

## To Promote the Education of Digital Media Art Through Design Contest

SUN Hui<sup>[a],\*</sup>

<sup>[a]</sup>Academy of Arts of Binzhou University, Binzhou, Shandong Province, China.

\*Corresponding author.

**Supported by** Key teaching and research project of Binzhou University *To Promote the Education of Digital Media Art Through Design Contest* No. BYJYZD201508.

Received 16 December 2018; accepted 25 February 2019

Published online 26 March 2019

### Abstract

This paper aims to explore how to promote the education of digital media art through encouraging students to participate in relevant design contests. It discusses how to instruct students to enter the contest, how to effectively enable them to apply relevant professional knowledge to the design contest, and how to improve the design and hands-on ability of the students thorough the contest. The teachers are able to sum up teaching experience from guidance to the participating students, make every design contest a platform for teaching and explore the way to cultivate the innovative and applied talents.

**Key words:** Design contest; Education; Digital media art

Sun, H. (2019). To Promote the Education of Digital Media Art Through Design Contest. *Higher Education of Social Science*, 16(1), 32-34. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/11044>  
DOI: <http://dx.doi.org/10.3968/11044>

The digital media art is a comprehensive subject that crosses the natural science, the social science and the humanities. The employment rate and satisfaction of the students majoring in digital media art is now a challenge for university educators. The students are required to have practical experience as media companies intend to achieve economic interests as soon as possible while they are not given enough practical opportunities according to the

training program. In this case, how can educators improve the teaching quality of the digital media art and enable the students to be experienced in practice for job success? In the view of the author, one of the best practices for the students at school is to participate in the design contests for digital media art. Therefore, the specialized research on how to provide entry guidance to the students and promote teaching reform by the contest is significant to cultivate the innovative talents and enables the teachers to combine research and analysis with practice.

## 1. INTRODUCTION OF THE DESIGN CONTEST INTO TEACHING

### 1.1 Contest Analysis and Teacher-Student Interaction in Class

First of all, the teachers carefully analyze the proposition and fully explain to students in the classroom or studio combining with the award-winning works over the years against requirements of diverse design contests. Under their guidance, the students are able to develop divergent thinking, soft thinking and dimensional thinking and to change the direction of thinking, in combination with the creative thinking training courses they learned in class. In the process of thinking, the principle of student autonomy is advocated, which is beneficial to training students to be with the comprehensive ability of artistic design innovation. After thinking, the students are required to make their own design ideas into PPT, stand on the platform and brainstorm with teachers and others, and also fully discuss and explore collective wisdom, so as to produce more excellent design schemes which are finally organized into entries. In the second place, outstanding works from different classes are displayed in the exhibition hall for presentation and communication to collect suggestions from the teachers and students. Last but not least, take the essence and discard the dregs.

Efforts should be taken to make each entry a quality work to win different grade prizes in the contests of different ranks.

### **1.2 Professional Exercise After Class Combined With Contest Proposition**

The success of digital media art design contest requires not only teachers' explanations and students' communication in class for the cultivation of extraordinary innovative thinking, but also professional exercise after class. However, on the arrangement of professional courses after class, following traditional teaching methods, many teachers pay too much attention to the exercise of a certain knowledge point and neglect the integration of disciplines, resulting in the contradiction between exercise and reality, which deviates from the training goal of the innovative talents. To solve this problem, the teaching reform of after-class exercise is of great necessity. The students majoring in digital media art are supposed to have the ability to implement ideas by software applications. As the software has a strong timeliness, the students are required to strengthen the proficiency and mastery of software after class. It is a bold attempt to combine theory with practice as to combine design ideas with software applications also to combine the contest proposition with professional exercise. The combination of theory and practice better serves the education of digital media art, but also lays a solid foundation for the cultivation of practical and innovative design talents.

## **2. PROMOTION OF THE PARTICIPATING ENTHUSIASM**

### **2.1 Mobilization of the Teachers**

By organizing students to participate in various design contests, the teaching becomes more flexible and targeted and the students obtain better results in learning. Meanwhile, through various design contests and awards, the teachers certainly understand diverse design information and requirements of the society and establish a good image of the school in the whole society. What's more, the design contest is bound to break the traditional teaching mode of closed classroom, the teachers will surely go out to accept new ideas and things, which has a great positive impact on them. Nevertheless, due to the heavy scientific research tasks, the university educators sometimes neglect to guide students to participate in design contests. Only by establishing a complete and feasible reward and punishment mechanism for the teachers, their participating passion can be maximized. For instance, it can link the award by the instructors to the evaluation of professional titles. In other words, the teachers who guide students to win national or provincial level awards will be awarded with marks appropriately. It can also link the students' award winning to the year-end

bonus of the mentor, which is bound to greatly arouse the guidance enthusiasm of the teachers.

