Research and Analysis on the Education and Teaching Reform of Environmental Art and Design Majors in the Post Epidemic Era

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Abstract: In 2020, the sudden COVID-19 marked a demarcation line of epochal significance for the world. During the pandemic, higher education faced enormous challenges. In response to the call for "no stop teaching, no stop learning", universities across the country have actively explored online education models and methods, and have begun to achieve results. For higher education, the emergence of the pandemic has divided it into pre pandemic and post pandemic periods, and humanity has entered a new era of integrated and symbiotic online and offline teaching. Art majors, due to their special attributes such as strong applicability, high proportion of practice, and heavy reliance on experimental equipment and space, exhibit distinct characteristics of difficulties compared to other disciplines. How to break through these difficulties has become an urgent task for major art schools. Overcoming the teaching difficulties caused by the epidemic, improving the teaching quality of universities in the post epidemic era, advocating a gradual mixed teaching model with teacher guidance and students as the main teaching body, in order to provide new ideas for teaching reform in universities. This article takes the environmental design major as an example to study the education and teaching reform in the post pandemic era.

1. Introduction

In recent years, China has achieved good results in the prevention and control of the COVID-19, and social and economic activities have continued to recover and develop [1]. In the long run, online education has shown a comprehensive and irreversible trend, and its impact on the entire education system is of great significance. For students, their learning habits have also undergone corresponding changes to adapt to online teaching. Various universities have actively explored and implemented online teaching, providing important guarantees for online teaching for all staff during the epidemic, and have achieved certain results [2].

The teaching work in the spring semester of 2020 has consciously and unconsciously shifted education from teaching students to reading "online", from imparting hard knowledge to jointly constructing soft knowledge between teachers and students. The post pandemic era has led to the emergence of a diversified grid education and teaching system, which has entered higher education institutions [3]. From the perspective of future higher education and curriculum construction in China, the outbreak of the epidemic has accelerated and catalyzed the integration and rapid development of online education resources. However, from the perspective of teaching practice, it has created numerous difficulties for the normal operation of university teaching [4]. There are still areas for improvement in online education technology, especially in art and design majors, where practicality is extremely strong and the leap in space greatly hinders the development of online courses [5]. The environmental design major has strong applicability and practicality, and how to integrate practical content into the teaching process is also a practical problem faced by environmental design education. The rapid development of the Internet has brought varying degrees of impact to various industries. The Internet has become a part of modern social life, causing certain changes in people's lifestyles, work methods, etc. [6]. To carry out practical teaching in the field of environmental art and design in such an environment, relevant teachers must deeply grasp the professional teaching mode and methods, effectively reform and innovate the existing teaching forms, and thus enrich the teaching content [7]. The practical teaching of environmental design

majors needs to break the limitations of traditional teaching models, introduce new teaching models and methods, increase attention to practical classrooms, and focus on cultivating students' practical abilities. The impact of the epidemic on university teaching deserves teachers' deep reflection and attention. Not only should they pay attention to the reasons for the impact, but more importantly, they should explore how to better resist the impact of similar emergencies in teaching methods, establish long-term development strategies for online teaching, and adapt to social changes. After the epidemic, the relevant government departments have given opinions on whether to return to the original point and continue to adhere offline, or to achieve leaps and bounds in teaching form and quality. However, the output efficiency of teaching still needs time to be tested.

The so-called "post epidemic era" does not mean that the epidemic has completely disappeared and everything has returned to before the epidemic, but rather refers to the possibility of small-scale outbreaks at any time due to various reasons such as population return from various countries, and the prolonged and far-reaching impact of the epidemic. Education is a human activity, and teaching is an art. Education and teaching should reflect the humanistic spirit and the comprehensive shaping of human character, with warmth and emotions. In offline teaching, communication and interaction between teachers and students, as well as between classmates, are very important. The process of transmitting knowledge through diversity is very helpful for students' comprehensive growth.

