

Teaching Strategy of Higher Vocational Interior Design Based on “Internet Plus” Thinking

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Abstract: “Internet Plus” thinking has been widely adopted in the teaching of interior design in colleges and universities, and its application has significant implications that cannot be disregarded. “Internet Plus” thinking not only realizes the innovation of interior design teaching but also significantly improves the level and quality of teaching. Through an analysis of the advantages of “Internet Plus” education platform and the current situation of higher vocational interior design teaching, effective strategies for higher vocational interior design teaching based on “Internet Plus” thinking are proposed in this paper in hope that this study will contribute to the efficient development of interior design teaching activities.

Keywords: “Internet Plus” thinking; Teaching strategy; Interior design

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1. Introduction

In recent years, the application of “Internet Plus” in people’s daily work, life, and education has become very common. When teachers in higher vocational colleges carry out interior design teaching, they must be aware of the disadvantages of the teaching mode used in the past and strengthen the application of “Internet Plus” thinking to interior design teaching, so as to effectively make up for the gaps in past education, achieve a more ideal teaching effect, and continue to supply high-quality interior design talents to the society.

2. Advantages of “Internet Plus” education platform

First, the reform and innovation of interior design teaching based on “Internet Plus” thinking renders students’ learning methods more adjustable and flexible. As long as there is a network, students can use their smartphones or computers to log in to the online teaching platform at any time and thus use the resources on the platform to learn. Second, based on “Internet Plus” thinking, higher vocational colleges can carry out barrier-free information exchanges with related companies to timely and comprehensively understand the current development trends in the industry, objectively recognize new industry concepts and technologies, and gain a comprehensive understanding of the industry’s development trends. The courses that are currently implemented are being improved and optimized to ensure that the professional knowledge and skills students learn are in line with the current development of the industry. Third, the establishment of “Internet Plus” education platform provides a new medium for interaction between teachers and students. When students use the resources on the platform for independent learning, they may come across certain problems; the platform allows them to raise questions anytime and anywhere, and teachers can help students analyze their problems and questions as well as provide answers via the platform. In addition, teachers can

provide detailed explanations during classroom lessons in response to students' questions and doubts, so as to ensure the relevance of classroom teaching.

3. Current situation of interior design teaching in higher vocational colleges

In recent years, colleges and universities have continued to expand the scale of enrollment, which has led to a continuous decline in the quality of students in higher vocational colleges. According to surveys, many students majoring in interior design in higher vocational colleges lack learning autonomy and have a relatively weak foundation. Although we have now entered the information age, there are still some higher vocational teachers who have not been able to keep up with the pace of the times and are still using the previous teaching mode. The issues they face in teaching are reflected in three situations. First, students come from different regions; thus, there are significant differences in their basic knowledge. In the previous teaching mode, it is impossible to take into account of every student and meet their individual needs in a 45-minute class. Second, the interior design major involves a wide range of knowledge, including psychology, advertising, ergonomics, and other related fields, and the teaching materials used by teachers are unable to keep up with the speed of material and concept update that varies with the aesthetic changes of the times, thus limiting the knowledge taught in the classroom. Third, the dull classroom environment, the lack of interaction between teachers and students, and the poor teaching effect of the previous teaching mode hinder the motivation of students to grow a strong interest in learning.

4. Effective strategies for higher vocational interior design teaching based on “Internet Plus” thinking

4.1. Innovative teaching concept

Based on “Internet Plus” thinking, the primary task of teachers when teaching the subject in higher vocational colleges is to actively innovate their own teaching concepts. With the help of advanced internet technology, teaching methods and means of interior design can be innovated and reformed. Establishing a teaching platform based on “Internet Plus” not only provides students with a variety of training methods to choose from but also creates more opportunities for students to be involved in practical operations^[1]. Under the guidance of “Internet Plus” thinking, when designing interior design teaching platform modules, teachers must place the students at the center of their design, take into account the current learning situation and students' individual needs, and encourage students to use the resources on the platform for in-depth learning and to understand the laws of interior design. In the classroom, teachers can create different scenarios through the use of “Internet Plus” based on the teaching content, and students can then choose one of the scenarios based on their preference. Students will then need to use the “Internet Plus” education platform to express their design ideas within the time specified by their teachers. In this process, teachers must be aware that they only play the role of a guide and instructor, while the students are the main subjects of education. Therefore, they must not interfere with the expression of students' design ideas. This would be conducive to the enhancement of students' innovation skills and stimulate their design inspiration. For example, when carrying out special design teaching, teachers can guide students in using three-dimensional (3D) design software to express their design ideas through the combined space and monitor their operations in the background. In this way, teachers can rectify the mistakes made by students promptly, deepen their learning experience, and supervise their learning behavior, thus preventing them from engaging in activities that have no bearing on learning. 3D design software can also be used to make the interior design more textured.

4.2. Design practical teaching modules

The innovative reform of higher vocational interior design teaching based on “Internet Plus” thinking aims

at the organic integration of the teaching content with the “Internet Plus” education platform, guiding students in the use of advanced Internet software and accurately completing interior design drawings, as well as providing more opportunities to students to practice drawing. Interior design is a practical subject. For this reason, teachers must pay adequate attention to the design of practical teaching modules when innovatively reforming teaching based on “Internet Plus” [2]. Before carrying out practical teaching, teachers should help students understand the operations and precautions of the materials that are commonly used in interior design through the Internet platform, so as to prepare for pre-class learning. In this way, students will be able to grasp some of the contents involved in interior design before the practical session. In addition, students will have more time for practical operations, the workload of teachers in class will be reduced, and students’ ability to learn independently will improve. Under the guidance of “Internet Plus” thinking, by strengthening cooperation with related companies when establishing the “Internet Plus” education platform, higher vocational colleges will also learn about the current requirements of enterprises for interior design talents and the trend of development in the industry.

