

Reflection of On-Line Interior Design (Living-Room) Lessons and Study of Countermeasures

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Abstract:

In the context of global public health events, on-line teaching is an important and new approach to promote the normal teaching work. This paper reflects the problems that encountered in the on-line teaching of the Interior Design (living-room), which is one of the core practical courses for environmental art design undergraduate major. The reflection was depicted from four aspects: the nature of the course nature, the arrangement of content, the design of teaching link, and the results and measures of implementation. Meanwhile, the countermeasures were studied according to the facing situation of online teaching link that caused by implementing an adjusting the scenario method, teaching and training method, case analysis method, discussion method, field research method. This paper provides a solid foundation for the implementation of future on-line Interior Design (living-room) lessons.

Keywords:

Reflection, Online Teaching Method, Countermeasure Research

1. Introduction

The novel coronavirus (COVID-19) outbreak had a huge impact on human society since the end of 2019 and until now. During the epidemic period, students cannot return to school. Therefore, the teaching work in colleges and universities cannot be carried out normally. Online teaching has become an effective solution to this special period. Different from the traditional offline teaching, the core of online teaching is to make full use of the informationized educational resources, “DingTalk”, “Tencent Meeting” and other informationized social platforms applications to implement teaching. Although the nature of education, that helps students to master professional knowledge and methods, and cultivates students’ ability of innovation, exploration and thinking, has not changed, the on-line teaching brings challenges to the management. The impact on traditional teaching are worth reflecting. In the crisis,

how to improve the shortcomings of online teaching and give full play to the advantages of online teaching are worth studying.

This course completes the teaching task through the preparation before class, the adjustment plan in the middle, the teaching situation, the teaching method, the course design, the course interaction, the course examination and the course evaluation. In the implementation, it is found that it's urgent to improve the integration ability of online resources at the teachers' level, and the setting of teaching links needs to comb the new system urgently. At the level of students, it is urgent to improve the ability of classroom management and the ability of students to absorb the course content to build an efficient classroom.

2. Course Character

Interior Design (living room) is one of the major compulsory courses for sophomores majoring in environmental design, which is in the fourth semester in the talent training program. Through special lectures and design practice, students can correctly understand the basic concepts related to the design of living room space, understand the content classification, design methods and design procedures of room space design, master the basis requirements and characteristics of room space design, master the organization and interface treatment method of room space, lighting design method, furniture layout method. To understand the basic dimensions of ergonomics, space and facilities, as well as the style and genre of interior design, so as to cultivate students' ability to comprehensively express space design by using space function, lighting, color, furniture and other skills.

Interior Design (living room) is a comprehensive art and science to establish living environment for people. It is closely related to architectural design. Through the study of theoretical knowledge and practical ability of the course, the design ability of students is improved, the design thinking of students is developed, and the scheme design, drawing skills and proposal reporting ability of students are enhanced, so as to lay a foundation for interior design work in the future.

3. Arrange Course Content

This course is a practical course with 72 joints. According to the syllabus, the contents of topic teaching and design practice are detailed. According to the nature of the course, the training objectives of online teaching are consistent with the offline objectives. Firstly, the course is divided into four major topics, namely, the design of living space in group activity area, the design of room space in private activity area, and housework The living space design of the moving area and the accessory activity area. According to the outline of the four modules, the course content is refined, which is different from the offline course content. In addition to understanding the significance of residential interior design and the composition, content and method, basis and procedure of residential interior functional space, it is also necessary to use network information resources to watch and collect excellent cases about lighting, color, furniture design, material selection and design style lamp, and then create situational teaching to make clear the design objectives and let students understand what this course is going to do. Next, after introducing the design task, explaining the key and difficult points, the students are informed of the expected effect of the homework through the case analysis, and the course acceptance standard is clarified. Through the collection of excellent cases to cultivate students' retrieval ability and

self-learning ability; and to complete the steps and methods of living space design online, combined with AutoCAD software operation training, students can solve the understanding of the original drawing by copying, and then design the original scheme through design understanding and perception. Including design thinking analysis diagram, plane layout, elevation, section, perspective effect drawing. The teacher then tutors students online according to their homework.

