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Exploration and Practice of Mixed Teaching Mode in Exhibition Design Course

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Abstract: *As a professional course closely integrated with design practice, exhibition design pays attention to the application and development of related new technologies and materials, including two-dimensional to multi-dimensional design, and the interchange of image thinking and logical thinking, which is reflected in the teaching content. In view of the problems existing in the traditional teaching of exhibition design course, this paper explores the development direction and solutions of the teaching reform of this course by combining the practice and analysis of the mixed teaching mode and taking advantage of the advantages of project and micro-course.*

Keywords: *Mixed teaching; Exhibition design; Project-oriented; Micro course*

Introduction

Blended teaching combines online and offline communication and discussion at different levels to create a good application environment for teaching activities. It not only emphasizes the leading role of teachers, but also reflects the dominant position of students. It has an autonomous learning environment and a process of teachers' face-to-face guidance. With the development of educational technology and network technology, this learning method has attracted more and more attention. It is generally believed that blended learning is superior to traditional face-to-face learning or pure online learning, and blended learning will become an inevitable choice for college teaching in the future. Display design is an important basic design course in environmental design major in colleges and universities, but there are still many problems in the teaching process. Based on stimulating students' learning enthusiasm and improving students' skills and creativity, this paper combines teaching practice, carries out integrated design of mixed teaching according to the characteristics of display design course, and combines project teaching and micro-class teaching mode to practice in this design course.

The Feasibility of Developing the Mixed Teaching Mode in the Exhibition Design Course

Present Teaching Situation of Exhibition Design Course

Exhibition is the creation of a man-made environment, which is a subject with many knowledge points and strong cross-cutting in essence. However, according to the current curriculum, the teaching hours are limited,

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and the teaching hours are generally no more than 64 hours. It is difficult for teachers to give attention to the teaching of knowledge points and practice the actual operation, and they cannot fully respect the individualized needs of students. This also causes that the inspiration students receive is limited to teachers' giving and group discussion. At the same time, the professional boundary of exhibition design is rather vague, covering a wide range of fields, including media design, product design, space design, etc., and the rising scientific and technological strength also makes virtual reality technology join in exhibition design. However, in fact, the relevant teaching materials and network resources are not properly integrated and classified, and students lack active creative thinking diffusion in the learning process, which will inevitably affect the final quality of works. In teaching evaluation, there is also a lack of objectivity, and it is often done by "setting grades with homework", while ignoring process results. Setting grades by teachers also reduces the actual effect of the project, which ultimately affects the teaching effect, and also brings up the undesirable consequences that students' skills in this major are out of line with the needs of market majors.

Combined with Mixed Teaching Methods, Cultivate Students' Autonomy and Promote Teachers' Professional Development

With the popularization of electronic products and equipment, full coverage and low cost of network connection, it provides hardware support for the realization of online learning. Rich network resources, as well as resources of professional courses provided by many online teaching platforms, such as mooc, school online, etc., also provide software support for online learning.

Exhibition design course adopts mix teaching, and combine online and offline learning. Students can master the basic content of the course through various channels without being restricted by objects, environment and equipment. For example, they can learn anytime and anywhere with one mobile phone. For teachers, opening both online and offline is a great challenge and exercise, which requires teachers to study the teaching objectives, master the course content more accurately, refine the core content to make courseware with clear purpose, deeply understand the characteristics of different students, make online course database according to the acceptance and digestion of students' learning process, and select and operate online course content, which indirectly and continuously improves teachers' professional quality. Therefore, the mixed teaching mode is adopted in the course of exhibition design, which not only conforms to the law of teaching development, but also improves the teaching quality.

Thoughts on Mixed Teaching of Exhibition Design Courses

The teaching knowledge points of exhibition design course are complicated, and the course contents are carefully combed according to the teaching objectives. At present, the method adopted is to try the teaching activities by combining the advantages of project and micro-courses.

Design Strategy of Project-based Mixed Teaching Mode

Project-based mixed teaching mode refers to the combination of knowledge points and actual projects, dividing the projects according to the progress or difficulty level, and then decomposing them into several

tasks, paying attention to the process results of project-based. In the whole learning process, students make full use of the network resources, search the data online, find out the design points that students are interested in, and cause thinking and discussion, realize the task offline, return to the online for evaluation, and finally complete the project. The whole process is a systematic teaching method that breaks up the learning knowledge points into parts.

