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An Innovative Hybrid Teaching Framework for Exhibition Design Based on The Learning Platform

Qijun Dong*
School of Literature Arts & Media,Tongling University, Tongling, China
*Corresponding author, e-mail: Email:931167710@qq.com

Abstract: *Exhibition Design is an undergraduate course utilizing the online learning platform XuexiTong. Teaching this course consists of three parts, i.e. building the teaching framework, organizing online teaching, and reviewing the past teaching materials. This paper presents an innovative teaching model for Exhibition Design. This model is designed to extend the functionality of the novel online learning platform to the traditional offline courses and to optimize the combination of online and offline teaching. Therefore, it is a hybrid teaching model.*

Keywords: *Online Learning; Hybrid Teaching; Exhibition Design*

Introduction

Colleges and universities put off the opening day of Spring Semester 2020 due to the COVID-19 pandemic. Traditional offline teaching in classrooms was impossible since students were not physically present on campus. Therefore, online teaching methods were adopted for that semester. (MOE of PRC, 2020). In the following Fall Semester, colleges and universities resumed classroom teaching, but online teaching through the Internet was launched again at the end of the semester in some regions. (GOV, 2020) Since then, colleges and universities have been seeking reform in teaching methods by exploiting Internet teaching. After all, we have been in the Internet Era and Internet teaching is the key to carrying out online teaching – for it is not subject to macro, micro, time, and space constraints. The core question of this reform is: how to define a blended teaching model which maximizes the benefits of online teaching? Experts in different fields interpret this question from various perspectives. One consensus is that the blended teaching model should be an intelligent combination of the traditional classroom teaching and the novel Internet teaching and that for each course, the model should be optimized and designed according to the characteristics of this course. Therefore, the model provides learners with more teaching resources and learning methods than classroom teaching, and hence improves the course teaching quality.

As a compulsory main course in environmental design major, display design involves a wide range of knowledge content and is a composite design category that integrates multiple functions, multiple contents, and multiple forms (Cui, & Rui, 2020). Applied undergraduate colleges and universities emphasize practical teaching, unified curriculum structure allocation ratio, theoretical and practical class time setting, and other pre-factors, students are prone to deviations in the understanding of the curriculum content of display design, and the teaching goal is between the design plan and model making, and tend to the latter. Therefore, how

to adjust the teaching to emphasize the connection between practical teaching and future students entering professional positions while ignoring solid professional theory is more conducive to constructing the actual situation of design thinking and logical relationship as a future designer, It is particularly important to guide students to gradually transition from shallow learning to deep learning, and to realize the improvement from simpler display space operation to the construction of the overall thinking mode of environmental design. This article takes the display design courses offered by applied undergraduate colleges as an example, and based on the teaching process of teaching demonstration courses in provincial colleges and universities, Relying on the construction of the provincial quality engineering project teaching and research project, combined with the actual situation of the applied undergraduate university where the author is located, talk about the design and implementation of the online and offline hybrid teaching of display design.

Online Teaching Implementation in the Spring Semester

Online teaching in the spring semester belongs to the "purely online" mode. Compared with MOOC, high-quality online course teaching resources expand and supplement the extracurricular learning resources of offline classroom teaching, and make up for the supporting role of traditional classroom teaching, This semester has become the protagonist. However, the implementation of the teaching plan of the "purely online" display design course also faces several practical problems: First, the course teaching needs to be reorganized, especially the off-campus research, open plan report, model making, etc. included in the practical teaching link cannot be carried out by the normal process; The second is that the course evaluation method of offline teaching "emphasizes the process and highlights the usual performance", the "internet" communication of online teaching inevitably requires the evaluation method to correspond to the online course; The third is that the teaching methods and learning methods of Internet teaching and remote communication will inevitably weaken the teaching effect of the course; Fourth, student management has shifted from offline to online information-based assessment. Students who are not good at expressing or like autonomous learning may stand out. Students who adapt to traditional assessment methods need to quickly adjust their previous learning habits and patterns. (Wang, 2020) This section will introduce the implementation plan of online teaching of display design from the three major contents of online teaching platform construction, online teaching organization, and teaching review.

Relying on The Chaoxing Platform to Create an Online Teaching Platform

According to the curriculum system framework of "basic section + comprehensive design section + research and exploration section", combined with the teaching plan according to the course's progress cycle and advancement rhythm, an online display design course suitable for the characteristics of students of this major is created. Existing online open course platform sharing, excellent display design MOOC resources are less, After consideration and comparison of multiple online teaching platforms, Finally, a small-scale online course learning platform with the teaching class as the unit is built using the combination of Shaoxing platform + Tencent (the QQ group is named after the course), Constructing a reasonable structure and diverse online teaching terminal consisting of teacher’s teaching recording screens, courseware, design case resources, pre-class self-learning lists, after-class thinking questions, and classroom design training. (1) Compared with offline classroom lectures, the display design theory teaching recording screen has a wider and deeper chapter

