

The Teaching Design and Implementation of "Display Design" Course Based On "Positioning Five-Heart Educating Space Design"

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Abstract: Exhibition design is only one of the subdivisions of the design profession. Compared with other professional disciplines, the Chinese design profession is young and vibrant, "from the earliest 'imitation design', into the middle and late 1980s' painting design 'from fine arts colleges, to the real sense of 'use design ', into the 21st century to examine the design of 'tube design'. And then to the future of intelligent design. Since the reform and opening up, China's design education has followed such a development vein, reflecting the concept of The Times and the new atmosphere of art. As practitioners and educators in the design industry, they should pay attention to the context of the social times, be sensitive to the development of the design industry, and explore the real needs of design. In the context of the new era, the design industry helps, stimulates and activates the development of the industry, constantly meets people's needs for a better life, and the culture enables the design industry to rise and become popular. Based on this, we explored the iterative updating of "Display Design" course together with students, discussed the teaching form and content of "Display Design" with classmates before class, grasped the learning situation with interest points and concerns, enriched knowledge and skills with results-oriented and problem awareness, infiltrated the classroom atmosphere with red culture and core qualities, and thus achieved the teaching process of teaching and learning.

Keywords: Space design, Display design, Instructional design.

1. Improve the Teaching Structure Based on Professional Characteristics

1.1. Explore teaching resources and adopt experiential teaching

The Presentation Design course starts with content. Teaching resources are the background of curriculum teaching, so it is necessary to explore teaching resources. [2] As for the knowledge base of Exhibition Design course, modern design course takes German Bauhaus teaching system as the standard and Chinese culture as the motif, and should explore the connotation of Chinese traditional exhibition design from the traditional cultural lineage to explore the content of course knowledge, especially in the aspects of aesthetic, modeling, psychology and other aspects. As far as the quality standard of "Display Design" course is concerned, as higher vocational educators in the new era, they shoulder the responsibility and obligation to cultivate high-quality and skilled talents in the new era, and infiltrate the class with the spirit of excellence, pragmatism and perseverance.

The course "Display Design" starts with form. Teaching organization is the guarantee of the effect of course teaching, "Display Design" is based on experiential teaching organization form. As a design course, providing service experience is crucial to the experience of space experience. Based on students' cognition and consensus of exhibition space as the foundation of design concept, the comfort level of space volume is refined through field survey of different spatial scales in accordance with ergonomic standards, and through self-experience, others' experience and co-experience. In the field space, classroom report through the exchange, comparison, repeated process to form a consensus.

1.2. Improve the teaching process and strengthen the phased skills

The course "Display Design" takes copying as a trial process. Each group is automatically grouped according to the four design links of design sketch, design performance, text preparation, report and summary. After deliberation, the group decided to select the traditional space display design. Through the three aspects of on-site classroom analysis, evolution and reconstruction, the traditional space display line, facade and space unit were summarized, and the model was copied from three dimensions of color, shape and material. The results were copied and reported in class, and each group was evaluated by the students. 5 groups were selected according to the final vote and assigned points. The points were directly accumulated in the normal grades of the course.

The course of Display Design takes originality as a trial and error process. After the copying stage, each group will be re-grouped to avoid the repetitive grouping of the partners. The practical project of the design profession not only requires the coordination of multiple types of work, but also the party A, the construction party and the supervisor will change with the completion of the project, so it is particularly important to work together. The original design plan is based on "evaluation and reform", and the design expresses "dislocation" and "mistakes" to serve as a warning. It is mainly carried out in the form of teacher and student evaluation and group rectification. We optimistically look at their "perfection" in the design, and the process of students' trial and error is also self-cognition and self-discovery.

2. "Positioning Five-heart Education Space" Design Oriented Practice Process

2.1. Project import

The teaching process is an ongoing activity of asking questions and solving problems. [3] By publishing content through the learning platform, students are organized to conduct on-site overview and project requirements at the design practice site. Starting with the practice project of "Five Hearts" Education Service Center of College of Design and Digital Art, the teaching process is guided by the analysis of the practical problems of the project to consolidate the process and process. The "Five Hearts" Education Service Center is a communication carrier between teachers and students to serve students' study and life in school, and improves the indoor environment based on the original teaching office.

2.2. Thinking orientation

The task published on the learning platform is "positioning the five-heart education space to provide spatial functions" and the pictures are combined. Through class discussion in groups and combined with my own student association work experience, I summarized the design positioning of "Five hearts educating people" on the learning platform. After student evaluation, the contents of "five hearts" education are summarized as follows:

The "Five Hearts" education service center is positioned as "red-heart - Party spirit education, moistening heart - moral education, comfort - emotional education, beauty - aesthetic education, strong heart - labor education", anchoring Party member service station, class teacher studio, mood management studio, aesthetic master studio, activity education center, for students to grow into a fully developed new era of professional skills talents in "Zhe".