2. The Advantages and Problems of Online Teaching

2.1. Advantages

A diversified online platform can ensure timely and effective communication between students and teachers, as well as between students and students, allowing teachers to "keep teaching" and students to "keep learning" [8]. The rapid development of the Internet has created favorable conditions for the networked teaching of environmental design majors. Networked teaching has expanded the time and space of environmental design professional teaching, making it no longer limited by time and space, and promoting the improvement of teaching efficiency. The online teaching mode has successfully broken through spatial limitations, making classroom teaching no longer constrained by the environment, and achieving "no suspension of classes or classes". In the context of the Internet era, teachers and students can effectively communicate and exchange through online and offline channels. Teachers can have a clearer understanding of students' learning situation and provide timely guidance.

In the online teaching environment, students can freely choose their learning location, choose various learning tools such as computers and mobile phones. The relaxed learning atmosphere allows students to unleash their intelligence and intelligence, making learning more independent and critical, enhancing the fun of the classroom and increasing their interest in learning. The development of the Internet has provided favorable conditions for the interaction between teachers and students, as well as between students, in the teaching process of environmental design majors, allowing students to independently choose multidimensional interaction methods. Online teaching can solve the limitations of traditional classrooms and teachers, overcome the insufficient allocation of teacher resources due to objective reasons, and make resources more reasonable, fair, and effective [9].

2.2. Problems

As one of the disciplines with strong practicality and professionalism, the environmental design major has many problems and drawbacks in a single online teaching model [10]. Ordinary universities still prioritize theory in their teaching process, so few teachers teach practical content. In the process of promoting practical teaching, the lack of teaching staff is an important issue. Most professional courses in the field of environmental design require teachers to provide practical guidance on the operational steps, and students are divided into groups to discuss and brainstorm design solutions. A single online teaching approach reduces interaction between teachers, students, and classmates, making it difficult for teachers and students to create design sparks, resulting in the

phenomenon of making cars behind closed doors. The environmental design major itself exercises students' theoretical application abilities, and students need to experience the ideas of the subject in the practical process.

There are certain issues with the number of laboratories and equipment configuration in some universities, which have led to serious problems in the implementation of experimental courses related to environmental design. The various questioning methods such as bullet screens and questioning systems on online teaching platforms have time differences, and due to psychological factors such as students' lack of autonomy and nervousness, they are unable to provide timely feedback on their learning situation. Students are unable to truly understand and master relevant knowledge and content, and their enthusiasm and initiative cannot be fully mobilized. In traditional classroom teaching, teachers not only impart knowledge but also interact with students in the classroom, generating a certain level of emotional exchange. However, online teaching is separated from the screen and the interaction weakens, which can affect emotional communication between teachers and students, making the knowledge in the classroom dull and uninteresting, and students losing interest in learning.

3. Reform of the Curriculum System for Environmental Design Majors

3.1. Attach Great Importance to the Innovation of Teaching Methods

With the development of society and the times, if universities want to cultivate environmental design professionals who meet the requirements of the times, they must promote the reform of environmental design teaching, and innovative teaching models are the key link of teaching reform. Adhere to the complementarity between teaching and scientific research, actively reform teaching methods and methods, play the leading role of teachers and the main role of students, rely on major online platforms, promote teaching interaction, and cultivate students' thinking and innovation abilities. Continuously deepen teaching reform and introduce a student-centered curriculum teaching model. Reverse design and forward implementation, achieving a teaching philosophy centered on student learning outcomes, student learning, and teaching development (as shown in Figure 1).
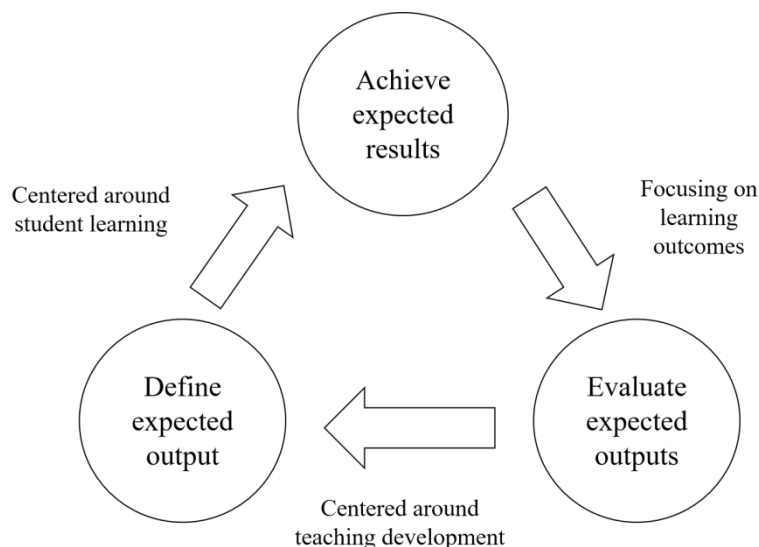