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content, The author thinks that the course theory taught in the classroom is very cumbersome, Rich videos and pictures are added to the screen-recording explanation and presentation. Students can choose tentatively or replay according to their learning progress and understanding, to deepen their theoretical memory points repeatedly. (2) The characteristics of the design course determine that the display design courseware contains a large number of classic design cases that are kept in sync with the industry, Online learning is not affected by lecture time, concentration, etc. Students download the courseware by themselves and review or refer to it. (3) The data module of the online platform provides the function of a database query, which saves to a certain extent the time for students to collect data and prepare their database during the research phase. (4) Design majors generally feel that theoretical knowledge learning is boring and lack the motivation to learn independently. Classroom teaching often fails to meet the expected teaching goals. Setting up pre-class learning reminders for online teaching can effectively guide students to learn independently and fully understand the teaching tasks that should be completed in each school period. (5) The setting of after-class thinking questions is a supplement to the inability of teachers and students to communicate face-to-face in online teaching or to understand the students' mastery of the course content for the first time. For example, teachers post questions, and students think and discuss, which not only consolidates curriculum knowledge but also enhances the teaching effect of online teaching. (6) The online classroom for designing practical training is taught in a live broadcast mode, and the screens are shared with the students on QQ to achieve "one-to-one" communication and tutoring. (7) Face-to-face lectures between teachers and students can directly communicate design thinking analysis, theme, element evolution, functional analysis and other details without barriers. Online submission of assignments is an important part of the realization of the above tasks. Suggest amendments to the student's design plan through QQ screen sharing or text review, In the later period, we will give a unified narration of the centrality problem, The document record not only allows students to clearly understand the subsequent steps but also allows the teacher to grasp the learning characteristics and effectiveness of each student.

Online Teaching Process Organization and Teaching Methods

The online teaching platform has been established, theoretical online teaching resources occupy a large proportion, and students can learn independently according to their needs; Live teaching is more suitable for practical teaching: Explain the key points, reference design schemes, design task books, and other practical teaching contents. Students receive clear and clear information, and they find students' doubts or difficult-to-solve practical problems to provide targeted and centralized answers. The exhibition design curriculum system framework is composed of three major sections: basic, comprehensive design, and research and exploration. Set up eight chapters of theoretical teaching and six links of practical teaching, Consider the special situation of "purely online" teaching methods, The theoretical content in the basic and comprehensive design sections were adjusted separately for students to complete by watching the teaching recording screen, downloading, and learning-related auxiliary materials on the ChaoXing platform; The live broadcast method introduces the theoretical content of the research and exploratory sector. In the practice teaching link, the original teaching task of forming a design team by itself and collectively reporting the curriculum design plan was changed to the "one person, one plan, one report" method. Hand-made model making and course design exhibition will not be implemented in this course. The student attendance, student learning status, and feedback in classroom teaching must be completed by the teacher in person. The online teaching platform can

more comprehensively let the teacher grasp the following information through the means of information: Shaoxing platform plays a role in supervising students' online classroom attendance, data statistics, background supervision, and other functions. It effectively helped the teacher to check the number of completed task points, video viewing time, and percentage, Reflect students' online learning situation in real-time and check the students' mastery of learning content, Supervise whether students complete the learning and practice tasks of each lesson on time, When appropriate, remind students through the Chaoxing platform or QQ class group.

Online Teaching Process Review

As the course enters the later stage,it becomes possible for the students of the teaching class to carry out independent practical research in the city and county where they live. During the implementation of the online presentation design course, the author combined the changes in urban or rural daily life in the general environment at that time and proposed "temporary" as a prefix for curriculum design thinking. "The temporary of they can appear on the side of the road next to the community or alley or at the entrance of the village, Introduce special agricultural products or finished dishes or handmade products to the desired community friends, neighbors or villagers through the temporary exhibition space", Under the above-mentioned preset background, students are allowed to discover and find new expressions of a different life and cultural scenes in the atmospheric setting of "the old community full of human touch and the market, or the new city that shows vitality and cleanliness, or the village life that practices trivial life", Such as temporary booths, temporary kiosks, etc. The setting of the design task book is to put forward the initial design of the students in line with the current environment: Familiar with the living environment of the current residence, understand the local culture, discover the surrounding things, and require the pre-set characters, venues, background information, design framework and themes within the scope of reasonable compliance.

Preliminary conception stage according to the time point of curriculum design: Students complete individual surveys around the prefixes of the curriculum design and look for venues or things that fit the theme, framing the scene, collecting information, and developing thinking analysis; Students focus on the place where they live, the sense of immersion is greater than the actual project, and the sense of experience is stronger, and they put forward a lot of eye-catching design ideas: For example, temporary fruit sales stations in the community (from the agricultural pillar industry in the local area), Country reading cart (a new way to increase cultural reading for school-age children staying in the village), Temporary study room (students from other places need to study, communicate and renovate the idle space in the community when returning home during the winter and summer vacations). The second and third stages are the design conception and preliminary design plan formation stages respectively, Classroom teaching hours are limited to space and time, and online teaching time can be more flexible so that students have enough time to think and figure out design ideas. Compared with the teaching goal of "design plan + model making", this time the teaching goal of the design plan is more complete, students' creative ideas are more active, social issues are more profound, and the way of design expression is more diversified.

