

# The Reform Probe into the "Project Type" Teaching in the Commercial Exhibition Design Course

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## Abstract

As a new type and edge comprehensive subject, the commercial exhibition design course has the characteristics of application and practice. In the course of commercial exhibition design, the project reform of project-oriented mode is put forward, and summarizes the experience of the implementation of the "project" teaching method, which has an important role in promoting the professional quality of the students in the course.

*Keywords: commercial display design course; "project type" teaching; teaching reform*

## 1 Introduction

Environmental design as a new, edge of the comprehensive disciplines, training to meet the needs of social development of talent, is the primary goal of environmental design professional construction. With the rapid development of the design industry, the goal of cultivating art design talents of the major colleges and universities in our country is also constantly updated, paying more attention to the development of students' thinking, the cultivation of innovation ability and the construction of design theory, and the ability training of professional posts. The traditional teaching methods of our country emphasize "knowledge-based", the teaching mode of each specialty in colleges and universities is basically taught by the teacher in the classroom after the theoretical knowledge and then into the internship stage. This kind of teaching mode is easy to make the students lack of perceptual knowledge, difficult to understand and lose their interest in the

basic course of professional theory, which makes the basic courses and professional courses and practice links one-sided, and the courses are not closely connected. Learning process is prone to fault, the course content is not learning system and the depth and breadth of professional knowledge cannot meet the actual design requirements, leading to the disjunction of theory and practice, in specific applications, resulting in the contradiction between curriculum learning and real market operations. In order to solve this problem, the application of "project-based" teaching method has become an important issue in the teaching reform of environmental design.

## **2 The status analysis of commercial display design courses and traditional teaching model**

As an important course for interior design students to enter the professional direction, the commercial exhibition design course has the characteristics of applicability and very strong practical characteristics. (Taking Wuhan Institute of Design, Commercial Design and Design Course as an example) Business Show Design course is to understand the principles of interior design, interior elements of interior design, interior design and other basic knowledge on the basis of the students' in-depth study of commercial public space. Through the course of study, students will be basic design methods, design processes, interior design elements, space interface processing, decorative materials, drawing design drawings and other basic knowledge, skilled in the course of learning to use. Therefore, the classroom content is complex, large capacity, but also increased the difficulty of the acceptance of students. In practice teaching part, subject selection and direction of the deviation, so that students in the design of the two extremes, one to develop deliberately "for the new and new" and "different" bad habits, leading to creative students Second, too rigid, do not consider the space interface design, just blindly placed furniture, did not take into account the sense of space, resulting in the design of the space is too monotonous lack of design sense. To this end, the Department of Environmental Arts in our school curriculum in the use of project-based teaching philosophy, combined with the guidance of the direction of employment, in accordance with the design company's design process strictly guide the student curriculum, the real theory and practice, closer to teaching and social needs Distance, motivating students learning initiative and interest in learning, so as to enhance the quality of teaching.

## **3 The "project" teaching reform of commercial display design course**

Project-based teaching method is through the implementation of a series of complete teaching project, combining theory and practice, task-oriented teaching activities to develop students' professional skills for teaching the primary task.

Therefore, in the course, to the actual project for the object, let the students group or individual units around their own projects for independent discussion, collaborative learning, the development of the project mission book, the students according to the project tasks in accordance with the design steps to complete the design, Whether the design meets the requirements of the task book to judge whether the students reach the teaching purpose. In the project-based teaching mode, the biggest advantage is to change the "teacher speaking, students listen to" the traditional teaching form, to create students to participate actively in the project, improve student learning initiative and enthusiasm.

### **3.1 The selection of project case in "project type" teaching**

The choice of project case is the key to "project type" teaching. In the course, teachers will choose the real project space to facilitate students to study and analysis, while the project needs to focus on the basic principles of space design, design elements, design purposes, different types of commercial space, modeling elements of multi-level knowledge points, The ability to analyze the problem to enhance student confidence in the course and learning interest and to mobilize students to solve the problem of enthusiasm.

In the commercial display design course project, take the store as the design entry point. Store design as a commercial display of the typical space, with the feasibility, authenticity, interesting characteristics, easy to arouse the interest of students. Space is small, the richness of the space type, the diversification of decoration techniques, the type of project life and other characteristics are more suitable as a commercial exhibition space course project case.