1. Gradually Promote Creativity and Skills by Means of Project-driven Skills

Breaking the order of the original chapter knowledge system, combing according to the teaching content of this chapter, analyzing the characteristics of learners and the hardware and software conditions for implementing project-based teaching, refining the work tasks in combination with local enterprise projects, and decomposing relevant knowledge points into practical tasks. Taking the chapter of commercial exhibition space design in Exhibition Design as an example, through the concrete implementation plan of store design, eight course tasks of the three-stage project are summarized. The difficulty of the project goes from shallow to deep, and the curriculum tasks are closely linked with each other. With the inclusion of more knowledge points, the students' skill training ability is stronger, and the space for creativity is greater, which greatly stimulates the students' enthusiasm. As shown in the Table 1.

Table 1. Store display design project task list

<table>
<tr><th>Project</th><th colspan="3">Task</th></tr>
<tr><td rowspan="2">Project 1: Entry stage
Focus on learning the basic knowledge of design program.</td><td>Task 1: Task book communication</td><td>Task 2: Combing project site characteristics</td><td>Task 3: Investigation of material application</td></tr>
<tr><td colspan="3">Objective: To simulate the company’s design workflow, understand Party A’s design requirments, and obtain the direction of door opening,the key points of functional layout and usage of main materials according to the characteristics of project.</td></tr>
<tr><td rowspan="2">Project 2: Dominant stage
Focus on the training of design expression ability</td><td>Task 1: Functional arrangement</td><td>Task 2:
Shop styling design
-Architecutral façade design
-Door design</td><td>Task 3:
Exhibition hall design
-Exhibiton design
-Service facility design</td></tr>
<tr><td colspan="3">Objective: Be able to design the general exhibition space of the site</td></tr>
<tr><td rowspan="2">Project 3: Open stage
Focus on the development of independent creative ability</td><td>Task 1: Technological means design</td><td colspan="2">Task 2: Visual communication design-Exhibition Board and Poster Design</td></tr>
<tr><td colspan="3">Objective: Stimulate students to learn interdisciplinary independently,enhance their enthusiasm for mastering the application of new materials and technologies,and strengthen their ability to grasp the style and express space.</td></tr>
</table>

2. Online Learning Content and Activity Design of Project Teaching

Based on the project orientation, the three stages should be reasonably integrated and applied according to the network resources, and the tasks should be completed online. In the concrete implementation, the students

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should be guided to complete the tasks in groups of 3-5 people independently, and each group should be provided with a team leader.

All tasks in Phase One are completed by online learning. Communication in the design task book of Task 1, setting several different site characteristics and design directions, allowing each group to freely display the design requirements and propositions, and submitting them to other groups for completion, putting their topics into the online teaching platform, allowing students to play Party A and the designer for simulation communication, including display positioning, area size and style control, etc., sorting out the site characteristics of Task 2 and submitting them to the task implementation team for discussion, forming a plan form for online presentation and reporting, and teachers monitoring the whole communication process. Task 3 investigation on application of materials: Students independently search for relevant analysis data through commonly used display materials listed in courseware of online teaching platform, familiarize themselves with the corresponding characteristics and application scope of materials, sort out and summarize the list, and return the investigation results to the platform. Then, the teacher evaluates the results collected by the students, and if there are misunderstandings about the materials, they will focus on dialectical explanations in the class.

In the second stage, classroom teaching is the main task, and group discussion and exhibition exchange are carried out according to the project tasks. Students share their learning process or achievements with other students to study each other. Teachers are responsible for answering questions, explaining them in a unified way, teaching and guiding them according to their personalities. They also save the key and difficult solutions by recording videos and place them on the platform for students to review after class.

It seems that the task of completing stage 2 has already completed the whole of store design, but because of the multidimensional display design, the display design of an excellent specialty store has its own special expression technique for the treatment of sound and light colors. Therefore, the task of stage three pays more attention to individualized and cross-knowledge learning. Relying on the virtual simulation laboratory technology carried out by universities today, teachers can guide teaching in the virtual digital environment, and students can design and create with more characteristics and styles on this platform, so as to pay equal attention to creativity and skills, and further improve the teaching effect.

The Design Strategy of Micro-curriculum Hybrid Teaching Model

With the rapid development of online courses, more and better teaching resources have been brought to higher education, and students have also experienced different learning methods: watching online at any time, playing videos repeatedly, discussing online, and teachers answering online. But it also has its shortcomings: the viewing environment is easily disturbed; Some knowledge points are inconvenient to find, so we can only drag the timeline section by section to find them. In addition, because of the generalization of online course content, some special cases or knowledge points are not explained enough, students can not get face-to-face guidance from teachers for places they don't understand, and the feedback is not timely enough. This also exposes other network resources problems. The development of the network and the emergence of new ideas make its data resources rich and varied. However, at present, there is a lack of centralized processing and development of specialized college resources in specific course applications, and students' access to

online resources mostly stops in browser search, and there is still a lack of guidance for free learning and independent research.

