Discussion on the Teaching Design of Living Space Design Course based on the Integration of Industry and Education

Haonan Long[*], Sihuang Liu[1st], Run Yuan, Jie zhang

Hunan Automotive Engineering Vocational College, 412001, China

*Corresponding author e-mail: 1015088560@qq.com

Abstract. This study aims to improve the practicality and innovation of decoration design courses through teaching reform. The teaching team incorporates the latest design concepts and technical tools by reconstructing the course system. At the same time, a project-driven teaching mode is added to encourage students to participate in real case analyses and solution proposals in order to enhance their comprehensive design capabilities. Facing the growing demand for talents in the interior design industry.

Keywords: Teaching reform; Curriculum system; Teaching model

1 Introduction

In order to deeply implement the 20th CPC National Congress and General Secretary Xi Jinping's important instructions on vocational education, deepen the integration of industry and education, cultivate skillful brand creative talents, and provide strong support for serving the strategy of "three highs and four news" and the province of industrial strength. College and industry enterprises to jointly create the interior art design professional core curriculum "living space design"[1], the course around the "interior design" job talent needs, docking vocational skills competition evaluation standards and interior designer certificate, to economic and social development in the real project as a grip, follow the law of student cognition, reconstructed the X big module Teaching content, innovative "school-industry co-operation" co-education, exploring the "three integration, three steps, three methods" teaching mode, the implementation of the "three-layer multiple" value-added personality evaluation, to solve the difficulties in matching the design project with the curriculum, and the difficulties in students' creative cultivation. It has solved the problems of matching design projects with the curriculum, cultivating students' creativity and evaluating design works.

2   Holistic Instructional Design

2.1   Unity of Knowledge and Practice, Reconstructing the Teaching Content of the Three Modules of "Imitation, Modification and Creation".

The course buttresses the vocational ability requirements of interior design, benchmarks the "ACAA Interior Designer Certification" and the competition standards of the Interior Design Skills Competition, refers to the national standards, the professional training programme, implements the curriculum standards, follows the law of cognition, and reconstructs the course content into three modules: "professional basic ability, professional core ability and professional comprehensive ability"[2]. "In the process of serving enterprises and customers, we cultivate students' professionalism of unity of knowledge and action and knowledge of things, as shown in Figure 1.
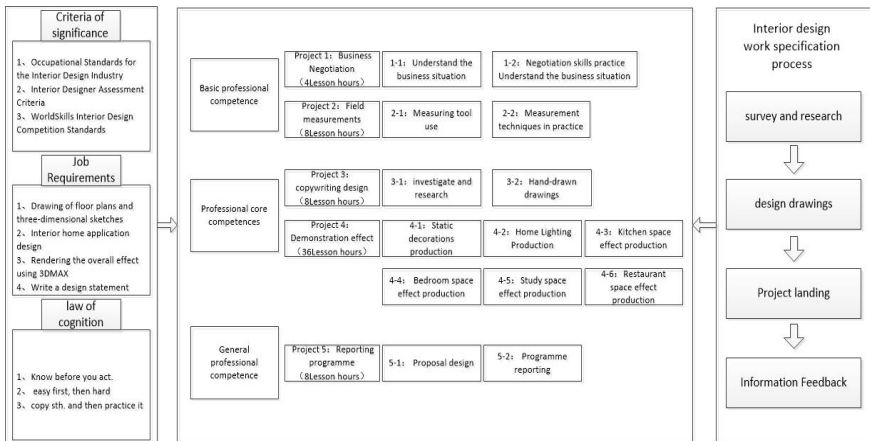

Fig. 1. Reconstructing the content of teaching and learning

2.2   Grasp the Precise Learning Situation and Master Student Dynamics

This course is designed for students majoring in interior art and design. Through the online learning platform, academic performance e-portfolio, Civic and Political Literacy Assessment, PLI Learning Power Assessment and Solomon Learning Style Assessment and other tools, the data obtained is imported into the school's big data analysis platform to form a "visualization of students' growth" portrait, and accurate learning situation analysis is carried out in three aspects, namely, knowledge and skills, cognition and practice, thoughts and behaviors, to grasp the real-time dynamics of the students[3]. The data obtained is imported into the school's big data analysis platform to form a "visual portrait of students' growth", which carries out accurate analysis of students' learning situation in three aspects, namely knowledge and skills, cognition and practice, thoughts and behaviors, and grasps students' real-time dynamics.

