

Teaching Reform and Practice of Layout Design Guided by Industry Needs

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ABSTRACT

The education of Visual Communication Design majors, guided by industry demand, emphasizes the design, organization, and reconstruction centered on how to achieve the expected learning outcomes of students in the education process, with a student-centered and social demand-oriented educational philosophy. This article focuses on the current situation of teaching arrangement and layout courses, and explores the teaching reform of arrangement and layout courses in the field of visual communication design with the goal of cultivating applied and innovative talents. The arrangement and layout of course teaching should keep up with the development of the times, seek practicality and innovation, and be career-oriented, allowing students to face design projects directly, actively seek solutions, and fully mobilize their subjective initiative. Teachers should guide students to actively explore problems in the curriculum, effectively combine theory and practice, and promote the development of course teaching reform in terms of arrangement and layout.

Keywords: *Layout design, Industry needs, Design innovation, Practice teaching.*

1. INTRODUCTION

Layout design is a comprehensive art that involves a wide range of elements, including text, graphics, color, space, and other design elements. Layout design not only needs to study design theory, but also needs to start from practice, and achieve the unity of content and form through the organization and arrangement of the layout, so as to better express the theme and emotions of the designer. Layout design has strong practicality and innovation. Starting from social and industry needs and combining layout design theory with practice can better enhance the visual effect of the layout and enhance the artistic appeal.

2. ANALYSIS OF THE CURRENT SITUATION OF LAYOUT DESIGN

In recent years, with the flourishing development of art and design and the improvement of people's aesthetic abilities, the relationship between images and text has been reflected in every aspect of life, from labels and posters to public art. However, there are still many problems in the teaching of layout design courses, which seriously

restrict professional development and talent cultivation.

2.1 Unclear Course Objectives, and Emphasizing Art over Market

The talents cultivated by higher education ultimately serve society, and social needs determine the teaching content and objectives of this discipline. In the teaching process, the unclear course objectives have led to students blindly imitating excellent formatting, with a focus only on artistic beauty, neglecting their ability to learn through discovery and research. Secondly, some colleges and universities often assign training topics mainly based on virtual ones, which leads students to pay attention to the form design of the layout in layout design, with a strong individualistic color, ignoring market demand, making it difficult to implement the work and truly realize the practical value of arrangement and layout design.

2.2 Emphasizing Theory over Practical Experience in Course Teaching

In teaching, most teachers adopt a teaching method of theory before homework. There is a disconnect between course teaching and social practice, which leads to students only mastering the basic laws and methods of layout design teaching without in-depth research on layout design. Students mechanically complete fixed form training in layout design without considering the content of the layout, resulting in a lack of authenticity in their topic design, poor practical and creative abilities, and serious deviation from social and market demands.

2.3 Simple Course Teaching Evaluation

Teaching evaluation is the measurement of the teaching process and results. Frequent tests that record grades have a great stimulating effect on students' learning motivation, which can effectively promote classroom learning. At present, the teaching evaluation method of arrangement and layout mainly relies on summary evaluation, which is generally evaluated based on students' daily performance and final assessment results. Only attendance rate and final work are used to score, and it is obvious that the overall level and comprehensive quality of students cannot be tested. In the increasingly competitive society, it is necessary to cultivate composite talents, and such a single teaching evaluation method can no longer adapt to the development of higher education.

3. REFORM CONTENT OF LAYOUT DESIGN TEACHING

Teaching reform content should be innovated by reforming teaching objectives, innovating teaching content, and reforming and improving the teaching evaluation system of format courses.

3.1 Reform Content

The reform covers the teaching objectives, teaching content, and the teaching evaluation system for the arrangement and layout course.

3.1.1 Reform of Teaching Objectives

Clear training objectives are the foundation of teaching reform. The key to teaching lies in balancing the contradiction between student development and industry needs. The focus of art

education in colleges and universities should not only emphasize the training of students in knowledge cognition, skills, and aesthetics, but also pay attention to the development of students' personality, quality, and values. Based on this foundation, this project repeatedly considers the established standards for professional talents based on the current social development situation and industry needs, with the goal of cultivating high-quality, innovative, and practical art talents with both moral and artistic qualities as the school's training goal. The course teaching methods and of university arrangement and layout should also be updated. In the course preparation stage, the teacher team extracts teaching objectives into key words suitable for assessment and evaluation of student abilities, and different teaching objectives correspond to corresponding ability objectives.

