Discussion on Experimental Teaching of Visual Communication Design under the Background of Big Data

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Abstract: "Visual communication design" focuses on cultivating students' design ability, and experimental teaching is one of the main ways to improve students' design ability. Entering the era of big data, big data has brought new ideas to experimental teaching and effectively promoted the development of experimental teaching of visual communication design. This article starts from the analysis of the problems in the experimental teaching of visual communication design, focusing on the experimental teaching strategies of visual communication design under the background of big data, hoping to use "big data" as a boost to further improve the quality of experimental teaching of visual communication design.

Keywords: Big Data; Visual Communication Design; Experimental Teaching; Strategy Discussion

In the era of big data, the application of visual communication design has become more and more extensive, and it has achieved integration and innovation with multiple fields. The development of visual communication design is inseparable from the efforts of professionals. In order to better train professionals in visual communication design, many universities in my country are actively exploring ways to reform the experimental teaching of visual communication design, hoping to take advantage of the advantages of big data and take experimental teaching as an example to further improve students' design ability and cultivate more comprehensive quality talents in visual communication design.

1. Problems in the experimental teaching of visual communication design

1.1 The course content is insufficient

At present, in the experimental teaching of visual communication design in colleges and universities, the main problems in the course content are: On the one hand, in the experimental teaching of visual communication design, some colleges and universities pay more attention to the content of graphic media design, such as book cover design, enterprise cultural design, packaging design, graphic design, etc. The content of these courses is mainly based on the traditional media era. Entering the new era, with the rise of new media, the traditional curriculum content has been difficult to adapt to the needs of social development. On the other hand, in the visual communication design experimental teaching, the curriculum content set by some colleges and universities is relatively "unified" and ignored individualized learning needs of students. For students with a better foundation, this unified course content will appear to be non-challenging. For students with a poor foundation, this unified course content will appear too difficult, which is not conducive to improving the practical ability of most students.

1.2 The practice system is not perfect

The focus of experimental teaching is practice, not theory. However, some universities do not pay attention to the "practicality" of experimental teaching. Specifically, first, in the experimental teaching of visual communication design, some teachers pay too much attention to the theoretical knowledge in the experimental teaching, and spend most of the time in class to explain and analyze. In this kind of experimental teaching mode, students have very limited hands-on practice time, and they cannot really exercise their practical hands-on ability. Second, in the visual communication design experiment teaching, some colleges and universities lack a perfect experimental practice base. During the experiment, students often encounter problems such as insufficient equipment and backward equipment. This will not only affect the quality of experimental teaching, but also suppress students' enthusiasm for learning.

1.3 Teachers need to be strengthened

High-quality experimental teaching is based on a team of high-quality teachers. But in reality, some colleges and universities professional teachers of visual communication design need to strengthen their own construction in many aspects. Specifically, on the one hand, in the experimental teaching of visual communication design, some teachers are good at theoretical presentations and lack practical experience and practical ability. In this case, teachers cannot provide students with high-quality demonstrations, which will affect the quality of students' practical operation. On the other hand, in the experimental teaching of visual communication design, some teachers have traditional teaching thinking and prefer to arrange students step by step. The experiment did not encourage students from "innovation". For students, teacher encouragement often represents the direction of learning. The lack of encouragement from teachers is not conducive to stimulating students' innovative thinking.

2. The experimental teaching strategy of visual communication design under the background of big data

2.1 Further optimize course content based on the development needs of digital media

In view of the existing problems in the current curriculum content, in order to better optimize the curriculum content, colleges and universities can improve from these aspects; on the one hand, in the visual communication design experimental teaching, colleges and universities must reorganize the existing curriculum content. Based on the new era, with new media as the demand point, colleges and universities should reasonably add some courses. For example, based on the development needs of digital media, the course content of visual communication design can include: web design, APP development, UI design, etc., to further promote the matching of "course content" with "market demand"; on the other hand, in visual communication in the design of experimental teaching, the curriculum content set by colleges and universities should have both a "unified" part and a "differentiated" part. For students with different foundations, differentiated teaching should be realized. For example, with regard to the "experimental course of web design", teachers can use big data technology to integrate and summarize teaching resources, and create a "web design preview micro-course" to guide students in effective preview. In this way, the teaching efficiency can be improved in the experimental teaching link, and accurate answers can be conducted. After the experimental teaching is over, teachers can also arrange a "web design review micro-class" with increased difficulty to give students with a better foundation an opportunity to expand, so that they can fully display their talents and comprehensively improve students' practical ability.

2.2 To improve the practice system of experimental teaching based on the market demand under the background of big data

To give full play to the role of experimental teaching, it is necessary to further improve the existing experimental teaching system and strengthen the "practicality" of experimental teaching. How to better improve the practice system? First, in the experimental teaching of visual communication design, teachers should further optimize the experimental teaching process, reduce the theoretical part, increase the hands-on links, so that students have more time for hands-on practice, and effectively improve students' hands-on ability. Based on big data technology, colleges and universities can create a "visual communication design network experiment platform" to set corresponding permissions for students, so that students can log in with their

account passwords at different times and places to carry out targeted experiments and enrich students' practical learning path. Second, in the experimental teaching of visual communication design, colleges and universities should further improve the practice base, improve the existing equipment and equipment, and create better learning conditions for students. Guided by the market demand in the context of big data, colleges and universities can actively cooperate with off-campus companies to open some "visual communication design studios", such as game development studios, APP development studios, etc., to attract students' interest in learning and let students gradually accumulate design experience and improve your design ability.

2.3 Carry out big data visual communication design teaching training and strengthen the construction of professional teachers

Strengthening the construction of the teaching team is to better improve the quality of visual communication design experiment teaching. Specifically, on the one hand, in the experimental teaching of visual communication design, colleges and universities should establish a "theory + practice" assessment mechanism for the assessment and evaluation of teachers. Especially in practical teaching, higher requirements should be put on teachers. In order to strengthen the teachers' personal practical ability, the school can regularly carry out the "visual communication design experimental teaching training in the era of big data". During the training process, colleges and universities can arrange for teachers to go to some big data-related companies to investigate and learn through the form of "school-enterprise cooperation" to understand the latest developments in the field of visual communication design in the era of big data, so as to better grasp themselves. On the other hand, in the experimental teaching of visual communication design, the teaching thinking of teachers should be innovated, and students should not be taught with a constant thinking. They should encourage students from "innovation" and cultivate their innovative spirit. For example, the school can regularly carry out some "visual communication design creativity competition". In the form of competitions, students are inspired to innovate. Regarding the theme of the competition, schools should pay attention to the times, and can refer to the actual application field of "big data + visual communication design". For students who perform well in the competition, colleges and universities can also arrange for students to participate in some research on visual communication design, to provide students with more opportunities to show their innovative talents, and create a good learning atmosphere of "innovation is proud" on campus.

3. Conclusion

In the context of big data, visual communication design has not only ushered in development opportunities, but also faced a series of challenges. As college educators in the new era, while learning to use big data, they must also learn to resist the adverse effects of big data. They must always remind students to keep a scrutiny attitude and not lose their direction in the massive information of big data. Learn to identify and maintain innovation. Don't fall into the misunderstanding of copying and imitating, and forget your original learning goals.

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