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Research on the Restructuring of the Visual Communication Design Curriculum System Driven by Management Principles

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Abstract: Against the backdrop of accelerating global digital transformation, Visual Communication Design (VCD), as an interdisciplinary field involving creativity, technology, market dynamics, and other factors, is undergoing unprecedented change. Particularly with the rapid development of internet technology and the widespread adoption of new media, the industry demands increasingly higher comprehensive competencies from design professionals. In the modern business environment, entities like advertising agencies and internet companies place greater emphasis on user experience. Industry demand has shifted from purely aesthetic output towards strategically driven solutions. However, traditional VCD curricula predominantly emphasize skills and aesthetic cultivation, lacking systematic training in management thinking and capabilities. This gap results in graduates struggling to meet the industry's need for versatile talent. Therefore, exploring the integration of management principles into VCD education to construct a curriculum system that cultivates both artistic aesthetic ability and strengthens management competence and practical skills is critically important. This paper conducts an in-depth analysis of current problems in VCD education, such as the disconnect between course content and industry needs, monotonous teaching methods, and insufficient practical opportunities.

Keywords: Visual communication design; Curriculum system construction; Management principles

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1. Introduction

As the global economy transitions towards knowledge-based and experience-driven models, the creative industries have become a core driving force for national strategic emerging industries. Visual Communication Design, as a crucial pillar of the creative industries, is undergoing a profound transformation in its value proposition [1]. Firstly, domestic industrial upgrading is driving a shift in the role of design. Design services are evolving from traditional "visual beautification" towards "strategically driven solutions." Designers are now required to participate in the entire decision-making process, including brand positioning, user research, and market strategy. Industry expectations for design outcomes have expanded beyond mere aesthetic value to encompass commercial value conversion (e.g.,

user growth, brand premium, user experience optimization), necessitating designers to possess business acumen and resource integration capabilities. Secondly, the design service model is transforming towards user-centricity. Large-scale cross-media communication and digital interaction projects require coordination among development, marketing, supply chain, and other resources, compelling designers to assume a "project manager" role [2]. Remote team collaboration and cross-cultural communication have become the norm, placing higher demands on designers' team management and communication efficiency. Industry research indicates a severe "competency gap" among VCD professionals, with a lack of management literacy emerging as a key bottleneck hindering career development.

The current VCD talent cultivation system fails to meet contemporary demands. Professional courses primarily focus on technical skills training (software operation, visual expression) and aesthetic education, neglecting the systematic cultivation of management thinking (e.g., project workflow, resource allocation, quality control). Furthermore, practical course modules, often exemplified by studio-based or project-based contextual teaching, frequently remain at the level of simulated projects. They lack the management pressures inherent in real commercial scenarios (e.g., client negotiations, cost control, risk response), resulting in students' management abilities not being substantially honed.

2. Discussion on the concept of "Master Teacher Studio"

2.1. Core management principles (focused on the design context)

The application of management principles within VCD is not merely an interdisciplinary fusion but a key factor in enhancing design thinking and practical capabilities. It involves integrating management concepts and principles with visual design to improve the efficiency, innovation, and impact of design projects. For instance, applying the Outcome-Based Education (OBE) concept and drawing from enterprise management theory, a highly integrated, open, and innovative curriculum system can be built through practical teaching, project-based learning, and enterprise project learning. This system cultivates students' practical abilities, enabling them to undertake internships in real or simulated work environments, thereby accumulating valuable practical experience and enhancing employability. Furthermore, by applying Lean Production principles, designers can optimize processes, reduce waste, and achieve optimal resource allocation during the creative process. Introducing innovation management concepts into VCD curriculum construction can effectively stimulate students' innovative thinking and creativity, empowering them to apply theoretical knowledge more effectively to solve practical problems encountered in their work. The core of integrating management principles into design education lies in selecting modules highly compatible with design practice (**Table 1**).

Table 1. Modules of management principles into design education

Management field	Core principles	Design scenario application
Organizational behavior	Teamwork, Leadership, Conflict Resolution	Design team role allocation, Cross-departmental collaboration (Planning/Tech/Marketing)
Strategic management	SWOT Analysis, Competitive Positioning, Resource Allocation	Brand strategy design decisions, Design-driven business innovation path planning
Outcome-based education (OBE)	Emphasizing education linked to practice, providing internships/jobs via industry-academia collaboration	Design proposal iteration/optimization, User testing feedback mechanisms, Design deliverable standardization
Innovation management	Open Innovation, Creative Incentives, Knowledge Management	Design thinking workshop organization, Creative solution evaluation systems, Design knowledge base construction
Marketing management	User Insight, Market Segmentation, Value Proposition Design	User persona construction, Verification of design strategy alignment with market positioning

2.2. Industry-education integration and university-enterprise collaboration

Industry-education integration and university-enterprise collaboration are pivotal trends in contemporary education. They emphasize the need for education to be closely linked with practice. By collaborating with enterprises, students gain access to internships and job opportunities, helping them accumulate practical experience and enhance their employability. Students cultivated under this model typically possess strong practical abilities, enabling them to integrate rapidly into the workplace and contribute effectively [3]. This integration has become an indispensable part of modern education systems, advocating a teaching philosophy that combines theory with practice.

