

Research on the Teaching Reform of "Interior Design" Specialized and Creative Integration Course in Application Oriented Universities

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ABSTRACT

Promoting the deep integration of professional education and innovation and entrepreneurship education, and cultivating innovative and entrepreneurial talents with solid professional practice ability are important tasks for the current application-oriented universities to deepen the curriculum reform. This paper discusses the teaching reform methods and strategy of "interior design" specialized innovation integration course. On the basis of theoretical research on the connotation of specialty innovation integration course, this paper analyzes the common problems existing in the teaching of interior design course in application-oriented colleges and universities, and takes the teaching reform of "interior design" of Xiamen University of Technology as an example to implement the innovative integration course teaching reform of "interior design" major from establishing open teaching concept, organizing integrated teaching content of production, teaching and innovation, and collaborative teaching of school enterprise tutors, and improving multiple assessment and evaluation. It is of positive significance to improve the teaching quality of the course and the overall quality of interior design talents.

Keywords: application-oriented university, interior design, integration of specialty and innovation, teaching reform

I. INTRODUCTION

With the development of national innovative economy and the aggravation of competition in interior design industry, the ability requirements of professional talents are increasing day by day. Compound talents with innovation and entrepreneurship ability will obtain more long-term development space. In order to speed up the cultivation of innovative and entrepreneurial talents and to run the innovation and entrepreneurship education throughout the whole process of professional personnel training, the general office of the Ministry of Education proposed to build a number of specialized innovation integration demonstration courses in the "Notice on Deepening the Construction of Demonstration Universities of Deepening Innovation and Entrepreneurship Education Reform in 2019". [1] "Interior design" as the core course of environmental design major in colleges and universities, relies on the opportunity of specialized innovation integration curriculum construction. Deepening the curriculum teaching reform can effectively enhance students'

innovation consciousness and entrepreneurial ability facing the industry demand, and has positive significance to improve the teaching quality of the course and the comprehensive quality of interior design talents. Based on the teaching practice of interior design course in application-oriented universities, this paper explores the teaching reform strategy integrating innovation and entrepreneurship teaching concept and content, so as to provide reference for the teaching reform of related courses.

II. AN OVERVIEW OF THE INTEGRATION OF SPECIALIZED AND CREATIVE COURSES IN APPLICATION ORIENTED UNIVERSITIES

The construction of specialized innovation integration curriculum is a teaching mode proposed to adapt to the requirements of social development and change the status quo of the separation of professional education and innovation education. [2] The construction of specialty innovation integration curriculum in application-oriented universities should aim at cultivating applied innovative talents who can skillfully use knowledge, solve practical problems in production and adapt to the diversified needs of society.

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[3] On the basis of integrating innovation and entrepreneurship education concept, cross-border upgrading of curriculum teaching mode and content can not only reflect the high-level of professional knowledge, but also fully stimulate students' innovation and innovation High quality courses for career potential. The integration of professional and creative courses has put forward higher requirements for both teachers' teaching and students' learning. Teachers should not only keep up with the development of the industry and update their professional knowledge in time, but also actively introduce successful cases of innovation and entrepreneurship, design novel teaching modes and methods, stimulate students' innovative consciousness and exercise their entrepreneurial practice ability. In the process of problem-solving, the problem-solving should be changed from the problem-solving to the problem-solving. There is no standard paradigm for the construction of specialized innovation integration curriculum. Different professional courses should explore the appropriate focus according to the actual teaching objectives and learning situation, and guide the teaching to produce substantive changes by using the thinking of cross integration, and finally achieve the goal of cultivating high-quality applied talents.

III. ANALYSIS ON THE TEACHING SITUATION OF INTERIOR DESIGN COURSE

At present, there are many colleges and universities offering "interior design" professional course, but the overall teaching level lags behind the development of the industry. In particular, the ability of application-oriented talents for industry practice often deviates from the post requirements, and the innovation ability of students for practical problems is obviously insufficient. The author thinks that it can be attributed to the following problems.

A. Theoretical teaching lacks systematicness

"Interior design" teaching is mainly based on general theory, and the knowledge is scattered and frontier, systematic and deep is not enough. It lacks systematic explanation and comprehensive application of knowledge from interdisciplinary perspective. Teachers usually organize the teaching content selectively on the basis of the theory of reference materials, combined with personal understanding of the curriculum and practical experience. This makes it difficult for students to establish a systematic and holistic curriculum cognition, and the shallow theoretical basis plays a very limited role in stimulating students' innovative inspiration.