3.1.2 Reform and Innovation of Teaching Content

The arrangement and layout course in colleges and universities is a compulsory course for visual communication design majors. In the teaching of layout design courses, teachers can consider avoiding content repetition and shifting the focus of teaching to the integration and creative training of elements such as colors, graphics, and fonts in the layout, cultivating students' innovation and application abilities. The innovation of course teaching content should focus on student practice, and encourage students to learn independently and explore. Teachers should play a guiding role to improve students' ability to analyze and solve problems and creative thinking. Guided by career development, students are encouraged to face potential problems in design projects and positions, and actively seek solutions.

3.1.3 Reform and Improvement of the Teaching Evaluation System for Arrangement and Layout Course

Designing a multi-dimensional evaluation system that includes criteria such as knowledge level, practical skills, creative abilities, and overall competency can provide a comprehensive assessment. Teachers should ensure that the evaluation criteria are quantifiable and measurable, enabling a more objective assessment of teaching effectiveness. They need to encourage the participation of teachers and students in the development of the evaluation system to ensure that it accurately reflects the realities of teaching and

learning. Teachers can break down the key and difficult points of format design teaching content into small topics and flexibly assign homework. For example, through classroom problem discussions, PPT presentations of works, personal insights, small topic training, and peer evaluation, teachers and students can exchange experiences and ideas with each other, colliding to spark inspiration. Teachers should strengthen practical guidance in this process, record the performance of each student during the learning process, and use it as their regular grades. Teachers and students can jointly establish a learning portfolio, which includes daily performance, team collaboration process information, project completion status, and a collection of excellent works to solve problems and situations in learning.

3.2 Reform Goals

The reform goals include enhancing students' practical abilities, improving their counterpart employment rate, increasing the number of double-qualified teachers, and addressing key issues

3.2.1 Improvement of Students' Practical Abilities

After the course, in order to investigate the learning situation of the students, the research group has conducted a questionnaire survey and oral questioning of 93 students from four classes in the Visual Communication Design major of the School of Arts and Design in 2008, 2009, 2010, and 2011. The feedback results show that all students believe to varying degrees that their innovative practical abilities have been improved, with improvements in professional knowledge, design level, visual element arrangement ability, software usage level, and other aspects.

3.2.2 Improving Students' Counterpart Employment Rate

The demand for high-quality applied talents in society is constantly increasing. In order to adapt to this demand, the education model guided by learning output provides people with new methods and models. Accurate curriculum design, flexible teaching system, and fast feedback mechanism can be helpful for enhancing students' learning enthusiasm and participation, improving their practical abilities, and meeting social needs, and can cultivate more advanced applied talents that meet market demands for society. The employment

rate of graduates majoring in visual communication has increased from 96% in 2018 to 99% in 2022.

3.2.3 Increasing the Number of Double-qualified Teachers

The prominent problem facing the cultivation of applied talents is the insufficient construction of the "double-qualified" teaching team. By establishing a collaborative guidance platform for school enterprise teachers, it is necessary to promote traditional teachers on campus to learn from enterprise experts, and jointly complete the transformation towards "double-qualified" teachers in collaborative development.

3.2.4 Key Issues to Be Addressed

Combining quality cultivation with ability cultivation and aesthetic cultivation to promote the comprehensive development of students is a core issue that urgently needs to be faced in art teaching in colleges and universities. For the solution of this problem, this project attempts to introduce an industry demand oriented teaching philosophy, attempting to solve teaching contradictions in the teaching process and achieve innovative transformation of teaching relationships. With reverse teaching mode as the core, curriculum planning is based on social needs to formulate talent cultivation goals. The curriculum construction revolves around the goals of talent cultivation, estimating students' expected abilities based on these goals and gradually improving them through hierarchical course tasks. At the same time, teaching evaluation and feedback continuously test teaching content and methods, thus forming a complete curriculum teaching system.

4. IMPLEMENTATION PLAN FOR LAYOUT DESIGN TEACHING REFORM

By reforming and innovating teaching content, it is aimed to enhance students' creative abilities. The arrangement and layout course in colleges and universities is a compulsory course for visual communication design majors. In the teaching of layout design courses, teachers can consider avoiding content repetition and shifting the focus of teaching to the integration and creative training of elements such as colors, graphics, and fonts in the layout, cultivating students' innovation and application abilities. The innovation of course teaching content should focus on student practice,

and encourage students to learn independently and explore. Teachers should play a guiding role to improve students' ability to analyze and solve problems and creative thinking.

