

Application of Experiential Teaching in Space Design Teaching

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Abstract: *Space design teaching is a highly applied and comprehensive discipline, which emphasizes students' direct experience of what they have learned. Through experiential teaching, students can directly experience and find problems, and solve them effectively in practice. Compared with traditional theoretical teaching, it has very obvious advantages. Nowadays, with the continuous optimization of educational concepts and teaching hardware in colleges and universities, experiential teaching has begun to be popularized in the teaching of space design, and has achieved some teaching results. This paper will discuss this aspect and explore the experiential teaching strategy based on the actual situation.*

Keywords: *Experiential Teaching; Space Design; Colleges and Universities*

1. Introduction

The study of space design is not as rigorous and rational as in the field of science, nor as passionate as literature and art, but requires learners to carry out the process of recreation on the basis of understanding certain material conditions, and pay great attention to the experience and practicality in the learning process. Only on the basis of having a certain theoretical basis and life experience, can they combine it with their own artistic thinking and inspiration. Only in this way can we create excellent works and achieve a deep grasp and learning of space design. To achieve this effect, learners need to find and refine various elements of space design in a real environment, so as to achieve their own better learning results.

2. The significance of experiential teaching to space design education

2.1. Guiding students to participate and improving learning quality

Space design teaching can not be completely mastered by simply learning theoretical knowledge. It needs full practice and examining its own design concepts and design elements in practice. Only in this way can we continuously optimize its own design content and realize high-quality learning. However, in the traditional space design teaching, the teacher pays too much attention to the teaching of some design theory knowledge unilaterally, and ignores the practical and experiential learning.[1] The students educated under this teaching mode may recite many classic design theories, but once the actual design creation is involved, they will fall into confusion and confusion, and their practical operation ability is low. However, through practical and experiential teaching, these problems can be effectively solved. First of all, from the perspective of classroom learning, students can actively participate in the classroom teaching process, and under the appropriate guidance of teachers, take the initiative to personally experience, form, test, reflect and improve the content they have learned, realizing the students' in-depth cognition of the content they have learned. Secondly, in terms of the breadth of knowledge understanding, students can actively think about what they have learned in the process of practical experience and under the guidance of teachers, so as to form a richer and in-depth understanding. They have strong personalized opinions, which changes the previous state of simply taking notes, but can actively think and summarize, which also has a strong role in promoting students' long-term learning in the future.

2.2. Realizing individual cognition and improving innovation ability

As the saying goes, "there are a thousand Hamlets in the eyes of a thousand readers", for the same knowledge, different people may have different thinking and cognition due to their different ways of thinking and living environment, which is especially true for space design.[2] Space design itself is a

very innovative discipline. Only when practitioners have their own unique design concepts can they be favored by more people in the future work development process and realize their long-term effective development. Experiential teaching can effectively improve students' innovation ability. Under the guidance of experiential teaching, students can experience and feel problems independently and personally. In this process, teachers do not directly and forcibly require students to make what they must do, but to enable students to carry out personalized learning and design according to their own thinking characteristics and preferences, avoiding stereotyped design. Instead, a variety of design trends can appear in a class, which can effectively promote students' innovation ability. In the later process, students can also learn from each other to enrich and optimize their own design ideas.

2.3. Improving practical ability and adapting to professional process

Space design is not just a subject that only stays in theoretical study. All the contents that students learn should be implemented into professional process design in the end. Especially in the context of today's society, the rapid development of society has also led to rapid changes in the needs of society for space design. If students only study in colleges and universities, it will inevitably be out of touch with the mainstream needs of the society, which is very detrimental to students' future career development. In a complete design process, the links and knowledge that need to be involved are very rich. From the plane drawing, the selection and application of materials, the basic selection of technology, etc., designers need to learn to consider from the perspective of customers, rather than their own random play. These are what a qualified space designer should understand and master. All of these can guide students to practice and exercise in a planned way in the process of experiential teaching, so as to realize the familiarity and mastery of relevant professional design processes and speed up the growth of a qualified space designer.

3. Application strategy of experiential teaching in space design teaching in colleges and universities

3.1. Carrying out experiential teaching in combination with the curriculum system

Curriculum is the core of all teaching. Space design teaching involves many contents, such as basic drawing courses such as sketch and color, as well as professional backbone courses such as renderings, materials science and ergonomics. Only by implementing experiential teaching into every teaching link can we really give play to the advantages of this teaching mode. For example, in the teaching of drawing courses such as sketch and color, teachers can lead students to investigate and sketch some architectural spaces near the school, and conduct all-round investigation and research on these architectural facilities, rather than just practicing through planar photo sketching. For other course contents, such as materials science, ergonomics, etc., we can analyze and learn by analyzing some space facilities in the school, which greatly deepened students' understanding and impression of this part of the content. After learning the content of a stage, we can carry out experiential teaching in combination with some practical cases. Teachers can actively push some space design projects they have mastered to students, so that students can carry out practical design exercises according to the requirements of the project, and can also directly lead students to experience some similar architectural spaces from the perspective of a customer to meet the actual needs of the design.[3] For example School interior in some architectural design and renovation of the project, you can leave the practice experience to our students, let students on their understanding of the school structure, from the perspective of a campus building user, to the campus architectural design and renovation put forward their own opinions, on the basis of fully understanding the school demand, for the actual design experience. Schools in the school can guide students to participate in this learning practice by designing competitions, so that students can apply their professional knowledge into practice. The benefits of this mainly has two aspects: the first is to give the students practice experience platform, through this way can give full play to their professional skills, design for their familiar with campus improvement, and because the campus building space itself is service for students themselves, students can also have more say in this respect. Second, through such design practice, the teacher can target students' design optimization and comments, combined with the actual school to point out the advantages and disadvantages of student space design, this way of teaching for students will be more intuitive, can directly through the field observation to the improvement of space design.

