Course Construction of Outcome-based Visual Communication Design Major
Taking Book Design Course as an Example

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ABSTRACT
The course construction of outcome-based visual communication design major aims to determine the course knowledge and ability objectives based on students' needs, organize teaching on this basis, and use students' learning outcomes to assess whether the course teaching meets the course objectives, forming an effective closed loop of teaching activities. The construction of outcome-based book design courses mainly includes four aspects: setting of course learning outcomes, setting of course teaching objectives, reconstruction of course knowledge system, and achievement path of learning outcomes. Based on the needs of students, teachers determine the knowledge and ability objectives of the course, organize teaching accordingly, and use learning outcomes to assess whether the course teaching meets the course objectives and form an effective closed loop of teaching activities. The construction of outcome-based visual communication design courses is an effective innovation of the traditional teaching mode, ideas, and methods that focus on "teaching". It has perspectiveness and foresight in promoting curriculum goal improvement, curriculum organization innovation, and comprehensive teaching reform.

Keywords: *Outcome-based education, Construction of professional courses, Book design.*

1. INTRODUCTION

Visual communication design, as an interdisciplinary field with diverse characteristics, integrates knowledge from various disciplines such as art, technology, materials, and humanities. In the context of the booming modern cultural and creative industries and the rapid development of digital technology, the curriculum system of visual communication design majors in colleges and universities needs to constantly adapt to the development of the times and social needs, such as big data analysis technology, virtual reality technology, 3D printing technology, and organic integration with visual communication design courses, which have brought new challenges to the construction of visual communication design courses.

“Outcome-based", also known as “outcome-based education”, emphasizes learning goals and students' learning outcomes in the educational process, and focuses on cultivating students' comprehensive and practical abilities. Through educational activities, teaching processes, course design, etc., students can achieve the ultimate learning outcomes, that is, what knowledge and abilities they can acquire and master. The construction of outcome-based visual communication design courses focuses on the development of related design industries, and conducts teaching design based on the needs of society and enterprises for students. It clarifies the knowledge, abilities, and qualities that students should possess after graduation, in order to cultivate their core competitiveness in the market and meet the requirements of the job market for talent.

2. CONTENT OF OUTCOME-BASED VISUAL COMMUNICATION DESIGN COURSE CONSTRUCTION

The aim of course construction of outcome-based visual communication design major is to let teachers determine the course knowledge and ability objectives based on students' needs, organize teaching on this basis, and use students' learning outcomes to assess whether the course teaching meets the course objectives, so as to form an effective closed loop of teaching activities. The construction of outcome-based visual communication design courses mainly includes the following two aspects:

2.1 Optimizing the Knowledge System of Professional Courses

The course construction of visual communication design major focuses on optimizing the knowledge system of professional courses, aiming to achieve expected learning outcomes, and integrating knowledge points into typical workflow. Based on the ultimate goal of "outcome-based education", teachers should analyze and adjust the proportion of each subject in professional learning according to the three issues of student learning content, learning strategies, and learning outcomes. Firstly, it is necessary to deconstruct the knowledge system of traditional professional courses, break the traditional chapter design of course content, and integrate it into several reconstructed and progressively difficult design topics; Secondly, through on-site inspections and big data research, it is also necessary to summarize typical work processes for designer positions, guiding students to practice according to the process and familiarize themselves with professional job methods.

2.2 Strengthening Reverse Teaching Design with Competence as the Goal

“Outcome-based education” emphasizes that the achievement of teaching objectives should always be organized around the production of learning outcomes. And it should be implemented in the specific course construction. Therefore, in the design of courses and teaching, there is a must to pre-set teaching outcomes in advance, and then deduce the framework, specific content, and teaching methods of the course teaching in reverse. Teachers should clarify students' learning goals and expected outcomes, and use them as guidance to combine theoretical knowledge with practical applications. Based on students' expected learning outcomes, teaching strategies should be developed to achieve corresponding course objectives in different teaching stages, thereby exercising students' comprehensive abilities and improving teaching quality. Taking learning outcomes as the starting point of instructional design, its design logic includes establishing course objectives, setting classroom learning outcomes, constructing learning processes, and evaluating learning outcomes.

3. TEACHING PRACTICE OF OUTCOME-BASED BOOK DESIGN COURSE

The key to the outcome-based education concept lies in "taking students as the main body of education, taking the realization of learning outcomes as guide, and continuously carrying out teaching reforms". Taking the book design course as an example, this paper will comprehensively interpret the construction methods of visual communication design courses and the implementation of classroom teaching.