### **3.2 The implementation of the "project type" teaching of the commercial exhibition design course**

Students according to the teacher to explain the type of store space, select the project, according to the design process, combined with the requirements of the program can be divided into the following stages:

The first stage: set the scene, determine the task book and conduct market research. Students in the group discussion to determine the type of store, and according to the project surrounding environment and the crowd to determine the store grade, design style to develop a detailed design task book. Determine the task after the group of students to study the commercial bustling lot of the type of stores. In this process, teachers can provide students study points and inspection directions to help students a more comprehensive and systematic inspection shop. At the end of the study, each team made a detailed PPT report on their findings, in the study of the exchange of links, teachers can conduct a briefing on the way the results of the project students to display. Through this activity, teachers can not only guide students to conduct mutual assessment of the way for students to examine their own shortcomings in the process to understand, and to a certain extent, this approach to student autonomy, the sensitivity of the market and the ability to discover and analyze problems play a catalytic role in promoting. In the form of group study, the students' teamwork ability is improved, and the form of

the report is also used to train the students' language skills, which will also help students to understand their design projects.

The second stage: analyze the problem, solve the problem, pay attention to the cultivation of sense of space. This stage is the focus of the entire teaching, students use their knowledge, play their own design, creative ability stage. According to the comprehensive analysis of the preliminary study data, under the guidance of the teacher, combined with the known information using a variety of creative thinking ways to meet the design task requirements of the initial creative ideas. Students in the design process of creativity, the sense of space is particularly lacking, often lack the sense of spatial scale, the relationship between people and furnishings space is not fully aware of the students often attach importance to the layout at the same time, ignoring the facade decoration in the importance of commercial space. Therefore, in the design process, teachers can recommend students to function through the bubble map, a small model and other means to help further understanding of space, the formation of space awareness and the design concept of visual expression. Through this stage of learning, test the students to master the basic knowledge of the degree, but also to develop the students' language skills, communication skills, and problem-solving ability, better exercise their knowledge and innovation.

The third stage: communication and collaboration to solve the problem. This process is to deepen the program stage, the members need to continue to communicate, discuss, adjust the program details, including functional separation, interface design, colour matching, lighting, furniture and furnishings. At this stage, the teacher should guide students to pay more attention to the store facade decoration design, design in the use of a variety of design elements rich design space, and through excellent cases to stimulate students to expand the design thinking, after several studies, , The formation of the final program.

The fourth stage: through various forms of expression design results. Students in the design process, often there will be docking plane and facade is not on the lack of space thinking, leading to design boring empty. Through the software and model making process, the students will have a deeper understanding of the spatial relations, interface design, colour matching, furniture furnishings, materials and lighting and other content specific use, visual sensing their design and found their own design deficiencies. This stage is not only the cultivation of students' spatial thinking ability, but also the inspection of students' software operation. Nowadays, software operation has become one of the requirements of environmental design professional employment and professional accomplishment. In the course of adding software, but also on the ability of students to develop professional positions and professional skills to improve, lay the foundation for future employment.

The fifth stage: the production of the program, mutual comments, learns from each other, and common progress. At the end of the course students will be asked to design their own content into the form of the program, so that students pass each other Comments design, learn from each other, learn from each other, and common progress. The production of this program is the ability of students to

write in writing, and logical thinking ability, but also for post-graduate design layout, employment-oriented do a good job.

#### **4 The experience of "project" teaching in the commercial display design course**

The application of "project-based" teaching in the commercial display of air-conditioned curriculum teaching practice, according to the project design process to complete the corresponding theoretical knowledge professor, to achieve "theoretical teaching practice, classroom teaching practice" teaching philosophy. In the project, students to discuss, research, to ask their own questions, and identify ways and means to solve the problem, fully embodies the subject of student learning, students not only learned the knowledge but also the actual project experience. However, this new form of teaching for teachers and teaching model also made new demands.

##### **4.1 The "project" teaching has more stringent requirements for teachers**

"Project-based" teaching is a work-oriented talent training mode, in the implementation process, requiring teachers not only has a wealth of theoretical knowledge but also have a strong practical experience and practical ability, but most college teachers directly from the campus after graduation Therefore, "project-based" teaching encourages young teachers to go to the grass-roots level, deepen the enterprise, improve the practical ability of young teachers, and help to practice the reform goals. In addition, in the course of practice involves the selection of the project, the teaching module of the organization and teaching effectiveness of acceptance and so on teachers need to actively cooperate with each other, each link must be strictly implemented, can not only form, otherwise it will affect the teaching effect.

##### **4.2 The "Project" teaching needs to be more closely with the actual market**

In the process of "project-based" teaching mode, if we can introduce the entity company or enterprise and the project engineer with rich practical experience, we will join in and guide the theory teaching.

The construction of the "project type" teaching reform model is an effective measure to improve the irrational curriculum in the commercial exhibition design course. The cultivation of students' thinking ability, the cultivation of students' ability of independent cooperation, the training of language skills and the ability of project review are the problems that teachers need to solve in constructing the "project" teaching model. In the course of commercial display design, the teacher can start the design of the store and find out the suitable plan to train the students' practical ability, so that the students can really occupy the dominant position in the teaching. Through the import of the "project" mode, make students achieve

the combination of theory and practice in the course learning, realize the zero distance between teaching and market.

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