The Teaching Reform of Enterprise Brand Design from the Perspective of New Liberal Arts

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Abstract: In order to practice the interdisciplinary teaching concept in the context of the development of the new liberal arts, the author takes Xiangsi Lake College of A City University for Nationalities as an example, discusses the teaching reform of the VI design course of corporate brand image. The article addresses the problems caused by traditional teaching, such as classroom audio-visual fatigue, insufficient innovation and entrepreneurship abilities of students, difficulty in seamlessly connecting practical teaching tasks with enterprise design tasks, lack of targeted and entrepreneurial teaching resources, and lack of comprehensive and authentic evaluation systems. In the course of "Enterprise Brand Image VI Design" in the field of visual communication design, measures are proposed to use flipped classrooms to carry out entrepreneurship and entrepreneurship education. This article proposes the creation of a flipped classroom teaching model for "online and offline" communities for school enterprise teaching; Diversified and improved evaluation mechanisms, emphasizing process evaluation, and establishing a diversified evaluation system; Using the interactive development and production of curriculum resources between schools and enterprises as the teaching framework.

1. Introduction

In April 2019, relevant departments jointly launched the "Six Excellence and One Top" Plan 2.0, the plan provides guidance for the construction of new engineering, medical, agricultural, and liberal arts disciplines, as a result, the new liberal arts entered higher education practice. The new liberal arts is an upgrade and expansion on the basis of traditional liberal arts, a reform and innovation that responds to the development needs of the times, it plays a leading role in the development of art [1]. The new liberal arts has a stronger inclusiveness and encourages interdisciplinary and collaborative development. Interdisciplinary integration is also known as multidisciplinary integration, which includes two meanings: In design, it refers to the integration and infiltration of different disciplines; In fields other than design, it refers to the intersection of different disciplines. The course of brand image design has the characteristics of being interdisciplinary, interdisciplinary, and highly comprehensive, it involves clothing design, industrial design, and digital media design majors, interdisciplinary disciplines include marketing, consumer psychology, advertising, communication, engineering, etc. This course involves many key courses, such as graphic creativity, design psychology, logo design, book binding design, layout design, etc

[2]. Brands exist in every aspect of people's lives and are generally divided into for-profit enterprises and non-profit organizations. The course content of brand image design consists of three parts: Enterprise MI (concept identification), BI (behavior identification), and VI (visual identification). With the development of the times and the improvement of consumers' aesthetic standards, the previous brand image design courses have been difficult to adapt to the development of social talent needs. Based on the above background, how to practice interdisciplinary teaching concepts and develop their own characteristics in the context of the development of the new liberal arts is the author's persistent exploration of teaching practice.

2. Teaching Status of Enterprise Brand Image VI Design Course

"Corporate Brand Image VI Design" is a professional limited elective course in the visual communication design major of Xiangsihu College, Minzu University, A City, this course has the characteristics of comprehensive professional knowledge, strong social practicality, and organic integration of skills and artistic aesthetics. Currently, the classroom teaching of corporate image VI design mainly includes teacher knowledge chapter explanation and analysis, personalized guidance, experimental discussion, market research, project practice, software operation, results display, and other links. From the perspective of teaching effectiveness, there are still the following problems in the teaching of corporate brand image VI design course [3].

2.1 Classroom audio-visual fatigue caused by traditional teaching

The traditional classroom is limited by class hours, and teaching activities are still centered on teacher facing students, the dominant position of students is not prominent, and curriculum interaction is insufficient, students have been in passive learning. With the emergence of smart phones and the advent of the 5G era, it is difficult for students to focus on the podium, and the phenomenon of playing with mobile phones with their heads lowered seriously affects teaching effectiveness. The era of "Internet plus" has posed a great challenge to the classroom teaching of the course "Corporate Brand Image VI Design" [4].

2.2 Students lack innovation and entrepreneurship ability

When designing and producing works in class, students emphasize imitation rather than individuality innovation, encounter knowledge difficulties and have a weak ability to integrate, and face market demand but lack comprehensive design innovation ability; During extracurricular participation in simulation design projects, emphasis is placed on visual design and lack of understanding of the fields of marketing and materials technology, the market communication ability is weak, and the project team lacks self-discipline and execution ability [5].

2.3 Seamless connection between practical teaching tasks and enterprise design tasks is difficult

In the practical teaching stage of the course, teachers mainly organize students to visit and study in local enterprise design departments, due to time and venue constraints, it is difficult to effectively connect with enterprise design tasks. For example, due to limited working hours, it is difficult for enterprise designers to provide professional knowledge guidance for a long time in accordance with university teaching requirements; Due to limited office space, it is difficult for enterprises to ensure that design operation training is arranged for each student.

