonable arrangement of teaching, students can concentrate on the course study, so that ordinary students feel that the problems of homework can be solved through learning, homework can be successfully completed within the scope of their ability, and they can get satisfaction and sense of accomplishment through completing the learning tasks.

The second is the "emotional integration" communication between teachers and students. In the

face of students' behaviors of "uncooperative", "non-compliance" and even "provocation", teachers will inevitably feel depressed, and they can't help venting their dissatisfaction to students in class, denouncing them, and what's more serious is that they never want to meet again, and their feelings will be torn from now on. In the face of "frustration", there is bound to be a gap and imbalance in teachers' psychology. "Why do students not buy it when they have worked so hard?" Language violence can't solve the problem, but will only pull the relationship between teachers and students farther and farther. So what about non-violent communication between teachers and students? First of all, teachers should understand that any problems in students' courses are an opportunity for teachers to improve themselves and improve the quality of courses. Only by having a positive understanding of the problems can teachers change their attitudes and reverse the development of things. Once the plagiarism problem appears, the teacher's expression is not to vent his feelings, but to express his feelings: "It is the teacher's teaching management problem that leads to the plagiarism of the students, and the teacher feels very guilty and ashamed ...". Once the students feel that the teacher feels remorse and guilt because of his plagiarism, the students will

also start to reflect on their own behavior and understand their mistakes, which not only affects themselves, but also affects others. Non-violent communication has narrowed the distance between them, allowing the two characters who were originally in confrontation to calmly reflect on their own problems and correct them.

In many colleges and universities, apart from imparting professional knowledge in class, teachers lack basic communication with students, or they can say that they lack emotional communication. Generally, professional teachers feel that things outside their majors should be out of my charge, and the division of work between professional teachers and counselors has widened the emotional distance between professional teachers and students. Many teachers don't understand the situation outside the students' courses. Taking my school as an example, students of visual communication design have a semester of 1 to 16 weeks. Courses are carried out in parallel, and students are in the professional courses of several teachers at the same time, and there are many knowledge points, including confusion in thinking, heavy workload of homework and unsatisfactory learning effect of students.



Figure 4 Teacher's participation in students' magic performance



Figure 5 Group photo of teacher-student exchange activities.

In order to try to remove the gap between teachers and students, the author carries out exchange activities with students, allowing students to show their talents, participate in games with students and become one with them. Students can recognize teachers emotionally, change their stereotyped impression of teachers, and treat teachers as their

own emotionally, so it is easier to tell the truth with teachers. Through emotional integration with students, teachers can solve many problems in course teaching, as shown in "Figure 4". Teachers and students are no longer antagonistic roles, but objects of mutual tolerance, mutual understanding and mutual assistance, as shown in "Figure 5".

**Homework 3**

In the following two groups of Chinese and English words, choose two words respectively, and use the method learned today to complete the creative design of words, which takes 2 weeks.

Submission requirements:

1. Design process diagram and final work diagram.
2. A4 paper size is 300dpi.

Chinese words: Love the country and the Party, Cowherd and Weaver Girl, Dongfeng Express, Happy New Year.

English words: love my love, Heart To Heart, FOLLOW ME, You Jump I Jump.

Figure 6 Text Creative Design Course Assignment 3.

The third is the design process visualization. Through effective communication with students, people can understand students' mentality and thoughts by "empathy", prescribe the right medicine, and make effective and scientific course teaching management. The arrangement of homework should have a clear scope and directionality, and try to reduce or even eliminate the possibility of online plagiarism. As shown in "Figure 6", when considering the design words, the author tries his best to avoid the hot words on the internet, and tries his best to avoid the works with the same theme directly through online search. In addition, setting a reasonable homework time range, the homework time is two weeks. In the first week, the design method is taught, and the homework is arranged. In the second week, the students can finish the design face to face. The reasonable time can also find and solve the students' learning problems in time, and the students can maintain a good learning state and recognize the teacher's teaching.