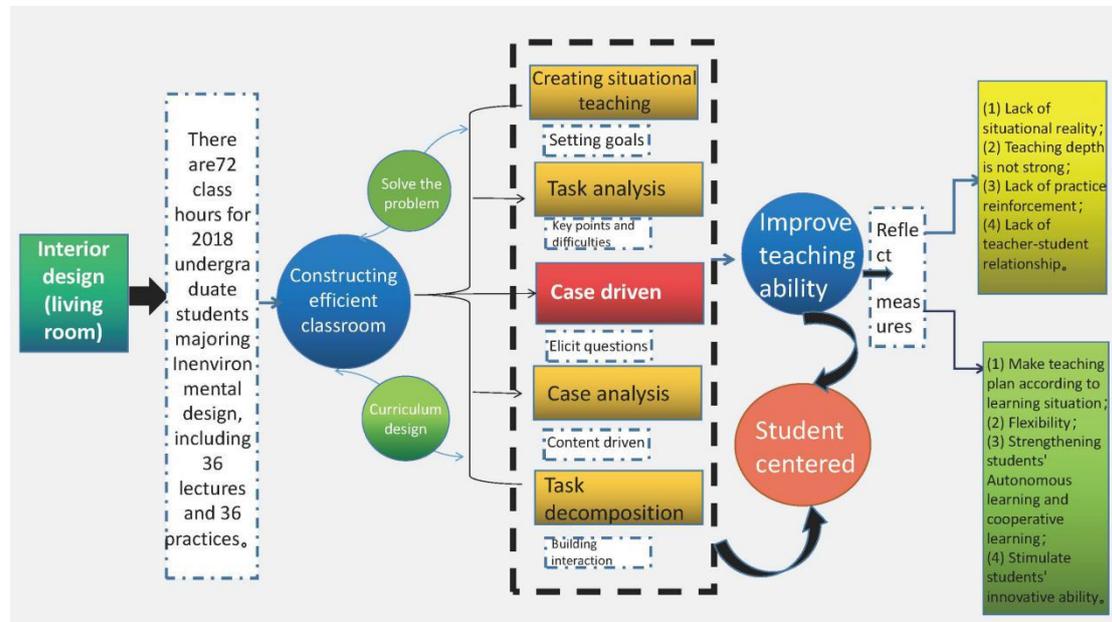


Figure 1. Construct efficient classroom and improve teaching ability.

According to the indoor living space area, explain one by one, case analysis and homework distribution, complete classroom teaching and practice. The specific teaching and practice class hours are as follows.

Table 1. Course learning plan.

Serial number	Course content	Corresponding practice content	Teaching hours	Experiment (practice) hours	Total
One	Concept and process of living room design	After understanding the design process, carry out field measurement and mapping of family space	Five	Five	Ten
Two	Porch design	Drawing and design of the space of the porch	Three	Three	Six
Three	Restaurant Design	Drawing restaurant space, copying and design	Three	Three	Six
Four	Multi functional space design (compound design)	Drawing multi functional space (compound) copying and design	Three	Three	Six
Five	Bedroom design	Drawing bedroom space, copying and designing	Three	Three	Six
Six	Study design	Drawing study space, copying and designing	Three	Three	Six
Seven	Toilet design	Drawing toilet space,	Three	Three	Eight

		copying and designing			
Eight	Kitchen design	Drawing kitchen space, copying and designing	Three	Five	Eight
Nine	Storage and balcony design	Drawing storage and balcony space copying and design	Three	Three	Six
Ten	Ancillary space and design proposal	Can form independent design proposal text	Five	Five	Ten
Total class hours			Thirty-six	Thirty-six	Seventy-two

4. Implementation and Achievements of Online Teaching

Under the emergency state, at the teacher level, the use method of online resource platform for emergency learning before class will modify the prepared course content to meet the online course progress. At the student level, students are organized to learn new courses by student learning center, and then excellent teaching resources are collected to help students establish virtual Tencent course classroom, summarize and sort out knowledge points, and firmly grasp new knowledge. To achieve the smooth development of online teaching, effectively solve the problem that students can't attend school due to the epidemic situation, achieve regular online question and answer, and online counseling within the group, and solve the problems in learning. The specific solutions are as follows:

4.1. Guide before Class and Cultivate the Ability of Autonomous Learning

According to the usual practice, a course schedule will be made and distributed to the students in advance before the course every week, so that students can fully understand what they have learned in this class, and the time nodes are clearly marked, so as to worry about the problems of connection errors caused by poor network, so as to let students preview the course content in advance.

4.2. Integrating Theory with Practice and Practicing Professional Goals

Carry out the implementation of teaching links around the specific content. In the first stage, it is distributed in the form of tasks to increase students' autonomous learning ability, facilitate the realization of flipped classroom, and truly achieve the "student-centered" classroom standard. In the course content of each topic, the situation is set up, and after the task is given out, the students will think and answer. The teacher will explain the common problems by inserting cases, and make comments and guidance in the combination of teaching and practice. In the first project, students are required to take the family space as the field known project to measure the house, and draw the standard floor plan of the room space annotation data with the tool as the foundation of the course opening. In the second stage, teachers give guidance and answer according to students' thinking and practice, and put forward reasonable suggestions and feasible plans. Students can draw conclusions and revise according to the problems they encounter now. Then, explain the knowledge points and practical operation methods of space area content in each specific content of the topic. According to the set space area, understand the owner's preference, age, occupation, family and other information. We should not only have the optimized design concept, but also have the skills of strictly forbidding design specification. It also sets the corresponding practice plate for each specific content in the form of practical tasks. In the third stage, according to the design concept and the guidelines

under the design specifications, complete the exercises in each area, digest the knowledge points of the course and standardize the design language. After each space area is completed, the space is integrated and the proposal text is made to report.