3.2. Combining new technology to improve teaching quality

With the continuous development of science and technology, related teaching technologies are also

undergoing rapid updates and iterations. The development of VR and AR technology has heralded the arrival of modern educational means and methods, and also provided a good entry point for the optimization of space design teaching. Many teachers have realized the great advantages of this new teaching technology, virtual reality environment can guide students to participate in the learning process to the greatest extent, and bring intuitive and vivid interactive learning experience to participants, which is very beneficial to guide students to understand spatial structure and form their own cognitive structure. In the space design course, many works about some architectural schools, such as structuralism, are difficult for students to fully understand only through simple plane pictures and words, but as long as this new technology is combined, these problems in traditional teaching will be solved, so that students can observe and understand the knowledge they have learned in an all-round way through virtual three-dimensional space, in order to get the best learning effect under limited teaching conditions.

3.3. Strengthening school enterprise cooperation and deeply experience design

The first two teaching strategies are from the perspective of school teaching, but in the final analysis, the study of space design should be implemented into work practice. Only by creating a certain environment, students can apply their knowledge to practical creation, strengthen their cognition of this part of knowledge in the process of practice, and supplement some deficiencies, so as to achieve their long-term effective development. The most effective way to achieve this is to carry out in-depth joint teaching between schools and enterprises. The school takes the initiative to establish cooperative relations with relevant enterprises, and plans to let students participate in the actual work of this part of the enterprise, in order to provide enough dance platforms for the experiential classroom. In terms of work flow, the school should assign corresponding enterprise work to students according to their specific learning situation and content to strengthen the corresponding professional knowledge and skills in practice. For students who have completed a large-scale learning task, they can be guided to participate in a complete enterprise workflow, in order to have a systematic understanding of the relevant industry processes, and strengthen their professional quality in practical operation.

3.4. Combine with physical teaching, stimulate students' interest

Experiential teaching, as the name suggests, is to strengthen students' understanding of professional knowledge through the physical experience perception, and to realize the three-dimensional knowledge of professional knowledge in the actual experience process, so as to obtain a more intuitive learning effect. Under the guidance of the teaching goal, physical teaching is obviously a more effective teaching method, especially for the future to engage in space design of college students, make its early contact related physical equipment, to improve the professional cognition is also a kind of very rich classroom content, classroom is no longer just simple professional knowledge, but have more practical opportunities, so as to obtain good teaching effect. For example, in interior space design, will be used to the gypsum board ceiling this material, in the past learning process, students' understanding of the material, in fact for the characteristics of the material and the actual decoration design use is not very familiar with, the teacher can let the students in the school lab manual plaster, to actually feel the characteristics of the space design material, and innovative design in the process, try to use certain means to enrich the expression of gypsum board, so as to better for the interior space design service. Like such space design physical there are many, the teacher can choose some better operation, volume is not very big physical as an auxiliary means of classroom teaching, students in the process of such a practical operation, originally abstract boring knowledge will become more concrete and vivid, also truly realize the students experience the teaching goal, not students' future space design accumulated practical experience and material.

3.5. Combined with practical experience, to assist students to reflect

Want to realize the continuous improvement of learning level, we must continue to optimize and improve the knowledge and skills, and the key step to achieve this is to have a systematic reflection teaching system, students only to their own space design results, to realize the continuous optimization of personal professional skills, in the process of reflection gradually found their professional design, and on the basis of targeted learning to improve, and this reflective learning habits for students 'future long-term professional development is also very key, to ensure that students' professional skills can improve steadily. In order to achieve this teaching goal, it is necessary to provide students with sufficient practical design experience, divorced from the original teaching framework based on written knowledge, but from the reality, reflective teaching, cultivate students to explore independently, and actively build the spirit

of knowledge learning. When carries out practical experience teaching, teachers must be required to seize every opportunity of practical experience, and guide students to take the initiative to invest in the design and practice, so that students can accumulate a lot of practical experience in school. In the process of these practical experience, it is more important that teachers should actively guide students to learn and reflect on them. For some problems existing in the space design, teachers should provide targeted teaching guidance, so that the teaching will be more targeted and reflective, and the teaching effect will be better.

4. Conclusion

In a word, as a discipline with strong practicality, space design requires every learner to have enough practical experience and feel the knowledge system and cultural elements in the process of practice, so as to truly grasp the core and essence of space design. Therefore, every space design educator must be required to use various means to create a full experiential learning environment for students and promote the quality of space design teaching.

References

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