

# Teaching Reform of Visual Communication Design Major under the Transformation of Universities

**Weixin Lin**

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

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**Abstract:** The transformation of universities has posed new challenges and opportunities for the teaching reform of visual communication design majors. In the process of transformation, strengthening practical teaching, utilizing multimedia platforms for teaching, and setting up creative training courses have become key measures. These measures can help students better adapt to industry needs, cultivate practical skills and innovation awareness, and improve professional literacy and competitiveness.

**Keywords:** University transformation; Visual communication design; Teaching reform

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With the development of society and changes in the industry, the teaching of visual communication design in universities is also facing the need for transformation and transformation. The traditional teaching mode no longer meets the requirements of the new era, and there is an urgent need for reform measures to adapt to the development trend of the industry. This article will explore the teaching reform measures that universities can take during their transformation, aiming to provide a more practical, innovative, and comprehensive teaching environment, and cultivate students' professional literacy and abilities.

## 1. Problems in the Teaching of Visual Communication Design in Universities

There are some common problems in the teaching of visual communication design in universities, including the following aspects. One is the imbalance between theory and practice. Some universities' visual communication design majors tend to focus more on theoretical teaching and lack practical teaching links. Students have limited opportunities to exercise in practical operations, resulting in a lack of experience and skills when facing practical projects. The second issue is excessive reliance on software tools. Due to the rapid changes in technological development, some schools have become overly reliant on specific design software and tools. This excessive dependence may lead to students lacking understanding of other important design principles and skills, as well as insufficient adaptability to different media and platforms. Thirdly, there is insufficient cultivation of creativity. The visual communication design major requires students to possess creative thinking and creativity, but some universities fail to fully cultivate students' creative abilities in teaching, resulting in a lack of novelty and uniqueness in design works.

## 2. Measures for Teaching Reform of Visual Communication Design Major under the Transformation of Universities

### 2.1 Strengthen practical teaching

One is to organize students to participate in real or simulated projects, allowing them to apply design skills and knowledge in practical situations. Collaborate with the industry to provide practical design tasks, allowing students to participate in projects from concept to execution in all aspects, and exercise problem-solving skills. The second is to cooperate with relevant enterprises or institutions to arrange for students to participate in internships or practical training activities. Through practical work experience, students can understand the workflow, professional requirements, and practical skills of the industry, and cultivate practical operational skills and professional literacy. Thirdly, establish a design studio to provide a simulated design work environment for students to engage in practical design projects. The studio can simulate various professional conditions and tools, allowing students to experience real design processes and collaborate with classmates and teachers to solve design problems. The fourth is to establish a production laboratory equipped with various production tools and equipment, such as printers, cutting machines, drawing equipment, etc., so

that students can actually create their own design works and improve their practical skills and professional literacy. Fifth, encourage students to participate in design exhibitions and competitions, showcase their works, and receive evaluations and feedback. This not only enhances students' design abilities and performance opportunities, but also stimulates their creative potential and competitive awareness. Sixth, invite industry experts or practitioners to serve as mentors for design courses, sharing their practical experience and industry insights. Mentors can provide guidance and feedback to help students better understand industry needs and development trends. By strengthening practical teaching, students can master practical operational skills in real design environments, better understand the application of professional knowledge, and improve their problem-solving and innovation abilities. Universities should also establish close contacts with the industry, timely understand industry changes and needs, adjust practical teaching content and methods, and ensure a close connection between teaching and actual needs.

## **2.2 Utilizing multimedia platforms for teaching**

Utilizing multimedia platforms for teaching is an important measure for the teaching reform of visual communication design in the context of university transformation. One is to introduce multimedia tools and technologies in teaching, such as design software, image processing tools, animation production software, etc. Teachers can familiarize students with and master the use of these tools through teaching demonstrations, case studies, practical operations, and other methods. The second is to establish an online learning platform that provides teaching resources and learning materials through course websites or online learning management systems. Students can obtain teaching courseware, participate in discussions, submit assignments, and receive evaluations through the platform, achieving real-time interaction of teaching content and sharing of learning resources. The third is to utilize the video conferencing, online discussion, and real-time chat functions of multimedia platforms to promote remote communication and collaboration between students and teachers. Enhance students' teamwork and communication skills through remote academic discussions, project collaborations, and artwork displays. The fourth is to create a virtual laboratory and simulated desktop environment for students to conduct simulation experiments and virtual operations. Students can simulate the design process, train practical operating skills, and accumulate practical experience through simulation software and equipment. Fifth, encourage teachers and students to share and publish relevant design resources, cases, and project experiences, and promote communication and interaction between students and industry professionals and excellent designers. Teachers can guide students to actively utilize online resources, broaden their horizons, enhance their professional literacy and creative cognition. In addition, schools can utilize VR and AR technologies to create immersive learning environments and immersive experiences for students. Students can engage in interactive experiences such as design displays, spatial layouts, and product models through VR/AR applications to enhance their design creativity and application abilities. Utilizing multimedia platforms for teaching can enhance students' practical skills, creative abilities, and comprehensive literacy, enabling them to better adapt to the development needs and application scenarios of the industry. Universities can enhance teaching effectiveness and students' competitiveness by integrating resources, building and optimizing multimedia platforms, providing high-quality teaching content and experiences.

## **2.3 Set up creative training courses to cultivate students' innovative awareness**

Setting up creative training courses is one of the important measures for the teaching reform of visual communication design in the context of university transformation, aiming to cultivate students' innovative awareness and creative thinking. Introduce and teach various creative methods and techniques in the course, such as brainstorming, association, reverse thinking, etc. By learning and applying these methodologies, students can develop the ability to think independently and creatively. By guiding students to observe and think about things, scenes, and situations around them, stimulate their creative sparks and inspiration. Creative challenges, themed activities, or cultural visits can be carried out to expose students to innovative practices in different fields and cultures, expanding the sources and perspectives of creativity. Guide students to understand and apply various creative tools and techniques, such as storyboards, mind maps, rapid prototyping, etc. Students can master these tools and technologies through practice and practical project applications, and improve their creative expression and presentation abilities. Organize students to participate in creative practice projects and encourage them to work independently or in teams to complete creative works. Curriculum projects or external collaborative projects can be set up to provide creative challenges and guidance, allowing students to exercise their creative thinking and problem-solving abilities in practical projects. Provide creative evaluation and feedback mechanisms for students, through teacher evaluation, peer review, or guidance from professional mentors, to help students understand their creative level and potential, and provide targeted suggestions and improvement measures. Create a creative cultural atmosphere and encourage students to actively share and exchange creative achievements, ideas, and resources. A creative material library can be established to collect and organize cases, information, and resources related to creativity, providing students with rich references and sources of inspiration. Through the

establishment and practice of creative training courses, students can gradually cultivate creative thinking and innovative awareness, experience and apply innovative creativity in the field of visual communication design, and enhance the uniqueness and influence of design works. Universities can actively create an environment for creative learning and practice, provide abundant resources and support, and lay a solid foundation for the development of students' innovative abilities.

### **3. Conclusion**

In summary, the teaching reform of visual communication design major under the transformation of universities is an important issue that cannot be ignored. Strengthening practical teaching, utilizing multimedia platforms for teaching, and setting up creative training courses will help improve students' practical abilities, professional literacy, and innovative awareness. Universities should actively follow the trend of industry development, continuously optimize teaching methods and resources, and provide students with better teaching experiences and development opportunities. At the same time, it is also necessary to maintain close contact with the industry, adjust teaching content and methods, ensure close connection between teaching and actual needs, and cultivate more excellent visual communication design professionals.

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