4.3. Ideological and Political Cooperation to Create Curriculum Highlights

In addition to the online live broadcast of love, the development trend of modern living space is analyzed in the case explanation. The people's daily puts forward the idea of frequent ventilation, frequent hand washing, and daily work and rest rules as the main line. It makes a series of deployment and instructions on the war "epidemic" and integrates it into the living room space to guide students to understand the latest guidelines on healthy housing standards and to face the epidemic situation. In this paper, we re-examine and define the housing under the new concept, and analyze the drawing of healthy and safe housing with cases. Combined with the design concept of "safety, comfort, health, applicability, sustainable development" as part of the teaching content of the course, the online resources were used to share a series of design scheme appreciation, so as to further enhance the unity of students and improve the correct values. Try to enrich the classroom content, integrate more ideological and political elements, and conduct ideological guidance and value shaping.

4.4. Course Results Test Course Effect

Through a semester of online course teaching, through the task decomposition, the course assignments are integrated into each course teaching, learning and doing. The quality of students' homework is getting better and better. The drawing of each space is carried out according to the national standards. The space style, function, marking, scale, color matching, lighting arrangement and ergonomics are all considered. Students can submit complete sets of drawings on time. Among them, most of the students' homework shows can achieve the effect of competition.

5. Reflection and Countermeasures of Online Teaching

Since the implementation of the four major topics and five links of the course, online teaching can share resources well before class, so that students can see many high-quality teaching methods, teaching research trends and teaching results. It can also solve the difficult points encountered by students in real time through different network conditions. At the same time, it also faces many problems. First of all, the lack of situational realism. Although there are theoretical knowledge points and video demonstration operation methods in the network live broadcast course, the practice is weak, which leads to the deviation of students' data measurement. In the further teaching process, there is no good relationship between the past and the future. Secondly, lack of practice reinforcement. The practical time of online teaching is limited. In order to meet the online teaching target of no less than 30 minutes, there is a big difference from the goal of each class. Undoubtedly, it needs to occupy the time after class to carry out the guidance of the second class. The second classroom is a way to activate the atmosphere of students, and the two online methods also make students lose interest. Thirdly, the depth of instruction teaching is not strong. In the implementation stage of the course, there is a dead angle to control whether the students watch and absorb the whole process. The phenomenon of students coming late and leaving early is judged by the background watching data, because the network signal and background recording information occasionally appear delay and

disconnection. Fourthly, the lack of teacher-student relationship. The effect of establishing teacher-student emotion to promote teaching interaction is weak. Students with good performance are willing to establish interactive relationship with teachers, while students who are unwilling to learn are dull and silent in every class. Teachers want to establish interactive relationship with them, but they must implement communication after class due to time constraints. It is difficult to establish a communication bridge for teachers who have never brought students in this class.

Online teaching will undoubtedly become a basic means in the future teaching process. According to these universal teaching problems, the corresponding countermeasures are put forward. First of all, classroom teaching is flexible and changeable. The quality of teaching effect needs to be improved. Under the emergency state, it is difficult to organize the rich platform resources into complete and effective curriculum resources for students, which leads to the majority of teachers and students learning fragmented chemistry. Teachers should establish a complete and adaptive teaching resource library in the long-term accumulation, so that students can learn system knowledge completely, and teachers' ability of online teaching level is not It has been improved.

Secondly, teaching should be determined according to the learning situation. Each class learning absorption situation is different, we should formulate the course content according to the students' own characteristics. The case analysis with strong practical ability in class can deeply analyze and solve the practical difficulties of project production. Thirdly, strengthen autonomous and cooperative learning. In the time after class, the homework assigned by teachers should be inspired by problem-based lead-in. In order to improve students' self-study ability and study ahead of time, we should also effectively master the retrieval methods of network resources, so as to cooperate with the implementation of online teaching classroom, so as to achieve the complete effect of the classroom. Finally, stimulate innovative. In each class, the learning content should be arranged reasonably. The excellent and poor homework will be displayed and compared 5 minutes before class. The effect of classroom instruction will be combined with the course content for in-depth practice so that students can improve the learning effect through the combination of learning, exhibition, point and practice.

6. Conclusion

Focusing on “students” and the design of online teaching links; to promote systematic changes in online teaching and learning and the improvement of learning quality, based on teaching theories, online teaching strategies should not only study the phenomena and problems of online teaching, but also Research uses the advantages of online teaching to solve practical teaching problems, which can be used to guide online teaching practice [3]. No matter whether the classroom is online or offline, only when teachers are “intentionally” making and students “intentionally” learning can truly realize “stopping classes without stopping”; continuously promote the in-depth integration and evolution of advanced technology and classrooms; explore learner-centered teaching Ways of change.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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