B. The combination of production, teaching and research is not tight

In reality, due to the fact that the teaching progress is not synchronized with the actual production of enterprises, and the school enterprise cooperation mechanism is not perfect, few enterprise projects can be successfully introduced into the course teaching, and the problem of "production, teaching and research" in teaching is more prominent. Most teachers use classical cases and virtual topic teaching, students cannot deeply insight into the design problems and needs in reality, the design process lacks clear innovation goals, and the design results can only be reduced to the pile of formal beauty. In the long run, it is bound to affect students' innovation motivation and professional comprehensive ability.

C. Teachers' professional background is single

Most of the teachers of interior design course in Colleges and universities mainly have professional background of environmental art, and most of them are postgraduates from colleges and universities. Teachers have a solid theoretical foundation, but they have less practical experience in enterprises, and their professional depth and breadth are not good, especially in the awareness and ability of interdisciplinary innovation and entrepreneurship education. It can be seen from some students' works that teachers' teaching focuses on theoretical concept combing and spatial form creativity, lacking logical guidance of design process based on practical problems and engineering technology, and the innovation and feasibility value of design results are generally not high.

IV. TEACHING REFORM STRATEGY OF "INTERIOR DESIGN" SPECIALIZED AND CREATIVE INTEGRATION COURSE

The foundation of innovation and entrepreneurship education is professional education. Without professional education, innovation and entrepreneurship will become castles in the air and water without source. [4] Whether the teaching reform of "interior design" integration course can achieve the expected goal, the key lies in improving the professional teaching level and students' practical ability. Professor Zhang Yue of the Academy of fine arts of Tsinghua University believes that teaching is actually an ecosystem, in which every element has a direct or potential impact on human growth. [5] Only by breaking the traditional thinking pattern and exploring the innovative teaching paradigm from the whole process of teaching concept, teaching content, teacher composition and assessment, can we really promote the two-way integration of professional education and innovation and entrepreneurship education, and inject sustained endogenous power into the curriculum teaching reform. (See "Fig. 1").

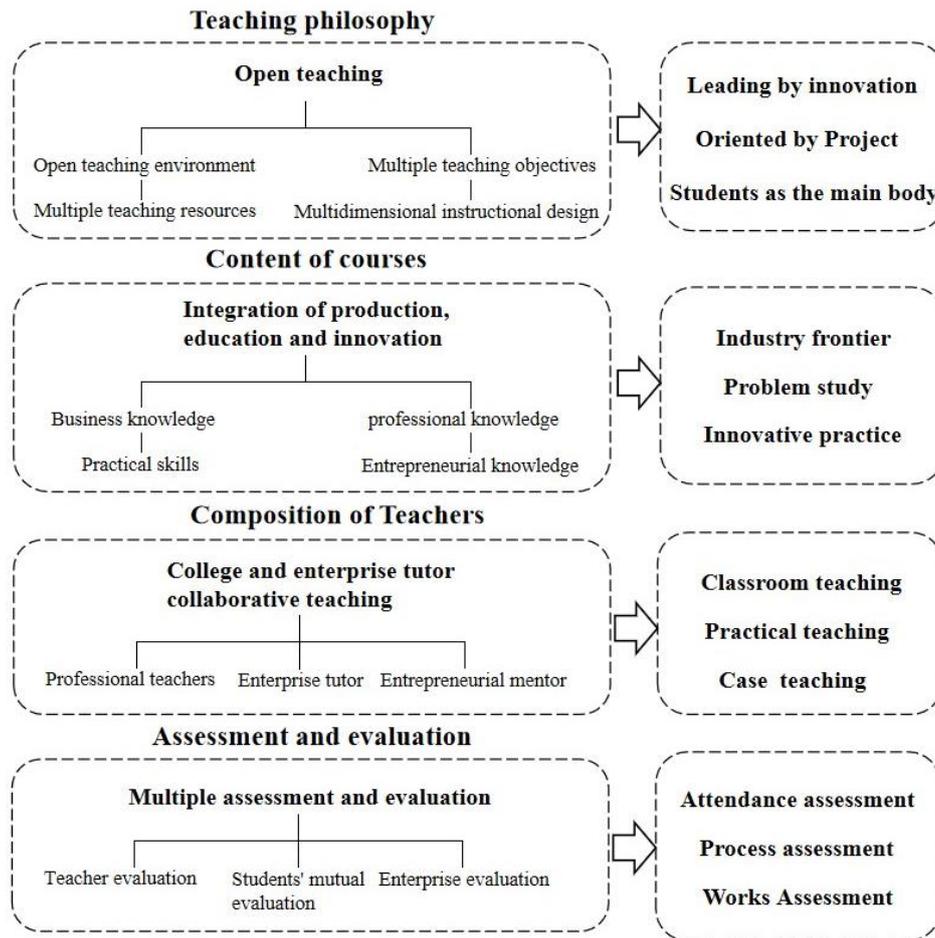


Fig. 1. Teaching system of specialized and creative courses.