4.1 Innovative Course Teaching Evaluation System

The teaching evaluation of reform arrangement and layout course should not solely rely on format design works as the final grade of the course. Teachers should establish an open evaluation method and implement a diversified and dynamic evaluation strategy. Teachers should also pay special attention to the learning situation of students during the course learning process, and subdivide their daily and final grades.

Teachers should fully understand the importance of arrangement and layout. Modern layout design is a comprehensive expression that spans from 2D to 3D, and even 4D. It is widely used in multimedia design fields such as web design and interface design. It is a comprehensive design form that combines visual information transmission, aesthetic needs, and user experience, and is also the foundation of various media carriers. Only by fully recognizing the importance and necessity of the course can students be motivated to learn more actively and proactively.

4.2 Establishing an Innovative Practical Teaching System Guided by Industry Needs

Firstly, it is necessary to innovate the awareness and behavior of course connection to ensure that relevant courses are well connected. Secondly, it is required that theoretical and practical teaching should prioritize social needs, establish graded teaching objectives, and strengthen the construction and adjustment of practical teaching links. Gradually, a teaching model that integrates theory and practice should be established to maximize the establishment and cultivation of students' innovative thinking ability.

4.3 Carrying out Practical Teaching by the "Project-based Teaching Method" in Course Practice

The project-based teaching method mainly includes two forms. the first is to combine campus design topics, such as course exhibition poster design, graduation season promotional design, etc.;

the second is to cultivate students' interests according to different project design needs based on the actual projects of the enterprise in project practice, so that they have the knowledge, abilities, and qualities needed to meet the development of the industry and enterprise as well as the job requirements. Optimizing the Assessment Mechanism There is a must to develop a multi-dimensional assessment and evaluation model that combines the design process with the design effect, and combines knowledge and skills. It is also necessary to break away from the traditional single evaluation method that mainly focuses on the completion of homework, establish a comprehensive evaluation mechanism that integrates student research, design creativity, production implementation, and customer feedback, emphasize the process evaluation of project completion, stimulate students' confidence and enthusiasm for learning, and enhance their comprehensive ability to participate in the design process.

5. INNOVATION POINTS IN THE REFORM AND PRACTICE OF LAYOUT DESIGN TEACHING

Taking industry demand as the guide, hierarchical teaching objectives correspond to ability objectives, and students' practical abilities can be improved.

At the end of the autumn semester of 2021-2022, the research group has conducted a project survey on students from four classes of Visual Communication Design in 2008, 2009, 2010, and 2011, with a total of 93 students participating. The feedback from students shows that they all believe to varying degrees that their innovative practical abilities have been improved, with improvements in design level, innovative awareness, visual element arrangement ability, software usage ability, and other aspects.

5.1 Improving Student Employment Rate

Arrangement and layout is a professional course for second grade students. This project adopts a learning output oriented teaching model, a segmented curriculum evaluation system, and a fast feedback mechanism to promote the formation of innovative design thinking and the improvement of practical abilities. It can quickly meet the needs of social positions and improve employment rates. Some second and third grade students signed up for

internship positions in advance, and the feedback from employers was good.

5.2 Segmentation and Layout Course Teaching Evaluation System

It is necessary to develop a multi-dimensional assessment and evaluation model that combines the learning process with learning outcomes, design process with enterprise feedback, and theoretical knowledge with innovative skills. The course evaluation system can be decomposed into three parts. The first part is to subdivide the daily grades, break down the key and difficult points into several small topics, and flexibly assign them in daily homework. Teachers can strengthen practical guidance, carefully record student performance, pay attention to feedback from enterprises, and jointly record them in the daily grades. The second part is the establishment of a learning portfolio, which includes student performance, team collaboration materials, project completion status, and excellent works. The third part is the final comprehensive assessment, which reflects the students' explanation of creative ideas and presentation of course learning achievements, and enhances their comprehensive design ability.

6. CONCLUSION

Layout design is not only a technique, but also an art form. Layout design must keep up with the pace of the times, organically combine technology and art, constantly innovate, in order to meet people's growing material and cultural needs. Therefore, when conducting theoretical research on layout design, it is necessary to not only focus on superficial understanding of layout theory, but also delve deeper into layout practice to study the dialectical relationship between layout design theory and layout practice. Only in this way can people correctly understand the dialectical relationship between layout design theory and layout practice, and better promote the development of layout design industry.

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