2.3 Focus on the Important and Difficult Points of the Course By Benchmarking the Positions

Based on ACAA interior designer certification, national teaching standards, professional training programmers and curriculum standards, vocational skills competition interior design competition requirements[4], combined with job requirements targeting the teaching objectives of each module of the course, based on the content to determine the key points of teaching, based on the learning situation to determine the teaching difficulties.

2.4 Precise Cultivation and the Construction of the "Three Integration and Three-Step" Teaching Mode

Three integration: one integration is the high degree of integration of school teachers and industry experts, the high degree of integration of school professional classrooms and industry workshops; the second integration is that the interior designer positions for the course to provide the requirements and materials, the course for the positions to cultivate talents, the post course for each other as a prerequisite; the third integration is that the course for the positions to provide the requirements for the examination, the positions for the courses to provide a platform for the evaluation.

    Third stage: In the face of "interior design job requirements" and the weakness of the students' creative ability, advocating "not broken, first broken, then established" concept of the formation of creativity, the course to the node of the class, the class, after the class for the students to go through the three stages of "establish a template - broken template - establish a paradigm"[5]. We advocate the concept of "no breakage, no establishment, first breakage, then establishment", so that students can go through the three stages of "setting up a template - breaking the template - setting up a paradigm" before, during and after the course.

2.5 Integration of Resources to Create A "Four-In-One" Learning Ecology

Taking the real work tasks as the carrier, in the four environments of industry base, creative base, production base and application base jointly built by the school and the bank, the learning ecology of "production, creation, production and application" is four in one. In accordance with national standards, industry norms, and in-depth cooperation with the industry, the course starts from the needs of the interior design industry, bases itself on the needs of jobs, integrates contents, and highlights the vocational competence of VI design.

2.6 Explore Value-Adding and Implement A "Three-Tier Diversified" Evaluation System

We have constructed a three-tier multiple evaluation system of process, final and value-added, focusing on the evaluation of adaptability to interior design jobs,

professionalism in interior design, concentration in interior design, and creativity in interior design on the basis of the gradual evaluation of knowledge and ability quality. Among them, the value-added evaluation establishes a single award, breaking the score-only evaluation method, solving the problem of difficult evaluation of art and design works, and promoting the personalized growth of students.

3   Course Teaching and Learning Implementation Process

According to ' research and creation-art creation-actual creation ', the implementation of the three-creation classroom is shown in Figure 2.
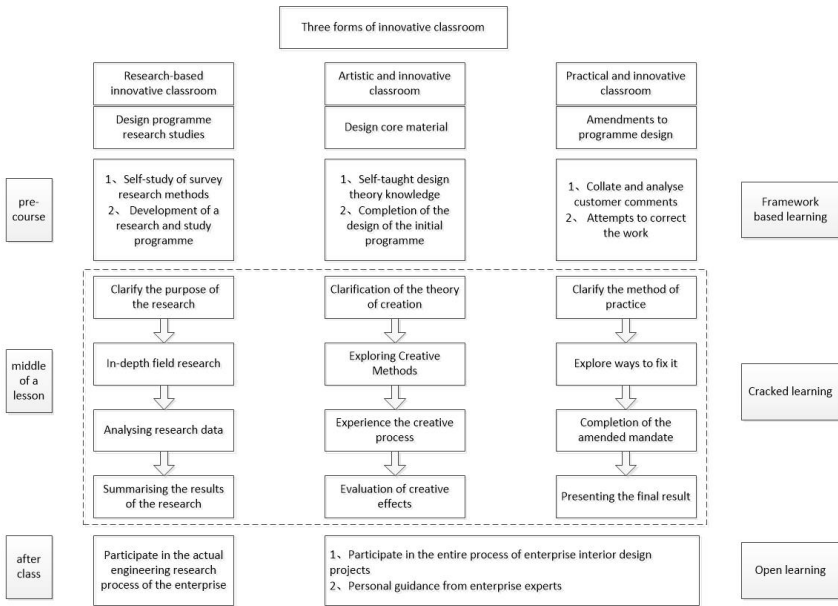

