

A Practical Study of Blended Teaching Reform in Display Design Courses

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Abstract:

The research on the teaching reform practice of the exhibition design course aims to cultivate high-quality applied talents who can adapt to the needs of the national regional and industrial economic construction and social development. And cultivate students who have good humanistic literacy, professional ethics and aesthetic ability; who have the ability to design and plan with the concept of ecological livability as the centre, and who have the ability to explore new solutions and creativity in combination with the needs of the society; who have the ability to comprehensively apply diversified knowledge in solving the problems of the environmental design domain. The programme is designed for the students who have the ability to design and plan for the concept of eco-living and the creative ability to explore new solutions in the light of social needs. In the practical level of online and offline hybrid teaching reform of exhibition design, the teaching organisation of “theory-case-practice” is carried out according to the direction of professional cultivation of talents and the organic combination of regional culture and the curriculum system is infiltrated into the teaching process, so that the teaching process can be carried out in a subtle way. In the process of teaching, we help students to establish the regional cultural view in a subtle way, improve students' traditional cultural cultivation and aesthetic ability, and enhance the cultural connotation of the design works at the same time.

Keywords:

Blended Learning, Display Design, Curriculum Practice

1. Introduction

Display design course hybrid teaching reform highlights the school-enterprise cooperation case-based teaching, to achieve the cultivation process and the combination of application-oriented talents, and further promote the “enterprise tutor into the classroom, real projects into the classroom, students into the post”, highlighting the integration of school and enterprise characteristics of professional schooling, and to promote the practical content of the course and the industry job requirements. The school will further promote “enterprise mentors in the classroom, real projects in the classroom, students in the job”, highlight the characteristics of school-enterprise integration, promote the practical content of the curriculum and

industry job requirements, and effectively improve the competitiveness of students in the future. At the same time, with the goal of collaborative innovation and the combination of production, learning and research as a way, we will integrate the online and offline resources of the exhibition design course in phases, and really lead the students to implement the reform goal of “organic collision of design and practice, and perfect fusion of the classroom and the post” in the practical teaching.

2. Display Design Course Blended Teaching Objectives

Display design is a core compulsory course for environmental design majors, with strong practicality, comprehensive knowledge structure, strong cross-disciplinary characteristics, to adapt to the school to cultivate “one body, two wings” of high-quality applied personnel training requirements, the need for diversified integration of interactive information communication media, modernisation and diversification of teaching methods will become an inevitable trend.

In the cultivation of vocational ability objectives, the online implementation is based on the latest information and concepts of the domestic and international display design industry, and the offline project-based teaching method and physical teaching method are the key points to build a platform for “cross-disciplinary and cross-industry” exchanges, so as to enable students to have an in-depth understanding of the display design industry.

On the cultivation of design ability objectives, we explore new paths of curriculum teaching reform, and through the three-dimensional teaching method of online cross examination and evaluation + offline practical exercises, students can independently complete the comprehensive design expression of display space, creating a good environment for the cultivation of specialised talents in environmental design under multi-mode.

On the cultivation of quality ability objectives, through the party building cultural exhibition hall and museum case practice let students learn to pay attention to social needs in the design, improve the social service consciousness and the concept of social aesthetics construction.

3. Exhibition Design Course Construction and Application Points

3.1. Key challenges addressed by the curriculum reforms

As a common compulsory design course for multiple majors, it needs to integrate teaching resources in a market-oriented manner. On-line and off-line link teaching to make up for the shortcomings of traditional design courses, so that students can truly experience the role of jobs, guide students to use the knowledge they have learnt to solve practical problems, so that students can master the new design methods under the development of the industry and innovative thinking mode. The focus of the blended teaching reform of the course is to solve the problem of how to open up the display design courses of various design disciplines and make correct use of the cross-assessment of the assessment method and the integration of scientific, rational and diversified teaching resources to build a three-dimensional teaching mode together. That is, how to extend the content of post-course independent learning, the diversified construction of online teaching resources, and the transformation of the future social practice links in four aspects.

3.2. Arrangement and organization of the teaching content

The content of the exhibition design course for environmental design majors is based on the thematic design of exhibition space. There are 9 chapters in total. 48 hours are divided into 18 hours online and 30 hours offline.