3.1 Setting of Course Learning Outcomes

The positioning of book design course in the training program of visual communication design major is a compulsory course, which is offered in the second semester of junior year. According to the specific learning situation and the design principles of professional courses, the course has set the following learning outcomes:

- The first is to master the basic theories and design procedures of book design, and be able to integrate and apply them in practical project design;
- The second is to be capable of comprehensive thinking and analysis, and be able to independently complete the entire design process;
- The third is to master various layout design techniques, including the design and application of various fonts, the drawing and application of various graphic images, the expression of book information connotations, the shaping of book forms, book printing materials and printing processes, etc.;
- The fourth is to master the process technology related to book design, and be

able to present materials and processing techniques in the design scheme;

- The fifth is to be proficient in project communication and design proposal expression, with flexible adaptability and teamwork skills in project design.

3.2 Setting of Course Teaching Objectives

The teaching objectives determine the course level and progress, as well as the teaching emphasis and difficulties. The overall goal of the book design course is for students to have a comprehensive grasp of theoretical knowledge, design and practical methods and laws, and to be able to independently carry out project overall design planning, design project implementation, and project summary. The teaching objectives of the book design course are based on the relevant training requirements in the "Visual Communication Design Professional Talent Training Plan", and are divided into three levels according to a progressive relationship: theoretical law layer, design ability layer, and professional cultural literacy layer. The theoretical law layer mainly focuses on teaching the basic knowledge and theory of book design; The design ability layer focuses on cultivating students' ability to apply book design theory, plan, analyze, and solve practical problems in book design, emphasizing students' hands-on abilities in theme design, project management, and other aspects; The professional cultural literacy layer focuses on how to cultivate students' design professional ethics and communication skills, students' independent learning ability, and students' teamwork ability.

3.3 Reconstruction of Course Knowledge System

The construction of the knowledge system for book design courses focuses on promoting the combination of basic teaching and advanced application, in order to ensure that students form innovative results for different design topics and achieve effective output. Taking real design projects as teaching contexts, the book design course deconstructs and summarizes theoretical knowledge and teaching priorities, and reconstructs them in typical workflows. Teachers assign design tasks during teaching; Students complete design projects according to the workflow; Students conduct project proposal. In this process, students can complete multiple overall designs with high familiarity with the process. The reformed book design course has comprehensively constructed a knowledge system based on work ability in teaching, including:

- Ability to understand projects: Under the guidance and demonstration of the teacher, students can analyze and understand the design project, identify key design points, and anticipate potential issues;
- Ability of resource utilization: It includes both retrieval and reference of design cases, as well as the rational use of design materials. At the same time, students should also have the ability to proficiently use both on campus and off campus software and hardware resources, as well as human resources;
- Ability to propose projects: Students need to be proficient in creating PPT and use professional language to clearly express design ideas, strategies, and plans;
- Ability of professional design: Student should be able to use appropriate design tools to comprehensively implement design solutions;
- Ability to solve problems: Students should face problems without panic or submitting blank papers, and be able to come up with solutions through their own thinking, even if they are not perfect;
- Ability of independent learning: Students need to be able to actively connect in class and out of class, establish a personal database, effectively use creative design methods, and consciously explore the optimization and improvement of design solutions.

3.4 The Path to Achieving Learning Outcomes

The success or failure of a book design is closely related to marketing, printing technology, and material application, and its learning outcomes involve multiple application fields. Therefore, when designing courses, it is important to fully consider the effective achievement of the expected learning outcomes set, and clarify a highly operational path for achieving learning outcomes through a comprehensive design from course content to teaching methods and evaluation methods, mainly including the following:

3.4.1 Reasonable Selection and Integration of Teaching Content

As the main body of course teaching, teaching content is the fundamental guarantee for achieving teaching outcomes under the guidance of overall teaching objectives. Therefore, scientific and reasonable integration and selection should be carried out in the process of course construction. The teachers divide the overall teaching content of the course into thematic units based on the teaching objectives of the book design course. Each unit corresponds to 1 to 2 teaching objectives. The course content of each thematic unit breaks the traditional chapter-based setting of teaching content and is designed as a progressively difficult topic. Except for the course introduction and theoretical overview, all other topics are set as unit design projects according to the requirements of learning outcomes. Through the division and integration of teaching content, students can first achieve a comprehensive grasp of basic theoretical knowledge, including the emergence and development of book binding, the comparison and transformation of book binding forms in different historical periods, and the conception and technical expression of modern book design and creation. Secondly, students can grasp the current development status and trends in the field of modern book publishing, deeply understand the expression of book information and aesthetic consciousness, accurately grasp the style of book expression, and be familiar with the basic process of book design into a book; Finally, students will be able to apply the basic knowledge of book design in the practical design stage, analyze, refine, conceptualize, and implement specific design operations on the content of the manuscript, providing a comprehensive design plan for the book.

3.4.2 Design of Scientific Learning Strategies and Teaching Methods

According to the specific setting of teaching objectives, professional teachers develop scientific learning strategies and teaching methods for students based on "outcome output", and set the knowledge types, teaching content, teaching objective levels, and corresponding learning strategies and teaching methods for each teaching unit of the book design course.

Firstly, different teaching methods are adopted based on the types of theoretical knowledge in book design. For conceptual or factual knowledge, such as the historical evolution of book forms, blended teaching methods such as classroom lectures or independent learning through online platforms can be used; Procedural knowledge can be taught through project simulation practice, case analysis, workshop experiential teaching, etc.; The knowledge of metacognitive theory can be explored through group collaboration and discussion methods, with a focus on cultivating students' creative thinking. Secondly, corresponding teaching methods and strategies can be adopted according to different teaching objectives. For example, setting teaching objectives that require students to understand and remember can be achieved through classroom lectures and partial self-directed learning, while teaching objectives that focus on cultivating students' innovative and creative abilities, design planning and analysis abilities, etc. require the use of typical cases or simulated project teaching, group discussions and exchanges, collaborative exploration and other methods.

3.4.3 Flexible Design Teaching Model

The outcome-based book design classroom teaching model mainly adopts a diversified blended teaching model. This model includes the use of open classrooms and online education combining with design competitions and projects for teaching; By combining offline classes with online MOOCs, teachers guide students to engage in self-directed learning and teamwork. In the classroom teaching process, teachers use forms such as questioning, research reports, and mind maps to assess students' pre-class learning and post class homework summaries. The course learning outcomes are presented in a proposal style, which exercises students' design expression and communication skills. There are both speeches and defenses, which can better examine the strengths and weaknesses of the design outcomes. For example, in the unit of "Creative Concept Book Design", "Ula Imprint" is chosen as the topic for book design. In the early stage of the course, the teachers will release design tasks and set the problems that need to be solved. Students work in groups to conduct field research on relevant museums in Jilin City and deeply explore the historical and cultural stories of the Manchu people in Jilin. They need to complete the collection and classification of preliminary design materials through online and offline research, organizing literature materials, on-site inspections, and taking pictures. Students conduct group research and discussion during the mid-term of the design, combine historical background and stories

to position the design, connect the theme content in the form of books, and use binding language to fully express it. Teachers can guide student teams to continuously improve their design plans and achieve expected teaching outcomes through practical case analysis, workshop experiences, and other means during this process. In the learning achievement evaluation stage, students simulate the actual project reporting format, submit a design project proposal PPT, and make a public presentation. The evaluation of course grades by the teacher is mainly based on the degree to which the learning outcomes achieve the teaching objectives, and conducts a comprehensive evaluation of students in order to continuously improve the subsequent courses. The comprehensive evaluation method changes the previous situation where teachers made decisions based on a single word, focusing on teaching strategies to achieve expected learning outcomes. It comprehensively adopts evaluation methods such as teacher evaluation, peer evaluation, and third-party evaluation.

4. CONCLUSION

The construction of outcome-based visual communication design courses is an effective innovation of the traditional teaching mode, ideas, and methods that focus on "teaching". It has foresight and foresight in promoting curriculum goal improvement, course organization innovation, and comprehensive teaching reform. The learning outcome-based course construction can comprehensively enhance the knowledge understanding ability, interpersonal communication ability, innovation and entrepreneurship ability, and team collaboration ability of visual communication majors by reverse pushing the overall teaching framework and positively implementing teaching strategies. It has a certain positive effect on promoting the construction of the design professional talent training system, innovating the professional curriculum system, and enhancing the timeliness of course teaching.

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