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express emotions in a reasonable way, through emotional training activities to cultivate students optimistic and healthy emotions, to form a correct attitude to people, to themselves, to things, to things; "Beauty - aesthetic education" educates people through artistic means. Broadly speaking, it is to use all forms of beauty in nature, social life, material products and spiritual products to educate people by hearing and imperceptible, so as to beautify people's mind, behavior, language and body, and improve students' morality and wisdom. [4] "Strong heart - Labor education" Labor is the prerequisite for the survival and development of human preresity. As the saying goes, "labor creates the world, labor creates history, and labor creates man himself", through emphasizing the diversification of labor education content, the concept of labor that brain and body labor are one is established. [5]

2.3. Design analysis

The teaching process adheres to the integration of knowledge and action, implements the on-site design of students' thinking and positioning, measures the accuracy of positioning with practice test as the standard, corrects students' learning and thinking ability with on-site mapping and investigation, and summarizes the on-site problems that affect the quality and quality of space. At the same time, it cultivates students' craftsman spirit of excellence and exercises the proficiency and accuracy of site mapping skills, so as to achieve the closed loop of students' positioning of display design. After on-site discussion and learning platform summary results are summarized as follows:As for the problem of narrow east and west and long north and south, according to different spatial characteristics, the space of party spirit education is mainly based on party building and party affairs, and the main form of daily activities is meetings and collective activities, and the space is no longer divided. The labor education center focuses on student activities. In order to facilitate the organization and preparation of student activities, the space is no longer divided. The moral Education Center mainly focuses on the work of the head teacher, which is mainly the daily communication between teachers and students, peer communication and daily office. Therefore, internal and external compartments are needed, and the compartments are positioned as open Spaces. The emotional education center focuses on easing and channeling students' emotions, which not only protects students' privacy but also changes their mood to calm their hearts, so as to better invest in learning and life. The inner and outer compartments are positioned as semi-open Spaces. The aesthetic education center focuses on aesthetic education, mainly art design majors and animation design majors adhere to ecological aesthetic education to enrich students' life and practice. According to different professional attributes and professional contents, the space layout is oriented to professional activities. For the problem of flooding in flood season, according to the statistical precipitation of the campus and the height of the foundation, the threshold of about 12 centimeters is arranged at the office door to prevent flooding. The solution of the basic status quo problem can ensure the effectiveness and sustainability of the space quality and quality.



Figure 1. Field research

2.4. Practical operation

In the teaching process, the practice and practice are based on industry standards, and the teachers and students jointly complete the display design content of the "Five Hearts" education service center. The teaching process integrates the design process and design points, takes facade modeling and color as the teaching task, and solves students' design problems through classroom activities such as one-to-one tutoring between teachers and students, group comparison and student evaluation. From the design sketch, intention drawing, model, effect drawing gradually optimize and improve the students' design scheme. The problems and solutions of students in the teaching process are summarized as follows:

Facade modeling: The south, east and west three facade modeling, is also the main presentation of the display content, different from the design points, the design points need to be unified in accordance with the unified industry standards, natural laws, ergonomic norms to solve, facade modeling for students to divergent creative design thinking brings more possibilities. Each group has different cognition and understanding of each spatial shape. According to the results of classroom activities in learning, students who serve as student leaders in the student Union are more familiar with the activity content and behavior habits of the Party spirit education center and labor education Center, and the facade shape can better match the spatial activities. The students who serve as class leaders in the class have clearer functional requirements for the moral education center, and the students who participate in competitions and have more professional practices have clearer spatial requirements for the aesthetic education center. The facade of the Party spirit education center is mainly shaped in red, such as the party emblem, the national flag, and the red boat, to assist the relevant slogan content. Special attention is paid to the contents involving the Party emblem and the national flag, which need to be shaped according to the shape and color, and other relevant colors can be distinguished as the same color and the same color system. The modeling of the labor education center and the moral education center needs to reflect the class activities and class honor content. Matching the corresponding modeling, modeling needs to reflect the axis, emotional education center facade modeling needs to be gentle modeling, guide Angle

modeling, aesthetic education center facade modeling needs to consider the function, tool, aesthetic.

Spatial color: Due to the particularity of each space, the demand for spatial color is different. The Party spirit education center is the main color of red, the overall atmosphere is high and long tone; The emotional education center and moral education center are mainly warm colors, and the overall atmosphere is medium and short tone, which is warm and comfortable, gentle and warm. The aesthetic education center is mainly bright colors, the overall atmosphere is low and medium tone, to happy and comfortable; The labor education center is mainly highlighted, and the overall atmosphere is lively and smart. Facade color coordination is calibrated by processing the RGB range with PS, matching the color with the color collection APP, and mapping the model after output correction. The rendering sample of simulated realistic scenes is evaluated by students and students to determine the spatial color types and matching. Based on the basic knowledge structure of the basic course "Building Foundation" and the display space color requirements, The main color of each space is mainly three colors, and the final effect is corrected again. The printing effect sample needs to process the RGB conversion CMYK range to ensure that the color difference is minimized.