Micro-curriculum is to carry out teaching activities focusing on a certain knowledge point or link according to the course content and practical purpose. The key purpose is to thoroughly explain the knowledge points in a short time, stimulate students' thirst for knowledge and meet the characteristics of fragmented learning. Combined with the mixed teaching mode of micro-courses, it can not only give full play to the advantages of teachers and students in traditional classroom teaching, but also facilitate the expansion of online students' knowledge, make teaching activities more vivid and flexible, and alleviate the contradiction between more course content and less actual hours.

1. Follow the Teaching Thought of "leading-subject", Establish a Micro-curriculum Design Framework

On the basis of drawing lessons from the existing mode of flip class and combining with the actual situation of exhibition design course, this paper puts forward the design framework of micro-course. Teachers move from starring to leading, and students become the main body in the whole teaching and learning process, which emphatically embodies the teaching thought of "leading-subject". Micro-curriculum takes students as the main service, online learning as the means to achieve the purpose of students' autonomous learning, and the basic requirement is to explain complete knowledge points in a short time. Therefore, it is necessary to grasp the core concepts and presentation forms when building the micro-curriculum design framework.

On the production of micro-courses in the framework backbone classroom teaching, PPT multimedia display means is adopted, by fully considering the relevance between learning content and objectives, optimizing the original courseware, selecting chapters suitable for making micro-courses, and focusing on solving a specific problem. In order to highlight the short and precise features, PPT pages are controlled within 15 pages, and other teaching activities such as question and answer, discussion and data reading are coordinated. As for the extended learning micro-courses of the framework branches, it is mainly completed by using the fragmented time after class, and the online courses and network resources are used as the guidance and supplement of the courses. Teachers choose according to the teaching purpose and pay attention to the validity of the course contents and the students' acceptance.

2. Design of Teaching Activities Combined with Network Micro-courses.

Based on the micro-curriculum design framework, the learning process becomes more flexible, and the micro-curriculum can be integrated into the teaching activities at any time by taking in-class and out-of-class as time segments. Before class, micro-lessons are put on the course network platform as a guide, and combined with the learning tasks issued by teachers as a solution to problems, students can learn about knowledge points through preview. For relatively simple knowledge content, teachers can make teaching videos and publish them in advance to guide students to learn by themselves. Classroom teaching focuses on the difficult and doubtful points, and students are the main body to carry out interactive discussion, project actual combat and task learning. For the key points of knowledge, teachers explain and analyze the micro-course PPT, select common problems that are prone to errors and demonstrate their solution steps and upload them to the platform. At the same time, network questionnaires are designed to obtain students' ideas as

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adjustment arrangements for the rhythm and direction of the course. After class, the knowledge points are consolidated. Micro-lessons can provide the most comprehensive summary of the knowledge points in this class, and can also be extended materials as a driving force to stimulate students' creativity. In view of some difficult problems in the course process, students are encouraged to actively discuss on the network teaching platform, and the class hours will continue invisibly.

Taking the teaching of window design in display design as an example, the course starts with different exhibits and takes "artistic conception" as the theme of inquiry. First, before class, we watch the creative window design practice of "wedding" products in MOOC's "Home Textile Display Design", which makes the window shape more vivid. The whole process of observing the window design also makes students produce what effect they would have if they did it by themselves, and then they have great interest in the course content. When teaching knowledge points in class, we focused on analyzing the influence of modeling elements, and chose Fu Haoran, the lighting design method of commercial shops in Yunzhiguang School, to talk about the high-end retail display lighting of jewelry and clocks, and explained the cases of creating different artistic conception with different lights in this video. The students started a 15-minute debate with "artistic conception design, making the sales of products better or worse" as the debate topic, which made the "artistic conception influence on window design" visualized and three-dimensional, and made students dialectically understand the handling performance of display design.

Evaluation of Blended Learning Effect of Exhibition Design Course

In order to test the effect of blended learning, a questionnaire survey was conducted after the presentation course. The results showed that nearly 70% of the students thought that the blended teaching mode had positively changed their learning methods, was able to take the initiative to learn by themselves, dared to show their own views, and expanded their knowledge. On the other hand, they interacted more closely with teachers. Problems encountered in online learning could be communicated through online teaching platform and QQ in time, which provided time guarantee for information communication. However, after the last stage of teaching reform, the quality of students' learning achievements has been significantly improved, and many students' exhibition design works have achieved good results in national competitions, which also shows that the blended teaching mode is suitable for today's educational development and is worth further promotion.

In the next stage of teaching exploration, the emphasis will be placed on establishing a richer learning task design and perfecting the learning database to meet the ever-changing learning needs. How to do a better and more reasonable teaching design of exhibition design course will be the direction we have been moving forward.

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