Practice Reform of Public Art Design Majors under the Blended Teaching Mode

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Abstract: Public art design is an interdisciplinary field that requires both students' comprehensive knowledge level and practical abilities. The application of blended teaching mode has changed the problem of traditional teaching mode being single. By integrating online and offline teaching resources and advantages, students' learning interest and creativity can be effectively stimulated, and their practical and innovative abilities can be improved. Therefore, universities need to actively carry out practical teaching reform, promote the application of blended teaching mode in practical teaching of public art and design majors through optimizing course design, establishing online resource libraries, organizing teacher training, and conducting diversified activities.

Keywords: Blended Teaching Mode; Public Art Design Major; Practical Teaching; Teaching Reform

1.Introduction

Since 2012, the "blended learning" model of integrating information technology and curriculum teaching has become a key component of the "accelerating trend of technology adoption in higher education" mentioned in the New Media Alliance's *Horizon Report (Higher Education Edition)* for many consecutive years. Blended learning mode, also known as "integrated learning" mode, is a teaching mode that integrates face-to-face teaching and online experiential learning to leverage their advantages and achieve a unique learning experience. After more than 20 years of development, the traditional classroom teaching mode is gradually being replaced by blended learning mode. [1] At present, the blended learning mode has also been accepted and adopted by some college educators, and has achieved

significant results in some subject education fields, especially in applied courses in disciplines such as art, medicine, and engineering. Although these studies have shown that blended learning models have good teaching effects in some disciplines and courses, there is still no more effective data in the field of art practice courses. More practical course teaching models are actively trying to reform.

As a highly practical discipline, it is particularly important to carry out practical teaching reforms in public art design. To enhance students' comprehensive practical application abilities, it is necessary to actively explore the methods of practical teaching reform in the public art design major under the blended teaching mode. Taking the *Space Composition* in the public art curriculum as an example, this study provides useful reference for the teaching reform of this major. [2]

2.The Teaching Characteristics of Public Art Design Majors under the Blended Teaching Mode

2.1. Integration of Teaching Content

In the practical teaching of public art design majors, the online and offline blended teaching content should not be limited to textbook knowledge, but also need to effectively integrate textbook content with online literature resources and teachers' personal experience; This is in line with the interdisciplinary nature of public art design majors. In this process, teachers can use online teaching resource libraries to calculate the linkage between related subject knowledge and art design through big data technology, and then expand the teaching content on this basis. [3]

2.2. Diversity of Teaching Methods

The emergence of blended teaching mode allows teachers to no longer be limited to playing teaching courseware, but to combine

online and offline methods to make teaching content diverse, allowing teaching knowledge to be more intuitively presented to students. For example, when conducting theoretical teaching, teachers can use tools such as multimedia technology and animation technology for teaching. These technical means can concretize theoretical knowledge and even present details through practical means. Students can freely watch through the Internet and independently choose the parts that need to be deepened according to their individual learning level, in order to achieve the goal of consolidating learning.

3. Teaching Reform Strategies for Space Composition in Public Art and Design Majors under the Blended Teaching Mode

3.1. Construction of Teaching Mode for Space Composition

Building a multi platform practical teaching space is of great significance for improving students' practical abilities. This blended teaching space can meet the needs of different practical forms, while also improving teaching efficiency and students' learning experience. [4] The traditional classroom is a part of the art design practice teaching space, which is beneficial for teachers to control the teaching progress and students' learning status, and is very helpful for teaching some basic knowledge and theories. Secondly, laboratories and workshops should also be established; These places can provide students with opportunities for practical operation, allowing them to personally practice and explore, thereby deepening their understanding and mastery of theoretical knowledge. In laboratories and workshops, professional and advanced equipment and equipment should be provided for students' practice, and regular maintenance and updates should be carried out. Finally, online teaching is also necessary. Online learning platforms can also provide rich learning resources and tools to help students better engage in self-directed learning and self-evaluation. For example, teachers can use online learning platforms to publish learning tasks and materials, students can engage in self-learning and discussion on the platform, and teachers can guide and evaluate students on the platform.

3.2. Design of Blended Teaching Mode for Space Composition

The establishment of an online teaching resource library for the course Space Composition is an important guarantee for the implementation of blended teaching mode, as well as an important measure to improve teaching quality and enhance students' self-learning ability. In the process of establishing a teaching resource library, it is first necessary to clarify the construction objectives and determine the purpose and content of the resource library based on the characteristics of the public art design major. For example, a resource library can include resources such as design works, design materials, design software, and design tutorials. By continuously enriching online teaching resources, it can provide sufficient guarantees for practical teaching of public art design majors. [5] In addition to continuously expanding teaching resources related to the public art and design major, it is also necessary to ensure the quality of these resources, as the public art design major requires high comprehensive abilities of students. In the teaching process, it is necessary to simultaneously enhance students' theoretical knowledge and practical abilities. Therefore, when collecting relevant resources in online resource libraries, it is necessary to screen them to ensure composite screening standards for relevant resources. A clear classification system should also be established for teachers and students to search information.

3.3 The Design of Blended Teaching Mode: Taking Public Art Design Majors Space Composition Course as an Example

Some scholars have improved the blended teaching model based on DECL (Deep Cycle Learning), dividing the entire process into four progressive and cyclic processes: teaching preparation, knowledge construction, transfer application, and evaluation and criticism. From a practical perspective, the blended teaching mode is mainly divided into four stages: front-end design, resource design, activity design, and evaluation design. [6] In response to the teaching characteristics of public art and design majors in vocational colleges, attention is paid to the initiative of students' learning subjects and the current knowledge structure of undergraduate students. Therefore, online

design should have rich and cutting-edge course resources, while offline design should have refined management and personalized guidance. Based on this desig.