Offline Teaching in The Fall Semester

The Reasonable Connection between Online and Offline Teaching

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The school will resume normal classroom teaching in the fall semester of 2020, The author continues to offer exhibition design courses for the Sophomore year classes of outstanding designers, The preliminary exploration of the fully online teaching model of the exhibition design course in the spring semester is the first step for the connection and integration of the online and offline mixed teaching of the course. In the second step, the face-to-face classroom teaching process continues to use some of the modules of the learned online Shaoxing platform: The first is the independent inquiry database function of the data module, continuously adding high-quality course network resources, Setting up and linking up based on the training plan, and screen and update the existing teaching content of the online platform according to professional characteristics and learning characteristics; The second is to keep the online links of self-learning tips before class, Supervise students to complete pre-class knowledge acquisition with the support of online learning course resources, Fully digest professional knowledge in offline learning to truly realize deep learning. (Zhong, 2020) The third is to set up the task points of the course recording screen according to the professional course progress of the class to supplement the classroom teaching. The playback function helps students familiarize themselves with the steps and details of model making during the practical teaching stage and cater to students of different levels. How to reasonably connect, fully integrate, and design online teaching and offline teaching is the third step of realistic teaching thinking, Temporary online teaching is "freshness" and the mixed teaching model will be the "new normal" of future higher education, Online + offline teaching ≠ hybrid teaching, The online learning platform that tries the content of the course, the knowledge structure of the offline classroom, the content logic, and the division of teaching complement each other is what the online and offline teaching hybrid teaching model wants to achieve.

Practical Teaching Mode Changed from "Virtual" to "Real"

The exhibition design practice teaching discussed in this article has been relying on the provincial environmental design maker laboratory to add actual design projects around the project learning method and implement the "project teacher responsibility system" in the competition. Put students in a real situation of "doing a project", Cultivate students' logical thinking ability through analysis, synthesis, judgment, etc. in the process of solving practical problems (Wu, et al.,); The Maker Lab provides students with relevant professional directions on multiple platforms and channels to participate in the practice process, implementation and operation, and promote students to carry out practical projects. Select potential students from freshmen to form an excellent designer class and teach independently, It is also one of the ways that classroom teaching combines professional competitions and corporate actual combat projects to promote the talent training plan for outstanding designers. The school-enterprise cooperation project jointly developed by the maker laboratory and off-campus enterprises is drawn up. This semester showcases the design courses for the outstanding designer classes to complete the social practice teaching topics: Sales and exhibition space design of intangible cultural heritage creative products; Complete a set of more mature design plans within the specified time, The current professional cognitive structure, proficiency of professional skills, creative thinking and design ability of the second-year university students are all great challenges, In order to successfully complete the school-enterprise cooperation and from learning to solving practical problems, the thinking and application skills, It is recommended that the excellent designer class of the second year of the university and the third and fourth grade students form a maker laboratory design team to cooperate with each other, divide the work and collaborate, Interactive communication with design experts outside the school and remote drawing evaluation run

through the entire practical teaching process, and the enterprise side deeply participates in the project, and jointly implements the practical teaching of exhibition design to the social practical project.

Conclusion

From large-scale and long-term complete online teaching back to normal classroom teaching, Small-scale online teaching was once again carried out in some local areas, The teaching model of higher education has undergone unprecedented changes, and The habitual inherent face-to-face teaching is no longer the only teaching method. Online teaching in the spring semester has made teachers and students in domestic colleges and universities generally familiar with and improved the Internet teaching methods. The introduction of an online teaching platform helps teachers in class have more extracurricular time to interact with students, Pay attention to how students are learning and provide better conditions for student development. Online and offline hybrid teaching will be a new form of higher education in the future. The application of blended teaching methods to teaching design helps to improve students' ability to independently carry out exploratory learning using abundant Internet resources. This article uses the teaching of the design course as the basis of discussion and practice. Combining the teaching goals of applied undergraduate colleges and universities, fully considering professional characteristics and student learning conditions, carrying out the design and practice of online and offline mixed teaching methods; Relying on Chaoxing's online learning platform, Combined with the teaching practice of the teacher, According to the actual situation, correspondingly adjust the curriculum content setting, online and offline teaching mode, and the implementation process of practical teaching appropriately. Give full play to the advantages of online teaching methods to make up for the shortcomings of offline teaching and stimulate the vitality of classroom teaching with a variety of interactive teaching methods. Actively explore ways to improve and test the online and offline blended teaching design of different professional courses.

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