2.5. Outcome evaluation

The classroom evaluation is mainly conducted through teacher-student evaluation and student-student evaluation, and the problems of the design scheme are sorted out and deepened again according to the practical landing standards. The students master part of the construction experience by taking materials, budget and technology as the main standards, and closely combine the design scheme and construction to lay a solid foundation for a better landing project. Through evaluation activities, the advantages of each design scheme are sorted out, and the quality of the scheme is improved by learning from each other according to local conditions. The common problems of each scheme are explained and dealt with in a centralized manner, so as to avoid mistakes in the practice process again. After two weeks of rectification, students were selected through mutual evaluation, docking with the party organization of the School of Design and Digital Art, and students were refined and deepened for problems in the design plan until the construction link.



Figure 2. Interior renderings

3. Reflection on Instructional Design

3.1. The teaching evaluation system needs to be perfected

Results feedback and teaching process deviation. Students majoring in design have different feedback abilities. 20% of students are good at office space design, 15% are good at landscape space design, 30% are good at display design, and 35% are good at art painting. There is no doubt that students

are serious about the course work of display design, as well as the energy and time spent in the process. However, there is a big gap in the final design scheme, which cannot be used to evaluate the learning effect of professional courses. Moreover, there is an objective gap in the length of time for some students to understand the professional knowledge. Therefore, the course results should take into account the process evaluation and result evaluation, and the following table is rectified.

Table 1. Teaching evaluation system

Assessment link		Assessment objective	Examination form	Assessment content	Performance evaluation requirement	Account for	
Learning attitude	online	Learning attitude is positive and serious	Learning efficiency of network teaching platform	Number of times, replies, duration, etc	Learning through the platform rating	6	10
	offline	Learning attitude is positive and correct	Attendance, concentration in class	Attendance, discipline	No absenteeism, tardiness or early departure	4	
Class participation		Active interaction	Questions and exchanges	Homework completion, questions and communication	High degree of completion, active answer questions, active thinking	10	
Stage assessment	online	Finish the on-field test	test	Specifications for construction drawings	Standard and accurate	10	30
	offline	Finish the job	works	Design specification	Industry standard	20	
Terminal assessment	online	Finish the on-field test	test	Specifications for construction drawings	Standard and accurate	14	50
	offline	Finish the job	works	Design specification	Standard and accurate	36	

3.2. Teaching platform resources have not yet been built

Exhibition design course is not limited to design itself, and the exploration of its core qualities and multiple values is extremely powerful for the expansion and improvement of students' ability, quality and knowledge. However, it is an

objective fact that classroom teaching and practical teaching have limited time and lack of scenes. Therefore, teaching platform resources should be constructed to expand and improve the content before and after class, so as to create more possibilities for students. The following table shows the construction idea.

Table 2. Teaching platform

Training goal	Cultivation degree	Professional content	Realization way	Reference standard	Closed loop
Knowledge objective	commonsense	Mapping knowledge, design norms, spatial cognition	Online teaching video	Professional standard	80 points inrun
		Behavioral interaction, psychological activity, construction norms	Offline practical operation practice	Industry standard	
Quality goal	effectiveness	Cultural understanding, national identity, cultural confidence	Expand the cultural spectrum	Cultural heritage	80 points inrun
		Professional responsibility, professional quality, craftsman spirit	Enhance professional identity	inheritor	
Capability objective	Ability to think	Function identification, task flow, design practice	Project practical operation design	Practical operation effect	80 points
		Demand locking, design positioning, value judgment	Practice case analysis	Operation effect	

Acknowledgment

Zhejiang Province Philosophy and Social Science Planning Annual Project (Youth Project): 《Study on the spatial narrative "text" of traditional villages in Shilu Cultural belt of Zhejiang Province》 (ID: 22NDJC340YBM); Zhejiang

Education Science Planning 2023 General Planning Topics (Universities): 《Research on aesthetic education practice of Zhejiang "Future Rural College" under high-quality development in the new era》 (ID: 2023SCG257) "School-enterprise Cooperation Project" of Visiting Engineers from Colleges and Universities of Zhejiang Provincial Education

Department: 《Embodied, local and sustainable: A spatial study of rural aesthetic education in Shanshui Shilu, Oujiang River》 (ID: FG2022266); General scientific research project of Zhejiang Education Department: 《Research on the practice path of "local design" in rural construction of Hemei in southern Zhejiang》 (ID: Y202304); Wenzhou Science and Technology Association service science and technology innovation project: 《Research on social innovation design of Wenzhou Island fishing village from the perspective of Marine ecological civilization》 (ID: jczc0263).

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