# Research on Innovative Teaching Reform of College Art Design Curriculum - Take Brand Planning Course as an Example

**Si Li\*, Guoyan Zhong, Xiaoqi Yang**

Guangzhou College of Commerce, Guangzhou 511363, China

*\*Corresponding author:* Si Li, 20122026@gcc.edu.cn

**Abstract:** To solve the problems faced in the course of Brand Planning, a new educational concept that integrates the traditional Chinese culture, self-confidence, professional ethics and social concern can be put forward. This paper emphasizes the combination of basic theory and the application of the latest technology while covering multiple pieces of knowledge across fields. In addition, it also focuses on comprehensive training to cultivate students' basic skills, innovative thinking abilities and practical operation ability. The educational approach aims to enhance students' sense of social responsibility and effectively translate their learning results into practical actions. Through this series of changes to promote the development direction of the curriculum innovation research of art design in colleges and universities.

**Keywords:** College art design; Teaching reform; Curriculum innovation; Brand planning

## 1. Pain points of art design courses in private colleges and universities

### 1.1. The social service consciousness is not strong, and the spirit of service for design is lacking

Art design is not only a simple artistic creation but also a tool designed for social service and people's better life [1]. Art and design students in colleges and universities should establish the consciousness of serving society, combine art and design closely with social needs, and create value for society through design. However, in reality, it is not difficult to find that some college art design students pursue their personal style and artistic expression too much but ignore the practicality and social value of design. This tendency not only limits their design vision and creativity but also makes them lose the opportunity to serve in design.

### 1.2. They are out of touch with market needs and lack innovative design capabilities

The market needs of the art and design industry are constantly changing. With the progress of science and technology and the improvement of consumer aesthetics, the market requirements for art and design works

are also constantly improving [2]. However, many college art and design courses tend to focus only on traditional art theories and skills, but ignore the study and understanding of market demand, which is out of touch with social demand, failing enterprises to recruit design talents that meet the needs of enterprises. Enterprises need designers with innovative abilities and intelligent new technology, and only a few students can cope with complex design needs. They can use new technology and software to complete enterprise projects innovatively. There is still a lack of education on innovative concepts of art and design, and students' participation in teaching modes and methods is low. Students have less contact with emerging design software and cutting-edge design technology, and their innovation ability cannot be well improved [3].

## 1.3. Low practicality, teaching results have not been transformed by the market

Art and design courses need to keep up with the market demand, transform the teaching results in the market, conduct social tests, and reflect on the design. However, only a few design courses can do this at present. The reason is that most art and design courses in private colleges and universities do not pay attention to the development trend of industry and business for some reasons, and fail to make effective use of cutting-edge technologies. Design is intuitively understood as the mode from the registration of a company to the design and then to the gain of benefits. Therefore, in terms of current teaching methods, most design courses in many colleges and universities fail to carry out effective and efficient communication with the outside world. The works produced by students through courses are mostly virtual projects, which have not been transformed into corresponding results and have not been tested by society. The circular path of innovative teaching consists of the practical transformation of real projects while real market test is not smooth, and it does not form a closed loop.

## 2. Art design curriculum innovation teaching reform strategy

## 2.1. Confidence in Chinese culture + professionalism in the workplace + humanistic feelings concerned about the society

The lectures combine current events with traditional culture. Teachers let students consciously introduce ideological and political elements through case analysis, market research and team cooperation, value guidance, and clear the ideological and political function of the course to "cultivate morality and cultivate people," and cultivate students' correct social values and positive attitude towards life while cultivating professional knowledge [4]. The ideological and moral education and socialist core values are combined with advertising professional knowledge to find reasonable grafting points of knowledge, to organically integrate classroom teaching with curriculum ideology and politics, and take help students establish a good professional quality and humanistic feelings as the primary goal. To be a center: to cultivate creative talents with cultural confidence, good professional quality and humanistic feelings in the new era as the center [5]. The curriculum ideology and politics are introduced from the following four aspects:

(1) Guide students to pay attention to local national brands and current national conditions, establish the aspiration of Chinese brand speakers and communicators, use what they have learned to tell "Chinese stories" well, spread "Chinese culture," and let students know that the fate of individuals, the fate of enterprises and the fate of the country are connected [6].

(2) Make students have a sense of responsibility so that students realize that returning to society with skills is the greatest embodiment of the value of life. The value created by art in real social life is not only the value of self-economic reflection but also the value of creating a better life in society [7].

(3) To advertising law and advertising industry intellectual property and other knowledge points, to convey the law-abiding, dedication, do not copy will be original workplace literacy, training advertising practitioners of social responsibility and adhere to the dissemination of positive energy sense of mission. Adhere to moral education, to help learn God to establish correct moral values and values as the primary goal.

(4) Planning and design into humanistic care, strengthens the designer's sense of social responsibility, to meet the needs of the people to design, and learn to design for a better life.