2.4 Limited teaching resources, lack of pertinence and entrepreneurship

The current curriculum textbooks are generally divided into chapters based on knowledge points, which are too theoretical and lack pertinence, students can understand but cannot learn, and in practice, they cannot correctly apply design methods. For example, in the chapter "VI Application System, Enterprise Oriented Visual Design", the teaching materials are divided into types, graphic layout, and rendering design, the task of an enterprise is to master the environmental space, guide plate materials, and printing process before systematically conducting guide visual design, this mismatch between the traditional teaching content arrangement and the actual work situation in enterprises directly leads to college graduates not adapting to the production and market needs of enterprises, and it is difficult to independently complete work tasks and entrepreneurship.

2.5 The evaluation system is dominated by teachers and lacks comprehensiveness and authenticity

The original teaching evaluation ignored the learning process and lacked pertinence, making it difficult to improve students' learning enthusiasm, autonomous learning, and cooperative learning abilities. In order to fully mobilize students' learning initiative, cultivate high-quality applied talents in design, and effectively carry out the teaching reform of "mass entrepreneurship and innovation education", it is necessary to reform the existing classroom teaching mode of visual communication design specialty. "Flipped Classroom" strengthens the central position of students in course learning, it can use rich Internet plus+information resources and online and offline hybrid learning to promote personalized learning practice and reflect in-depth learning ideas, the teaching reform of "VI design of corporate brand image" has been gradually introduced [6].

3. Measures for Teaching Reform of Enterprise Brand Image VI Design Course

After several years of teaching exploration in the course "Corporate Brand Image VI Design", the course team is analyzing and understanding the teaching models of "flipped classroom" at home and abroad, based on the characteristics of the corporate brand image design course, we have established industry-university-research partnerships with member units of the A City Logo Industry Association and several influential brand image design companies in A City, and conducted teaching practices such as "flipped classroom" in collaboration with schools and enterprises.

3.1 Create a flipped classroom teaching model of "online and offline" community for school enterprise teaching

This article creates an interactive teaching community of "teachers and students, students, teachers, enterprises, and students", establishes a design task collaboration team, and enhances learning effectiveness through mutual cooperation and learning; This method utilizes online and offline interactive spaces to achieve one-on-one communication and personalized guidance among teachers, enterprises, and students, helping students better master knowledge and skills and effectively complete design tasks. "Teachers and enterprises" jointly build courses online and offline, and implement a flipped classroom teaching model that combines "theoretical knowledge students' autonomous learning+practical exercises, teachers, and enterprise designers' assisted learning." At the same time, students are encouraged to explore efficient and personalized training methods for VI brand image design and planning. Research has shown that this method effectively enhances students' self-learning ability, exploratory learning ability, and innovation ability, significantly improving the effectiveness of curriculum teaching.

3.2 Improve the evaluation mechanism in multiple ways, focus on process evaluation, and establish a diversified evaluation system

How to pay attention to each student's learning situation throughout the process and give an objective and comprehensive evaluation, this requires constantly refining the usual performance assessment items, and implementing multiple evaluation strategies such as student mutual evaluation, enterprise evaluation, and teacher evaluation through the "Design Task Collaboration Group" (see Tables 1 and 2).

Table 1: Achievements in the evaluation and implementation of corporate brand image VI design courses

Peacetime performance	Evaluation of autonomous learning	Online video score 45 points	Teacher evaluation
		Design case documents: 10 points	
		Network activity: 20 points	
		Online quiz 30 points	
	Process learning evaluation	Classroom participation and attendance 10 points	Teacher evaluation+enterprise evaluation
		Learning Practice Notes 5 points	
		Market communication research 15 points	
		Software operation 20 points	
		Visual communication 20 points	
		Innovative performance 20 points	
		Collaborative performance 10 points	Student mutual evaluation

Table 2: Final score of evaluation and implementation of corporate brand image VI design course

Final exam	Work completion degree: 100 points	Teacher evaluation (30%)+enterprise evaluation (70%)
	Market Role Awards (Additional+)	

3.3 School-enterprise interactive development and production of curriculum resources as a teaching framework

Actively carry out professional curriculum and resource development, attract high-quality resources from industry enterprises, and promote collaboration between teachers and senior technical personnel of enterprises to develop curriculum resources. For example, teachers and corporate teams jointly develop and produce a series of "micro courses" for corporate brand image VI design, and prepare a "flipped classroom" self-learning manual for students to guide the self-learning process; Teachers and enterprise designers collaborate to systematically develop and publish supporting textbooks based on teaching practice, ensuring effective implementation of teaching and fully leveraging the educational function of "double innovation" characteristic textbooks[7].