Under this model, educators and enterprises collaborate closely to create a practical learning environment for students. Through internships in real or simulated work settings, students gain exposure to industry operations and workflows, accumulating invaluable practical experience. This exposure not only aids in understanding the application of theoretical knowledge but also strengthens their ability to tackle workplace challenges, boosting their competitiveness. Driven by industry-education integration, graduates often possess solid practical skills and can quickly adapt to workplace changes, transforming their knowledge into problem-solving capabilities. Such graduates are more attractive to employers, having demonstrated adaptability and innovative thinking in fast-changing environments. Furthermore, university-enterprise collaboration optimizes the allocation of educational resources, allowing institutions to adjust curricula based on market demands, ensuring graduates meet the requirements of society and industry for professional talent. Overall, the industry-education integration and university-enterprise collaboration model is crucial for improving education quality and reforming talent cultivation approaches.

3. Strategies for restructuring the visual communication design curriculum system

3.1. Restructuring course content

The essence of Visual Communication Design is solving information dissemination problems through visual symbols. Its traditional competency framework encompasses three dimensions: visual expression ability, technical implementation ability, and cultural translation ability (**Table 2**).

Table 2. Modules of management principles into design education

Traditional skills	Specific manifestations
Visual expression	Typography, color composition, graphic creativity, type design, image processing
Technical implementation	Printing technology, digital media technology (PS/AI/ID), basic interactive prototyping (Figma/XD), AIGC tools (Midjourney, etc.)
Cultural translation	Semiotic Semantic analysis, visual translation of regional culture, visualization of social issues

3.2. Reconstructing the design competency matrix

The specific pathway for integrating management principles into specialized courses involves addressing deficiencies in the current teaching system by incorporating management theory into elective courses and establishing modules such as “Project Planning & Execution”, “Team Management & Motivation”, and “Design Marketing.” These modules are designed to complement core professional courses, enhancing the systematicity

and comprehensiveness of the teaching content [4]. This adjustment aims to cultivate students' comprehensive abilities, preparing them to navigate complex and dynamic work environments with solid theoretical foundations and practical operational skills [5]. The curriculum system serves as the bridge, transforming competency objectives into educational practice. Its construction should follow a four-dimensional logic (**Table 3**).

Table 3. Modules of management principles into design education

Construction dimension	Connotation interpretation	Key elements
Target positioning	Defining the competency coordinates for talent cultivation	Industry needs analysis, Career development pathway mapping
Content structure	Modular integration of Knowledge-Skills-Literacy	Foundational course cluster, Professional core course cluster, Management-integrated course cluster, Interdisciplinary electives
Implementation pathway	Synergistic mechanism of Theory-Practice-Evaluation	Industry-education project-based teaching, Studio system, Enterprise credit recognition system
Quality assurance	Dynamically optimized closed-loop system	Graduate tracking feedback, Student satisfaction evaluation, Course iteration model

3.3. Restructuring teaching models

To align with industry practice, diversified teaching methods such as case-based teaching and project-based learning should be adopted. Increasing the proportion of practical teaching and encouraging student participation in actual design projects will enhance students' comprehensive practical abilities. These approaches not only reinforce theoretical knowledge but also improve hands-on skills and problem-solving capabilities, preparing students to effectively and confidently face future workplace challenges [6]. This model provides a platform for holistic development, allowing students to learn through practice.

3.4. Restructuring faculty resources

Continuous enhancement of teachers' professional capabilities and teaching levels is essential to ensure teaching content and methods remain synchronized with industry standards. This includes: regularly organizing professional development workshops and seminars for faculty to master the latest design concepts and management techniques; actively introducing experienced industry experts to inject fresh perspectives and broaden horizons; and implementing continuing education programs to continuously assess and elevate teaching competence, ensuring alignment with market standards and industry trends [7]. Only through such measures can educators cultivate truly qualified "dual-qualified" teachers (possessing both academic and industry expertise) capable of providing students with up-to-date professional knowledge and skills.

4. Conclusion

In summary, by innovating management concepts, deepening industry-education integration, optimizing teaching models and evaluation systems, and strengthening faculty development, the teaching quality and talent cultivation outcomes in Visual Communication Design can be significantly enhanced. This approach not only cultivates professionals who meet contemporary demands but also lays a solid foundation for the future development of VCD education. Moving forward, continuous exploration and refinement of this model are necessary to propel VCD education towards a more scientific, professional, and practical direction, better adapting to societal

development needs.

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The authors declare no conflict of interest.

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