A. *Establishing an open teaching concept and cultivating students' autonomous learning ability*

Compared with the traditional closed teaching, open teaching is proposed. By integrating all kinds of available teaching resources, it can realize the multi-directional connection between teachers and students, in class and after class, school and society. [6] Open teaching aims to optimize the relationship between teaching and learning, endow students with more autonomy in interactive teaching, cultivate their ability of independent thinking and judgment, and improve their comprehensive innovation quality. On the one hand, open teaching should transform the traditional classroom into a multi field teaching environment, promote the integration and collision of interdisciplinary and interdisciplinary professional knowledge, and comprehensively improve the knowledge structure of students. For example, the author arranges the students to investigate the office area of the financial office, the hospital building and the staff canteen of the University in groups, and introduces the user research methods such as questionnaire

interview, user portrait, behavior diagram, etc., and requires students to understand the space function from the perspective of users and identify the pain points in the real space. Students walk out of the classroom and enter the running field environment. The on-the-spot experience and intuitive understanding of the spatial functional structure cannot be replaced by classroom teaching, which is conducive to cultivate students to put forward feasible innovative schemes through independent thinking.

On the other hand, open teaching should take students as the main body and cultivate students' autonomous learning ability. The key of teachers is to teach students the ability of autonomous learning, using knowledge and actively exploring problems by means of inspiration, guidance and discussion. Although there are differences in the basis and learning attitude of middle school students in reality, and it is difficult to guarantee the effect of autonomous learning in limited class hours, as long as the teachers preset the curriculum planning and make the learning arrangement in stages before, during and after class, the students' autonomous learning state can be gradually stimulated.

For example, in the pre class preparation stage, the author adopts the method of diversified assistance, and sends the theoretical knowledge, classic cases and related excellent course videos involved in the course to the students for preview, and completes the learning briefing in the class to achieve the preliminary mastery of the teaching content; in the class, the teacher tries to reduce the time of theoretical teaching, hand over the learning initiative to the students, and encourage the cooperation of groups Carry out independent learning and practice to form a good teaching atmosphere in which teachers, students and students can help each other and promote each other; after class, guide students to show their innovative achievements offline and online to the campus and communicate with visitors through various forms to help them complete learning reflection.

B. Constructing the teaching content of "production,teaching and innovation" , strengthening students' practical ability

In the information age, the iterative updating speed of design innovation is faster than any other era. Only when the teaching content constantly exceeds the original knowledge category, can students obtain the knowledge and technology that meet the requirements of the times. The construction of "production, education and innovation" integration teaching content is to highlight the practical value of the curriculum content, introduce the latest achievements of industrial development into the classroom, and integrate the relevant knowledge of innovation and entrepreneurship, and purposefully integrate and reconstruct the curriculum content, so as to strengthen students' practical ability and innovation and entrepreneurship ability.

First, teachers should change the traditional mode of thinking, reorientate the teaching direction of interior design, extend the teaching content from the traditional design category to the level of industrial management and innovation and entrepreneurship, so that students can understand that design is not a simple art creation activity, but a part of consumer cultural activities closely related to commercial operation.

Second, around the project topic, the construction of "professional innovation integration" case library, courseware library, literature database and other teaching materials, the introduction of cooperative enterprises to jointly develop teaching cases, in the classroom simulation of the progress and requirements of enterprise practice, to form a real sense of innovation practice classroom.

Third, according to the industrial development trend and the market-oriented law of entrepreneurial activities, relying on the innovation training programs or entrepreneurial practice projects of college students,

this paper analyzes entrepreneurial knowledge through classic entrepreneurial cases, and encourages students to transform innovation achievements into entrepreneurial potential.

The teaching content of the integration of production, teaching and innovation is not a simple superposition of three kinds of knowledge. It is necessary to promote the comprehensive application of subject knowledge through the interaction of design research and design teaching. Perfect entrepreneurship education is a complete network formed by mutual support between teaching, scientific research and students' entrepreneurial activities. [7] For example, the author invited the hotel management company to draw up the project subject relying on the horizontal topic. The enterprise provided the project site information and design assignment, organized the students to visit and investigate the similar completed projects, and made clear the preliminary requirements of the design object. In the communication, the enterprise tutor system teaches hotel operation and management knowledge and service standards, which can help students better understand the design specifications and innovative ideas of hotel space. At the same time, we invite the outstanding alumni who have successfully started a business to share the innovation and entrepreneurship process in the class, and participate in the evaluation of the students' achievements, pointing out that the students' design is not in line with the actual situation, and enlighten the students' innovation and entrepreneurship consciousness with their experience. Through these ways to build "production, education and innovation" integration teaching content, docking industry frontier knowledge, emphasizing innovative practice, to a certain extent, effectively improve students' learning effectiveness and the formation of values.