4.3. Strengthen the integration of production and education

Under the guidance of “Internet Plus” thinking, teachers should strengthen the integration of production and education when innovating and reforming the teaching of interior design, so as to better realize the cultivation of interior design talents. The skills of students majoring in interior design in higher vocational colleges vary among individuals, and some students may find it difficult to complete interior design projects on their own. In response to this, students should be divided into different groups, and each group should democratically select a team leader [3]. The team leader will be responsible for the overall arrangement of the project tasks of the group, and the other members will have to cooperate with each other to complete the tasks. For example, in the case of an assigned project task, requiring students to come up with office space design drawings, the team leader must divide the work among the members according to the project tasks in a reasonable manner. The team members must discuss the project tasks and generate design inspirations through brainstorming; then, the team leader will have to collect, sort them out, and put forward the most creative design concept. Subsequently, the members responsible for completing the preliminary expansion of the design drawings and the deepening of the design drawings would have to complete their tasks. After each member has completed his/her task, all members of the team will come together to review and inspect the overall design plan.

Such a teaching mode with a clear division of labor would not only fully utilize the strengths of each student and build their self-confidence in learning, but also help students enhance their cooperation skills and team awareness. After each group has completed their project tasks, the teacher should inform the students of certain problems in their design, commonly the irregularity in drawings that affects the overall drawing effect. The teacher can consider recording a video and sharing it with the students. In that way, the students would be able to pinpoint the problem instinctively.

4.4. Improve the evaluation system

The reform of higher vocational interior design teaching based on “Internet Plus” thinking has replaced the relatively backward teaching mode in the past. Knowledge learning is no longer restricted to classroom learning. Students can use the Internet to learn anytime and anywhere during their spare time [4]. It is evident that the teaching of interior design following innovation and reform is more conducive to the development of students’ independent learning. Since the teaching mode has been innovated, it is also necessary to strengthen the evaluation system, so as to better improve the teaching quality and achieve the teaching effect of yielding twice the result with half the effort. **Table 1** shows the evaluation methods.

Table 1. Evaluation methods

Evaluation method	Time	Content	Purpose
Diagnostic evaluation	Before learning	Understand students' basic foundation, learning interests, motivation, <i>etc.</i>	Clarify the understanding of students before learning, existing problems, <i>etc.</i>
Formative assessment	During learning	Understand the basic situation of students' learning process	Address students' problems and promote their development
Summative evaluation	After learning	Check the completion of learning tasks	Provide feedback to students about their situation, prompting them to understand their strengths and weaknesses

When constructing an evaluation system, teachers need to adhere to the basic principle of comprehensiveness. They should take into consideration of students' learning attitudes, professionalism, values, ideology, morality, social adaptability, *etc.*, in addition to their mastery of professional knowledge and skills to make an evaluation^[5]. Second, teachers need to adhere to the basic principle of diversification. For a qualified interior design talent, he/she needs to have a wide range of skills, many of which cannot be accurately measured through written tests. Therefore, when establishing an evaluation system, the diversity of evaluation subjects and methods must be ensured^[6]. Third, teachers need to adhere to the basic principle of dynamism. In order to ensure that the evaluation results accurately reflect students' overall development, the evaluation must be based on the whole learning process instead of a single examination at the end of the semester. For example, under the guidance of "Internet Plus" thinking, teachers can record the overall performance of students in the classroom with the aid of advanced information technology and use the information system to track and evaluate students' classroom performance. Lastly, teachers need to adhere to the basic principle of motivation. The evaluation system must be able to fully tap the potential of students and create a certain incentive effect on students, which would be more conducive to the full use of the evaluation link itself.

4.5. Establish a school-enterprise dialogue mechanism with the aid of "Internet Plus"

The interior design major has a wide range of content. The knowledge and skills related to interior design are also evolving with the advancement of science and technology and the continuous development of society. In order to encourage students to learn new industry knowledge and technologies, a school-enterprise dialogue mechanism should be established with the aid of "Internet Plus" under the guidance of "Internet Plus" thinking. First of all, through a school-enterprise dialogue mechanism, enterprises can upload the latest industry developments and technologies onto the cooperation platform, and teachers can sort out these contents, associate them with teaching content to make teaching videos, and upload them onto the "Internet +" education platform through which students can download and watch them on their own. This would expand students' knowledge framework and enrich their professional skills. Second, enterprises can upload the interior design tasks they undertake onto the school-enterprise cooperation platform for students to view. When discussing design project tasks between the students and teachers, followed by uploading their design works, it can also inspire cooperative companies. Third, schools can share the works of students with enterprises through the school-enterprise cooperation platform to create opportunities for students to carry out internships or secure their employment in these enterprises. It can be seen that the establishment of a school-enterprise dialogue mechanism under "Internet Plus" thinking is conducive to the improvement of students' professional level.

5. Conclusion

With the continuous development and progress of society, the requirements for interior design talents continue to increase. In order to encourage students to learn new industry knowledge and technologies, a school-enterprise dialogue mechanism can be established with the aid of “Internet Plus” based on “Internet Plus” thinking. In addition, teachers can actively innovate the backward teaching concepts, clarify their roles in the classroom, carefully design practical teaching modules, and strengthen the development of production-education integrated teaching, so as to impart professional knowledge to students, while vigorously cultivating their skills in a comprehensive manner. Teachers should also use “Internet Plus” to establish a school-enterprise dialogue mechanism, while broadening students’ professional knowledge framework, providing students with more practical opportunities, strengthening the connection between students and enterprises, and creating employment opportunities for students.

Disclosure statement

The author declares no conflict of interest.

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