The whole teaching process imparts ideological and political ideas in the professional knowledge and ability training and cultivates creative advertising talents in the new era with the professional quality of love and dedication and the humanistic feelings of concern for society. Aiming at the ideological and political goals, the course divides the ideological and political elements of patriotism and love for family, workplace literacy, and humanistic feelings into each chapter, introducing moral and ideological education from different knowledge points. Based on the teaching content of the course, each chapter has ideological and political elements. The implementation of ideological and political elements in the course is mainly reflected through the combination of course cases [8]. The design of ideological and political goals centering on the course teaching involves different levels, mainly including the feelings of family and country involving responsibility and responsibility, and the personal character of how to be a man, etc., focusing on the natural integration of ideological and political contents through cases, improving students' sense of national responsibility and enhancing their self-confidence in national culture, and designing more works full of positive energy, love and warmth, constituting the overall ideological and political design of the course [9].

## 2.2. Basic principles + innovative application of cutting-edge + cross-disciplinary knowledge

Under the new mode of "Internet + education," design thinking, creative thinking, design aesthetics and other knowledge are connected through the whole process of brand planning, so that students can integrate a broader vision, use design skills and creative thinking, and cultivate students' comprehensive application of knowledge; The concept of "new liberal arts" is introduced, and the cutting-edge means such as new media, Internet + and digital marketing are combined with brand planning to carry out cross-field knowledge penetration [10].

(1) Understand the concept, principles, categories and methods of brand planning, as well as the role of enterprises and society in establishing a correct understanding of design, and learn to think and evaluate systematically in the process of brand design and planning. Learn the advertising law, and copyright law, understand what cannot be done when brand planning, know the law to abide by the law, and make the plan more valuable and better.

(2) Master the basic thinking, methods and main content of brand market research. Understanding ways to analyze and research through qualitative analysis and quantitative analysis.

(3) Be able to spread innovative thinking according to the research results according to the selling points, pain points and audience needs, master the creative skills of brand planning, and create brand strategies that are loved and valuable and can effectively solve the problems of brand enterprises.

(4) Integrate the latest research results in the discipline, projects undertaken by the team and the latest cases in the current society into the course teaching to ensure that the course content can reflect the cutting-edge times, that is, innovation. Brand planning will help students understand and master the cutting-edge trends of the discipline, focus on stimulating students' research interest and cultivate the

spirit of innovation [11].

(5) To cross the professional knowledge of culture and art design of brand planning with the multidisciplinary knowledge of economics, management, communication, information science, etc., expand students' horizons, guide students not to limit themselves to art and design creativity, but to think about how to solve practical problems from the perspective of enterprise managers and consumers. This can cultivate students' comprehensive ability to solve complex problems and advanced thinking [12].

## 2.3. Basic ability + innovative design ability + implementation of cross-compound practical ability

In the practical part of the course, the course tasks can be combined with the national college student's Advertising Art Competition to carry out analysis and research, so that students' "planning book" is more targeted. At the end of the course and after the conclusion of the summary, consolidate knowledge, and improve deficiencies. Promoting learning through competition can make students better understand the reality of the market brand, and the winning works are conducive to enhancing students' enthusiasm and confidence in learning.

The school-run enterprises push the course teaching directly to the front line of the market so that students and teachers can face the real project, which is conducive to avoiding the drawbacks of the basic theory in the traditional curriculum far from reality. Relying on the scale of the school, high-quality projects are selected to provide practical places for students [13].

"Internet +" teaching can make up for the shortcomings of offline education and make up for the differences in subject, regional, and inter-school talent training resources. The introduction of cloud platforms and the inclusion of online teaching in regular semester teaching plans and course credit assessments are conducive to enriching teaching resources, promoting the interaction between online resource construction and physical teaching, and improving the construction of the course content system [14].

It is important to rely on three things: Relying on authoritative competition, promoting learning through competition, promoting teaching through competition; Relying on school-run enterprises, true questions do, to achieve the combination of learning, research and business; Relying on the cloud platform, to create an integrated online and offline teaching model, to achieve the cultivation of students' ability in the following three aspects:

(1) Basic ability

    (a) Cultivate the ability of preliminary research, form, function, the principle of brand planning and preliminary analysis, comparison and conception of advertising design and planning.

    (b) Be able to research customers' brands and products, competitors and consumers, PEST and SWOT; Cultivate the ability of insight, analysis, sorting out and summarizing problems, as well as the ability of insight into brand planning problems and solving problems through design.

    (c) Can use the brand strategy of target strategy, media strategy, product strategy, and market strategy team to complete the creative strategy plan.

(2) Innovative design ability

    (a) Through research, insight into the gaps in the differentiated market of the brand and what customers want, and innovative means to propose planning schemes.

    (b) Can introduce Internet thinking, big data thinking, and new media technology to optimize the innovative means of brand planning and promotion.