4. The Effect of Teaching Reform in the Course of Corporate Brand Image VI Design

The course "Corporate Brand Image VI Design" is a core professional course for senior students, in order to fully integrate innovation and entrepreneurship education into the curriculum reform in order to fully connect with the graduation internship and practical training of students in the last academic year, it is necessary to improve the high-level, innovative, and challenging nature of curriculum construction, and enhance students' innovation ability and entrepreneurial awareness.

After nearly two years of teaching exploration in the course "Innovation and Entrepreneurship Flipped Classroom" of "Corporate Brand Image VI Design", preliminary results have been achieved.

4.1 Highlight the personalization and autonomy of learning

The latest Muke platform and social media are used for teaching knowledge courses, breaking through the limitations of teaching time and space, and achieving multi-dimensional interaction in the classroom; The offline classroom mainly adopts heuristic, discussion, and design task participatory teaching to stimulate students' thirst for knowledge and creativity, and guide them to delve deeper into the discipline and climb higher.

4.2 Developing multi-dimensional classroom learning activities is conducive to cultivating students' sense of collaboration and entrepreneurship

In the "Corporate Brand Image VI Design" classroom, multi-dimensional learning activities are adopted, such as online question and answer, offline collaborative discussion, online project division design, and offline project field practice, in order to the maximum extent, it embodies the students' personality and specialty advantages, gives full play to their subjective initiative, and embodies their dominant position in teaching and classroom participation; At the same time, the multiple interaction mechanisms between students and students, teachers and students, and enterprise designers and students in the project team have a certain positive effect on consolidating teacher-student relationships, exploring communication and cooperation between enterprises and students, enhancing students' collaborative awareness, and improving their innovative and practical abilities [8].

4.3 Cultivate "Golden Seed" projects for innovation and entrepreneurship education in our school, and cultivate innovative talents for local enterprises

"Hybrid gold courses can be transformed into social practice gold courses, and some of the outstanding works cultivated can also be gradually transformed into the" Golden Seed "project of the China" Internet "Undergraduate Innovation and Entrepreneurship Competition," thus, socialist builders and successors with comprehensive development of morality, intelligence, physique, beauty, and labor will be cultivated for social enterprises.

4.4 Remarkable teaching achievements under the integration and innovation exploration of "Internet+innovation and entrepreneurship education"

After two years of collaborative teaching exploration between schools and enterprises, students' course works have obtained excellent results in the National Undergraduate Advertising Art Competition, the Academy Award of the China Undergraduate Advertising Art Festival, and the City A Logo Design Competition; The golden seed project cultivated by its curriculum won the bronze prize in the competition area of City A at the "Youth Red Dream Building Tour" track of the 5th Internet plus College Students Innovation and Entrepreneurship Competition; Student innovative design won the second and third prizes in the 2019 National 3D Digital Innovative Design Competition in City A; Some excellent students have also received internships and entry opportunities from excellent local enterprises in City A. It can be seen from this that the teaching reform of "Internet+entrepreneurship and innovation education" of the "Corporate Brand Image VI Design" course using the school enterprise collaborative online and offline "flipped classroom" is

feasible. Despite various difficulties in this teaching reform, the established online and offline education platforms, tutoring platforms, practical combat platforms, innovation and entrepreneurship platforms, and internship and training platforms are constantly improving. The new form curriculum of "Internet plus Education" is an important part of the implementation of the first-class curriculum "Double 10000 Plan", this teaching reform promotes the deep integration of information technology and higher education teaching, effectively improving the construction quality of "Golden Class" [9-10].

5. Conclusion

Based on the current teaching situation of the "Corporate Brand Image VI Design" course for the visual communication design major, the author attempts to use the "flipped classroom" teaching method to jointly optimize and reconstruct the teaching content and curriculum system with enterprises, and carry out entrepreneurship and innovation education for the corporate brand image VI design course. After several years of teaching exploration in the course "Corporate Brand Image VI Design", the course team is analyzing and understanding the teaching models of "flipped classroom" at home and abroad, based on the characteristics of the corporate brand image design course, we have established industry-university-research partnerships with member units of the City A Logo Industry Association and several influential brand image design companies in City A, collaborate between schools and enterprises in teaching practices such as "flipped classroom". The course "Corporate Brand Image VI Design" is a core professional course for senior students, in order to fully connect with the graduation internship and practical training of students in the last academic year, innovation and entrepreneurship education should be incorporated into the curriculum reform, improve the high-level, innovative, and challenging nature of curriculum construction, and enhance students' innovation ability and entrepreneurial awareness. After nearly two years of teaching exploration in the course "Innovation and Entrepreneurship Flipped Classroom" of "Corporate Brand Image VI Design", preliminary results have been achieved.

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