According to the knowledge system of the teaching subject, it should be introduced from two aspects: design theory and design practice. For example, in the first year of public art major, Space Composition needs to construct students' three basic knowledge of aesthetics, art, and design from the disciplinary background of general education; In the second and third years of college, it is necessary to focus on specialized practical skills in different disciplines, laying a solid foundation for the graduation project. Moreover, the intersection and correlation of different stages and courses in the same semester also need to be considered, such as the early layout of the course Space Composition, which lays the foundation for its later "project design". Therefore, phased goal analysis should also be carried out synchronously, and teaching design should be carried out based on online resource presets and offline interaction methods. [7]

The teachers should set different online and offline learning resources based on the teaching content. In the initial teaching process, online resources include MOOC videos, high-quality courses and video public courses from universities, TED global sharing courses, and training and skill enhancement courses from various institutions; Offline refers to the theoretical lesson plans, test materials, and practical resources prepared by teachers based on classroom teaching needs. Adopting a blended teaching mode, teachers need to control the duration to complete both offline and online learning processes. The teaching activities mainly consist of learning group units, consisting of a 45 minute offline classroom teaching and a 30 minute online learning unit. The 45 minute offline course includes a 30 minute theoretical lecture, a 15 minute flipped classroom, and an 8 minute course summary and feedback; The 35 minute online learning consists of course expansion and small homework practice.

Universities should build a comprehensive cloud classroom system for environmental design disciplines based on existing MOOC resources and online self-learning platforms such as the School of Architecture, Zhulong Study Group, and NetEase Cloud Classroom.

[8] At the same time, teachers select and upload high-quality courseware and learning materials for offline teaching, and provide activity resources for corresponding stages according to the talent cultivation outline, ensuring seamless connection during use and fast and smooth extraction.

Universities should also transform traditional result-based and purpose-based evaluations into stage based and reflective evaluations. Among them, the evaluation form needs to focus on diversity and timeliness. Online evaluation can be conducted through data analysis such as student evaluation, process supervision, student mutual evaluation, and activity level; The offline classroom conducts qualitative and quantitative analysis through oral presentations, questionnaires, and individual or group homework evaluations, ending with reflective and open-ended topics. [9]

4. The Application of Blended Teaching Mode -- Taking the Course Space Design as an Example

As a compulsory course for public art majors, the course of Space Design is based on its foundational and practical aspects, and is of great significance in cultivating students' design abilities in public space design and interface expression. Taking vocational colleges as an example, this course is designed for first-year students majoring in public art, with a total of 64 class hours. It mainly cultivates students' design abilities in spatial functions, lighting, color composition, public spaces, etc. The team utilized a blended learning model and integrated KSA teaching driven approach in the teaching of this course, and the research was divided into three stages to explain the specific design and process.

Firstly, in their first year of college, students have basically mastered the operation and application of CAD, 3DMAX, and other drawing software, and have received systematic training in courses such as shape design, color composition, and plane composition. [10] Therefore, through the study of Space Design, students have initially acquired the ability to independently and comprehensively design spaces, laying a solid foundation for subsequent "public space design" and "thematic design". In addition, through the analysis of relevant teaching materials, teachers summarized the teaching plan and key and

difficult points applicable to the performance of public art space, theoretically de stylized the single mode of traditional public space, proposed the diversified ways and cultural differences of modern public space, carried out teaching from the plane and three-dimensional aspects of space design, and used rich design cases to correspond to design concepts and techniques, to derive new models suitable for future public spaces and enable theory to better guide practice through deduction and comparison.

Secondly, teachers use a blended online and offline teaching mode to carry out teaching. Based on the teaching rules of this course, a timeline of "32+10+22" has been summarized, as shown in Figure 2. The basic knowledge teaching and classroom guidance for the offline "32+10" class hours, as well as the intensive reading and analysis of master public space cases and post class exercises for the online 22 class hours. Among them, 32 class hours are further divided into four sections: "Introduction to Space Design", "Composition Types and Styles", "Basic Functions and Movement Lines", and "Space Form and Decoration Methods". The online segment, which lasts for 22 hours, can be divided into three stages: "14+4+4" teaching of basic knowledge (online learning of "21st century modernist master spatial analysis"), online exploration of future spatial diversified development models, and expression of design concepts and skills. By studying MOOC videos, students can master classic spatial design cases and extract the techniques of spatial limitation and formal aesthetics applied from master works, in order to better understand the differences between Chinese and Western architectural cultures; On the other hand, through learning the application of new building materials and processes, students are stimulated to think about future residential models, aligning their basic theoretical knowledge offline with vivid online case videos, and strengthening and enriching their understanding and application abilities. In the mission statement stage, students will establish their own spatial design theme based on the site inspection, which is the guidance period for the major homework process. [11]

Finally, teachers conduct both online and offline process assessments through an effective evaluation system. Teachers divide students into groups and construct a "group to group mutual evaluation" evaluation method, improving the design of their own group and improving their spatial concept from the design perspective and comparative testing of different groups. Teachers allow students to engage in personalized creativity and creativity while following the task book, in response to the personalized education of blended learning mode -- "blended learning enables students to work at their own pace, ensuring that they fully understand new concepts before moving forward," inspiring students to demonstrate more autonomy and creativity. [12]

5. Conclusion

The blended teaching mode provides a new opportunity for the reform of practical teaching in public art design majors. By integrating online and offline teaching resources, optimizing the teaching environment, and improving teaching effectiveness, students' practical abilities and innovative spirit can be cultivated. In the future, universities should continue to explore the application of blended teaching mode in practical teaching of public art and design majors, in order to meet the needs of educational development and cultivate more outstanding talents with practical ability and innovative spirit.

Acknowledgment

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