    (c) Cultivate the relationship and composition of innovative thinking methods, the purpose of system

design, design evaluation, and other aspects of design, and build the ability of design thinking mode. Be able to combine service design social innovation and other new design trends for brand planning.

(3) Implementation of cross-compound practical ability

(a) Can pass the commonly used brand strategy skills: Spiritual value design strategy, cultural and artistic design strategy, emotional design strategy, differentiation design strategy, interactive experience design strategy, super IP design strategy, full media design strategy, etc. combine the brand and product concept characteristics of creative design of loving and valuable brand strategy, media strategy, budget strategy, and fluent, clear thinking to the customer organized proposal. Learn to show the creative brand strategy and design plan to customers.

(b) Be able to implement static advertising design in brand strategy through graphic software: Photoshop, Illustrator, InDesign; Through the popular 3D software: Maya, 3DMAX, C4D; Editing software: Premiere, Adobe After Effects, interactive software (ar/vr): Processing, Touchdesigner, Unit, interactive tools: Arduino, Leap Motion and other dynamic advertising design in advertising strategy and good user experience design and final implementation, can use the current artificial intelligence software to create new brand design, improve students' practical operation and market combat ability.

(c) Can create brand strategies for real enterprise projects and finally implement them, serve enterprises, society, and people's better lives, pay attention to the final implementation of practice, and enhance the degree of challenge [15].

# 3. Conclusion

The teaching guiding ideology of "Brand Planning" is "one center, two integration and three support". The teaching process takes students as the center fully considers the situation of the teaching object, and combines the teaching concept, curriculum ideology and teaching content to formulate teaching guiding ideology, to guide the course to carry out teaching activities. Teaching guiding ideology runs through all aspects of the course to help teachers achieve the final goal of the course and ensure the output quality of the course.

# Funding

# Disclosure statement

The authors declare no conflict of interest.

# References

[1] Kong R, 2024, Research on the Innovation and Entrepreneurship Education Reform Model of Art Design R&D Courses in Universities. Modern Commerce and Trade Industry, 2024(8): 239–240.

[2] Liu R, Huo K, 2023, Research on the Reform of Innovation and Entrepreneurship Education in Art and Design Majors Based on Goal and Achievement Orientation. Theoretical Research and Practice of Innovation and Entrepreneurship, 2023(8): 68–71.

[3] Jia J, Zhao R, Zhu Z, et al., 2021, Construction of an Innovation and Entrepreneurship Education Ecosystem in Colleges and Universities: A Multi-Case Study Based on Universities in the United States, the United Kingdom, and Japan. Management Case Studies and Comments, 2021(3): 309–324.

[4] Jiang F, Guo M, 2023, Theoretical Logic, Practical Dilemma and Countermeasures of the "Four-Chain" Integrated Development of Innovation and Entrepreneurship Education in Colleges and Universities. University Education Science, 2023(9): 77–84.

[5] Jiang J, Yang X, 2021, Research on the Innovation Path of Art and Design Education in Universities in China in the New Era: From the Perspective of Cultural and Creative Design Education of Shenzhen University. Journal of Nanjing Academy of Arts (Art and Design), 2021(7): 176–177.

[6] Kong R, 2022, Research on Service Design-Oriented Teaching Model of Art Design Courses. Daguan, 2022(5): 115–117.

[7] He J, 2021, Research on the Teaching Reform of Ideological and Political Education in the Course of "Marketing Planning". Marketing, 2021(Z2): 142–144.

[8] Wang Z, 2021, Teaching Innovation of Integrated Competition and Teaching in Advertising Planning Courses Under the OBE Concept. Communication and Copyright, 2021(7): 110–112.

[9] Wang F, 2020, Discussion on Task-Driven Teaching Method: Based on Its Application in the Course "Advertising Creativity and Planning". Literary Education (Middle), 2020(8): 134–135.

[10] Xiao J, 2019, Research on the Reform of Teaching Methods and Assessment Models of Advertising Planning and Creativity Courses. Journal of Chengdu University of Technology (Social Science Edition), 17(1): 85–89.

[11] Liu X, 2021, Research and Practice of Ideological and Political Construction in Curriculum: Taking Advertising Planning and Creativity as an Example. Sound Screen World, 2021(S1): 53–55.

[12] Xie Y, 2021, Teaching Reform and Innovation of "Advertising Planning" Course Under the Background of New Liberal Arts Construction. News World, 2021(11): 68–71.

[13] Yang X, 2022, Exploration and Practice of the "Six-Double" Model of Ideological and Political Construction in Vocational Education Courses. Journal of Shenzhen Polytechnic, 21(2): 28–33.

[14] Xia L, 2021, Research on Ideological and Political Education Strategies for Art and Design Majors in Local Universities. China Packaging, 2021(6): 65–67.

[15] Cui M, 2020, Build a New Classroom and Interact to Generate New Knowledge: Taking the Course "Brand Planning and Management" as an Example. Marketing, 2020(35): 81–82.