Fig. 2. The flow chart of classroom teaching

3.1   Research and Creation Classroom: Design Research and Consolidation of Foundation

The research classroom cultivates the ability to design research, analysis and orientation. Before the class, the teacher uses the online teaching platform to release the learning task research assignments, students in the case material in the initial feeling of honesty, integrity, for people to really seek truthful thinking, and complete the pre-course study and information preparation. In the class, students further felt the importance of down-to-earth and truth-seeking in the position in the customer's real-life field research activities, breaking through the teaching focus of real data collection and analysis, and under the guidance of the teacher to carry out the research data, summarize the analysis and design the positioning of the link, in practice, to resolve the difficulties of the

optimization of the research process, and to further internalize the spirit of professional pragmatism, and the importance of truth-seeking[6]. After the class, the teacher gave evaluation according to the group and individual performance, and according to the students' individual performance to design the post-course job work-style tasks.

3.2   Artistic Creation Classroom: Creative Enhancement, Shaping Capabilities

Artistic creation classroom cultivates design creativity and thinking. Before class, teachers use the online teaching platform to release home decoration design tasks and push design templates. Students initially feel the "realistic thinking" in the case material and use the resources to complete the pre-course experimental homework. During the lesson, students first listened to the comments of industry experts on the pre-course work, and through listening, voting and discussion activities, they further felt the innovative methods and innovative thinking, and were guided to physically explore the process of "break-establish-break" to complete the "break-establish-break". To strengthen the design of highly recognizable works to solve the difficulties. Under the guidance of teachers and industry experts, students will be able to enhance their creativity in four areas, namely, home design, bedroom design, living room design, and initial project presentation, and break through the four key points of common methods of interior design in practice. Further internalize the spirit of innovation in interior design and the spirit of design craftsmanship. At the end of the lesson, the teacher evaluates the performance of the group and individuals, and industry experts award individual prizes according to the unique highlights of the works. And according to the specific situation of the students to implement the expansion of the task.

3.3   Real Creation Classroom: Showcase Yourself on the Ground

The real creation classroom focuses on cultivating the ability of design landing correction verification. Before the class, the teacher uses the online teaching platform to release the physical correction verification task, the students initially feel the realistic thinking in the case material, take the initiative to seek the customer's opinion on the correction and make a record, and then make modifications to try to verify the implement ability.

In the lesson, students further felt the importance of design verification and verification and correction methods in the "model virtual site experience activities", broke through the teaching focus of design verification strategy formulation, and completed the task under the guidance of the teacher, solved the teaching difficulties of the implementation of interior design assessment methods in practice, and further internalized the spirit of pragmatic labor. The spirit of labor and the spirit of pragmatic craftsmanship were perceived. After the class, teachers and experts from enterprises evaluated the students' performance and designed post-course job-type tasks according to the students' performance.

4   Ideological and Political Education into the Whole Process of Teaching

In the research and innovation classroom, highlight the truth. Through design research and positioning, in-depth customer residential collection of real data, to develop a personal level down-to-earth, realistic and pragmatic creative habits. In the art creation classroom, highlight the new. Through the design of home effect diagram, bedroom effect diagram, study and restaurant design, initial case display design, etc., the spirit of craftsmen who are dedicated and innovative at the industry level is cultivated. In the real classroom, highlighting the reality. Through the revised design of the scheme and the verification of the implementation of the scheme, the pragmatic style of rigorous and serious, good at making good achievements, seeking truth from facts and working hard to rejuvenate the country is advocated.

5   Conclusions

Through innovative course design and teaching, students in this course have seen their project grades increase in terms of excellence, realising the transition from learners to prospective designers, and their sense of professional identity has increased dramatically. In addition, students gained a sense of achievement through design and cultivated the value of serving the public from the inside out. Participation in "public service creation" has become more proactive.

Acknowledgment

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