Pre-course online learning to identify problems. Pre-study tasks are assigned through chapter knowledge points, task points, online discussions, homework, course points, etc., which can be completed using fragmented time, and the hot issues of display design are raised while clarifying the key points of the course.

In-class offline practical problem solving. In-class realisation is based on real projects. Teaching in the form of student group design and reporting, group tutorials, and cross-assessment.

Continuous post-course updating on outcome transformation. Instructing students in student debriefing style project outcome presentations + disciplinary competitions task-driven teaching and learning activities to enhance theory and practice.

4. Innovative Ideas for Blended Teaching Reform in Display Design Courses

The online link breaks through the traditional teaching mode and adopts the method of independent investigation by students. Changing the previous passive teaching mode of “teachers speak, students listen”, creating a new mode of active participation and independent collaboration among students. Through the online task points, knowledge learning and online course activities to master the pre-theoretical knowledge.

The offline link combines the project-based teaching method to complete the design training, with the project as the main line, the group report, the teacher focuses on commenting, and the inter-professional cross-evaluation is carried out. To break the students' difficulties in contacting the exhibition materials, the offline practical session introduces the display design materials and the physical construction of the exhibition tools, and the students' practical hands-on intuitive experience of the assembly of the internal decorative materials in the exhibition hall, and mobilise the enthusiasm of the offline classroom participation. In order to achieve zero distance between the course teaching and the workplace, the implementation of display design project-based teaching, enterprise-oriented cooperation, to achieve a student-centred inspirational, cooperative and participatory teaching new ideas.

4.1. Innovations in mechanisms for evaluating the effectiveness of reforms

To build a “cross-disciplinary and cross-industry” communication platform. Combined with the characteristics of design under the new media technology, we integrate the resources of various majors and the display design industry to promote cross-fertilisation. At the same time, we correctly apply the project teaching method under the integration of industry and education, and in order to achieve zero distance between the teaching of the curriculum and the workplaces, we implement the project teaching of display design, and cooperate with enterprises, so as to realise the student-centred, inspiring, cooperative and participatory teaching.

Specific evaluation reform measures are oriented to online and offline inter-professional and inter-industry exchanges to carry out mutual assistance and mutual evaluation of design majors. In the course exchange, we can organise representatives

of teachers of design majors who offer exhibition design courses and representatives of designers from school-enterprise cooperation units to firstly make detailed comments on the students' proposals one by one, affirm the students' merits, and analyse the shortcomings of the students' proposals as well as the methods and ideas for improvement. Secondly, they shared the standards of actual exhibition design projects, explained how to design a set of display design programmes that can be put on the ground as well as the considerations for bidding projects and the specific contents that should be included in the design tender, so that the students could feel the requirements and standards of the first-line industry, and finally shared some excellent display design programmes of the Cultural Expo and the Tourism Expo. Through this kind of cross-disciplinary cross-class teachers and industry and students to exchange design issues between teachers and students, and strive to teachers and students praise at the same time to achieve good teaching results.

4.2. Innovation in the Civic and Political Elements of the Curriculum

Based on professional education, focusing on innovation and entrepreneurship education, and aiming at social responsibility education, students take the initiative to pay attention to social needs, improve their awareness of social service and social aesthetics, use display design means to disseminate correct values, and ultimately transform the results of the series of practice of students' Civic and Political Culture theme. The online cases and offline practical exercises incorporate the elements of ideology and politics, focusing on the red culture and science and technology design of the Party building culture wall, museums, memorials, science and technology museums and other topics, and guiding the students to design programmes rich in Chinese heart and full of Chinese flavour with the support of excellent Chinese cultural traditions.

4.3. Online Project Teaching Resource Library Construction

Multi-specialty joint construction of the practical project case base of the display design course and the teaching resource base of online course learning. Through the dual combination of online online learning platform and offline virtual simulation experiment centre, the online and offline teaching resource library is regularly updated, and its content is supplemented and adjusted in a timely and targeted manner according to the students' online learning progress and data feedback. It aims to strengthen the cultivation of vocational ability of students majoring in environmental design, adapt to the national requirements for the cultivation of high-quality applied talents, take the initiative to optimize the resources of the online platform and update the online resources such as enterprise case library and online video, and collate the results of the course practice.