### **2.2 Initiative of the Students**

By participating in various design contests, the learning enthusiasm and initiative of the students can be greatly stimulated and their learning efficiency will also be improved. The design contest broadens the horizon of the students and provides opportunities for students to participate in social activities. Meanwhile, students can take more opportunities to participate in the whole process of discussion, teaching and actual design contests, thereby exercise to complete the contest independently. Obviously, the design contest benefits the students greatly. However, due to the strong timeliness and fast updating of the software used by the digital media art majors, the students usually undertake a heavy learning task, neglecting to participate in the design contest. Under such circumstances, various systems should be drew and established, such as linking the academic credits to the subject contest awards. The winners of national or provincial contest prize will be awarded marks appropriately. In addition, the CET-4 can be associated with the contest awards. For example, the authority can relax the requirements for the winners of awards in provincial or national design contests appropriately.

## **3. APPROACHES TO GUIDANCE OF THE DESIGN CONTEST ENTRY**

### **3.1 Close Attention**

There are many competitions welcome digital media art design majors while the golden ones among them are few. Some official formal competitions deserve close attention, such as National College Students Advertising Art Contest, the National University Digital Art Contest, College Awards and Longding Prize and others, because most of the judges are recognized experts in the profession, which can better reflect the true capabilities of the participants. Since the annual contest time is basically fixed, it is suggested that the participating teachers and students should make time tables to focus on major contests.

### **3.2 Expert Guidance in the Contest**

With doubt, guidance to the students in the contests is important, while for major contests, it is necessary to invite and employ experts to present academic guidance, case studies and contest skills. Cooperating with the experts, combined with the professional courses, the teachers should actively arrange relevant practical training, so as to be sufficiently prepared for the contest. The experts will be re-invited to attend the summary meeting for the communication between the students and the mentors after the contest. At the meeting, a

comprehensive and detailed analysis will be carried out on the awarding and non-awarding works the school showed to make the teachers and students fully understand the reasons for success and failure and provide a basis for teaching later.

### 3.3 Guidance Throughout the Contest

In the past, students are blind to the digital media art design contest. Generally, the contest information and requirements are first released by the teachers, and then students enter with a task-oriented mentality and receive evaluation when they finished. Such a result is far from ideal. The author proposes to point out the importance of contest awards to the students for future employment so as to inspire them to enter the competition and place them on a principal status. The teachers are supposed to offer guidance throughout the contest seriously, mobilizing students in the early stage, instructing students constantly in the middle period and summarizing accomplishment at last. The mid-term guidance needs serious concern. In the middle period, much attention is paid to cultivate the imagination, creativity and independent thinking of the students. The teachers should change the old way of result oriented thinking but ignoring the process of creation, therefore, problems can be found and corrected without delay, avoiding total negation due to large defects at last. As thus, the students can not only sustain their entry enthusiasm, but also understand and grasp the contest proposition more accurately, which lays a foundation for success in the future contests.

### 3.4 Wide Study and Knowledge Expansion

Digital media art is a comprehensive subject that spans the social science, the humanities and the natural science. This major involves knowledge of art design, plastic arts, digital image processing technology, interaction design, computer graphics, computer language, information and communication technology and other aspects. Therefore, after completing the training of professional courses, students can dabble in hundreds of schools and expand the scope of knowledge through elective courses, online courses and other learning channels. The school authorities need to optimize the teaching and training program in time, constantly update the teaching content, and establish a scientific and reasonable curriculum system.

### 3.5 Going Out and Bringing in

On condition that the professional quality of both teachers and students is constantly improved, the level of school education will be promoted gradually. The way of promotion contains not only the Internet but also the policy of going out and bringing in. The so-called going out can be carried out as a team of teachers and student representatives visiting and communicating in famous universities and enterprises and at the exchange meeting of the design contest. As thus, the teachers can make up for the deficiencies in education and complement to each other, so as to make clear the direction for the teaching reform, contest entry and student employment. Besides, the so-called bringing in can be the introduction of teachers, students and works from well-known universities, achieving face-to-face communication with them to assist the teachers and students to broaden the horizon and recognize deficiencies.

---

## CONCLUSION

---

To conclude, the design contest is an effective way to cultivate and improve students innovative ability, divergent thinking and practical ability, also a valid form to test the quality of college education. In order to meet the needs of the society for the innovative talents, the educational concept of student-centered and teacher-guided needs to be followed and insisted. The teachers and students are able to obtain actual professional progress by means of the digital media design contest. Through the research on the digital media design contest, the teaching results are tested and the deficiencies in teaching are found, which provides a guiding basis for the improvement of the teaching quality of digital media art major in the future.

---

## REFERENCES

---

- Zhou, C. D. (2010). *Journalism & communication*. China Book Publishing House.
- Zheng, J. Z. (2000). *Teaching and learning with cases* (in Chinese). East China Normal University Press.