Completing a design work, from design research to design material collection, design development to final design completion, is a step-by-step process. Only when the design is reasonable and well-founded, can customers accept your design ideas and approve your design scheme. In the process of reforming the creative writing design course, the author requires students to provide at least four design process step diagrams when completing the writing design provided by the teacher, as shown in "Figure 7". Through the design process diagrams, we can check whether the students' design logic is correct and whether there is plagiarism. This kind of design visualization teaching will accumulate a large number of excellent works cases after one semester, and the visual process diagram design will become the learning resource of the course and contribute to the course construction.

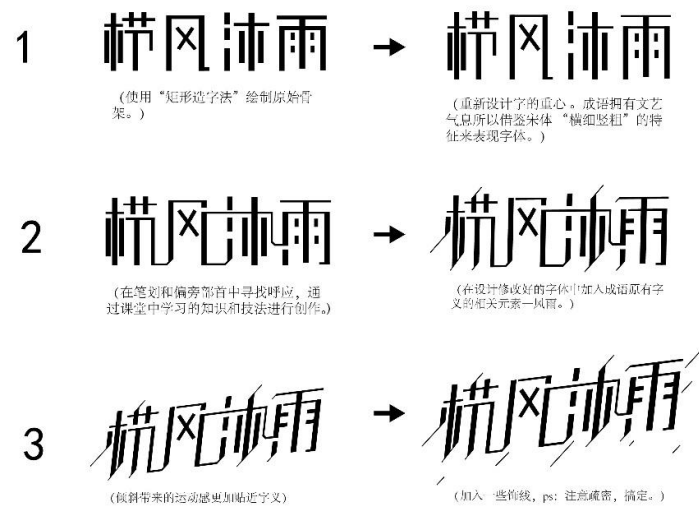


Figure 7 Visualization process diagram of students' creative writing design.

The fourth is to take interest as guidance and encouragement as motivation. Every semester, the author deliberately modifies the courseware and teaching content to pursue the continuous improvement of teaching quality, but no matter how to modify it, the feeling is similar, and the crux can't be found. Later, by learning from some teachers who won prizes in teaching competitions, the author found that the lessons they taught have one thing in common, that is, they have introduced many familiar hot spots in people's lives, making the original boring content more vivid, easy to understand and easy to arouse students' interest. The extension of "interest" is "concern", from the students' interest in the content of the teacher's lecture to their concern for what you say, forming a deep impression, activating the students' thinking, and the atmosphere of classroom learning will appear.

To make a child continue to learn and make progress, it is necessary to give "satisfaction". "Satisfaction" is like a candy. When the child has made efforts, the teacher should give affirmation, continuous efforts and continuous affirmation. Many people have been labeled as "poor students" by teachers since childhood. Once labeled, the impact on children is enormous, and they hate classes and learning from now on. As a mature teacher, people should know that every student's future is full of unknowns and possibilities. Teachers should encourage students to explore their interests and hobbies, foster strengths and avoid weaknesses, give affirmation to students who have made efforts, and encourage them to be the truest themselves.

#### 4. CONCLUSION

Through teaching practice, it is proved that reasonable teaching setup can effectively improve the level and quality of students' works. The greatest value of design works lies in their originality. The original design works, no matter high or low, are the most real existence. The state advocates Industry-University-Research cooperation in universities and uses university resources as the driving force of social development. Its core and greatest value is the originality of design works. Original design is the foundation of a brand's foothold in society and the value embodiment of its core competitiveness. It insists on original design education.

#### REFERENCES

- [1] (America) Marshall Luxembourg. Nonviolent Communication [M]. Beijing: Huaxia Publishing House, 2009.
- [2] (America) Mazlishi. How to say that children will listen, and how to listen to children will be willing to say [M]. Beijing: Central Compilation and Publishing, 2016.
- [3] (America) David Perkins. Teaching for the unknown and learning for the future [M]. Zhejiang: Zhejiang People's Publishing House, 2015.
- [4] Fu Liping. Five learning hats for children [M]. Beijing: CITIC Publishing House 2021.
- [5] Bao Pengshan. Good education [M]. Shanghai: Oriental Publishing Center 2022.