4.4. Practical projects to engage in pedagogical innovation

In the classroom, the first stage of online theoretical learning is first completed to enhance the independent learning ability of the pre-design theory session. The online learning session is based on teaching subsections, focusing on the writing specifications of various programme report planning, online theoretical learning and the cultivation of innovative direction;

In the classroom, the offline practical session organised students around the assessment of the cultural theme of the exhibition space series of creative needs to be produced to complete the initial design direction programme and results reporting

work. Will be currently existing and under construction or will be built red tourist attractions, red revolutionary history exhibition halls, red education bases, party service centres and so on as the design object, the theme around the museum, art gallery and other exhibition halls indoor space design, exhibition space design direction of red culture creative design strategy.

After the classroom, continuous updating of the results of the transformation, complete the reporting type project results show course report. Demonstration of teaching is one of the comprehensive ways to demonstrate the effectiveness of teaching in the school, and the whole course results assessment results are composed of two elements: online process assessment results and offline results assessment results.

5. Evaluation of the Effectiveness of the Application of the Curriculum and Plans for Its Continuous Development

5.1. Evaluation of the effectiveness of course application

In the course construction, we insist on the requirement of practical teaching and assessment mechanism. Through docking design disciplinary competitions, Da Chuang project, college students' scientific research projects, etc., the teaching activities are driven by participation tasks to improve students' motivation, and through the guidance of teachers, they have gained good results in a number of competitions, and at the same time, they collate the practical works of the course and transform them into results to achieve the new results of the course reform. Feedback on the effectiveness of course application is evaluated through students' online assessment, peer assessment, and supervisors' assessment in colleges and schools. After the blended teaching reform, it is aimed to have a positive impact on students' graduation design and thesis thesis selection and employment direction, and there is an increase in the direction of display design in graduation design and thesis selection, and the proportion of students choosing the direction of display design in the direction of employment and innovation and entrepreneurship has increased.

5.2. Programme of continuous building of the curriculum

(1) Improve the construction of course teachers, optimize the teaching plan, syllabus, online chapter task points and knowledge points. Fully use new media technology to assist teaching, design students and teachers "into zero", the professional knowledge points into short videos, micro-courses, convenient for students to learn anytime, anywhere.

(2) Strengthening the cultivation of students' vocational abilities, optimising the resources of the web platform and updating online resources such as enterprise case banks and online videos, and collating the results of course practices.

(3) Make a breakthrough in social practice. Increase the cooperation between schools and localities, fully share the resources of social practice bases, improve students' hands-on ability while enhancing the awareness of social service, and provide more employment opportunities by combining with designers to guide students' design practice offline.

5.3. Reflections on the blended teaching reform of display design courses

(1) How to extend students' independent learning after class. In the past, the display design assessment was mainly created through two-dimensional and three-dimensional forms, limited to the level of planarisation and conceptualisation drawings. In the future, we should continue to make more efforts to actively explore the characteristics of design arts and practical teaching and research, and move other professional disciplines to display design teaching and common development.

(2) Diversified construction of teaching resources. Continuously build and make full use of the enterprise case library and resource library, and regularly update the teaching resources. At the same time, integrate online learning and project practice according to the feedback of results to stimulate students' learning motivation to a greater extent.

(3) Reform direction and improvement measures. The course practices the teaching mode of "two spans and one integration", and integrates the teaching form of "inter-professional and inter-industry" into the teaching through the integration of speciality and technology. In the future, we can also actively realise the new path of "four spans and three integrations" through the integration of cross-schools and cross-regions, the integration of social practice, and the integration of design innovation and practical skills. We strive to achieve a new mode of multi-school interaction and review of different stages of the design programme and the integration of the four majors.

6. Conclusions

The focus of the teaching reform of the exhibition design course for environmental design majors is centred on the background of the strategy of rural revitalisation. From the perspective of social practice, using online and offline hybrid teaching methods, classroom teaching is carried out in the pre-design period from the countryside field research, integration and generalisation of the regional cultural characteristics, and then converted into an appropriate design language, aiming at completing the regional cultural exhibition environment "understanding - exploring - refining - redesigning" innovative process. --The aim is to complete the innovative process of "understanding", "exploring", "refining" and "redesigning" of the regional culture display environment.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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