C. College teacher and enterprise tutors cooperate in teaching to promote cross professional and interdisciplinary integration

The teaching team is the core engine of the teaching reform of "interior design". Nowadays, with the diversification and increasingly complex technical functions of interior design projects, we cannot expect the teachers of colleges and universities to be able to cover all the knowledge content. In fact, a good interior design teaching team should be interdisciplinary and interdisciplinary, and gather people with different knowledge, skills and experience together to build a multi-level and multi-dimensional teaching innovation community, so as to supplement the professional fields rarely touched by the professional teachers. In terms of the teaching team, we invite industry experts such as senior personnel of design enterprises, entrepreneurial tutors and other industry experts to jointly guide the course teaching and establish a normal interactive

mechanism. Considering that design innovation is the innovation of the whole process, it is necessary not only to have innovative ideas, but also to master novel methods to achieve innovation, control innovation costs and improve the conversion rate of innovation achievements. Professional teachers in the school have rich teaching experience and are familiar with students' thinking characteristics. They should focus on the progress management of the student team and cultivate their systematic innovative thinking. Industry experts should form complementary with professional teachers in the school, and use their rich practical experience to provide practical suggestions for the implementation of innovation projects and the implementation of achievements, so as to ensure the best practical value of innovative achievements. In addition to face-to-face guidance, the interaction mechanism with industry experts can also invite industry experts to participate in the WeChat group of the project team, and communicate solutions in real time through graphics and text, voice and other means to solve problems in the innovation process in time.

D. Constructing multiple evaluation and assessment to cultivate comprehensive professional ability

"Interior design" course assessment is mainly composed of three parts: usual homework performance, examination performance and attendance performance. The teacher led assessment pays too much attention to the results but ignores the process, which easily leads to the lack of enthusiasm of students, and even the evaluation results are difficult to ensure fairness in group work. If we add students' evaluation, social evaluation and other opinions into the evaluation and evaluation, and construct the whole process and multi-dimensional assessment method, we should not only pay attention to the final results of the course teaching, but also pay attention to the phased results in real time, and take innovative problem-solving as the priority evaluation index, so as to fully mobilize students' learning ability and execution ability.

First, teachers and student teams should work out a project schedule, refine the task indicators at different time nodes, and give the corresponding evaluation standards, so as to urge the student team to carry out design innovation strictly according to the requirements;

Second, the project progress report can be held in different stages in flexible and diverse forms. For example, QQ group chat, WeChat meeting, etc., the reporting process requires students' self-assessment as the main task. Students are the specific executors of the project. They are very clear about the achievements and problems encountered in the implementation process of the project. Self-assessment is conducive to

comprehensively reflect on the shortcomings of the design project and cultivate the awareness of problems.

Third, it is necessary to organize students' works to show to the society, such as participating in the National College Students' interior design competition. Through the examination of the results of the competition, the course has grown and improved in a wider range of competition. At the same time, the author organized some students with strong design ability to apply for college students' entrepreneurship practice project, and organized students to actively participate in innovation and entrepreneurship practice by using the studio platform provided by the school entrepreneurship Park, so as to cultivate the comprehensive ability of transformation specialty.

V. CONCLUSION

Curriculum is the basis of teaching construction in Colleges and universities. Strengthening the construction of curriculum is an important guarantee to improve the teaching level and the quality of personnel training. Through the implementation of "interior design" professional innovation integration course teaching reform, broaden the vision of the course teaching, stimulate students' innovation and entrepreneurship consciousness, students' learning state has been significantly improved. A number of works have been shortlisted in the national and provincial undergraduate design competitions, and applied for a number of design patents. Several groups of student teams have successfully applied for the National College Students' innovation training project and college students' entrepreneurship practice project, and a group of students have successfully started their own businesses in the University, which has won social praise. However, we should also see that there is still a gap between the current teaching and the development of the industry. How to learn from and integrate the contemporary technological achievements, how to promote the comprehensive application of subject knowledge through the interaction of design research and design teaching, enhance the high-level of the course, highlight the innovation of the course, and increase the challenge of the course, should always be the course teaching in the application-oriented undergraduate colleges What needs to be done.

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