Figure 1: Student centered teaching philosophy

In the context of the Internet era, teachers majoring in environmental design should actively introduce new teaching models to meet the actual needs of environmental design teaching in the new era. Through innovative teaching models, more excellent environmental design professionals who meet the needs of the times should be cultivated. For environmental art and design majors, teachers must make reasonable reforms to traditional teaching models and enrich teaching content and forms through school enterprise cooperation and other means. Teachers should make full use of

internet resources to carry out diversified teaching activities, change the current teaching method of teaching environmental design majors based on textbook, and enhance the effectiveness of teaching environmental design majors through diversified teaching methods.

3.2. Scientific and Reasonable Teaching Arrangements

The rise of digital online courses has brought a certain impact and opportunities to traditional teaching models. Online learning demonstrates the convenience of the internet and the advantages of rich learning resources, while also revealing the shortcomings of students in autonomous learning and teachers in curriculum design. Teachers should first learn advanced teaching concepts in the current society, combine them with the new requirements of the development of the times, and comprehensively understand students' individual characteristics based on their learning status, learning abilities, interests, and hobbies. They should guide students to actively participate in the practical teaching process, and discover their own development advantages through practical activities, in order to better understand the relevant knowledge and skills of environmental art and design majors. Teachers can combine the characteristics of students and use online teaching platforms to carry out teaching activities related to environmental design courses, enabling students to better learn knowledge and skills related to environmental design in networked teaching. Universities should fully leverage the role of incentive mechanisms, encourage teachers to learn new technologies and skills, and provide more learning opportunities for teachers. Reasonable teaching arrangements can enhance the fun of the classroom, stimulate students' interest in the content they have learned, increase their attention, and provide corresponding classroom feedback or teacher-student interaction for different teaching courses, thus achieving mutual promotion. Through scientific and reasonable teaching arrangements, we aim to enhance students' classroom experience and increase their interest in innovation and entrepreneurship, as shown in Figure 2.
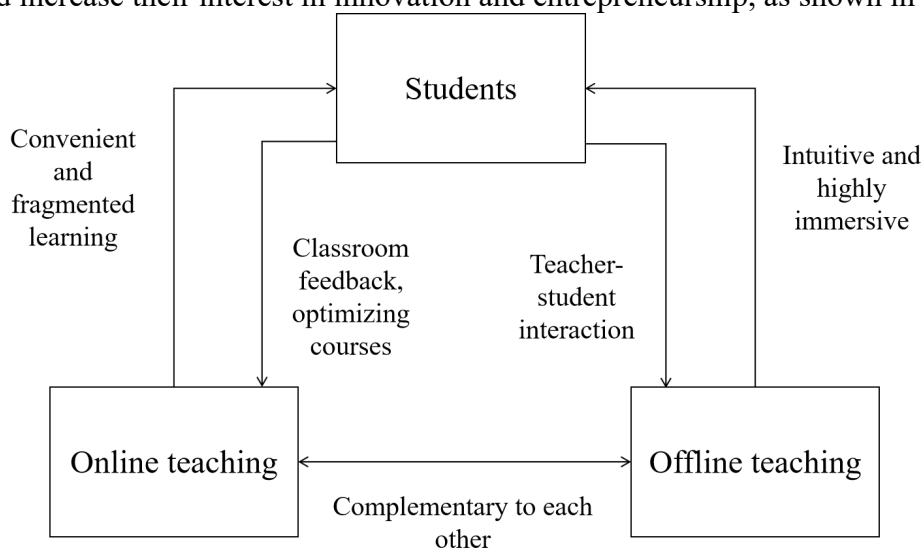

Figure 2: The relationship between online and offline blended teaching and students

4. Conclusions

In the post pandemic era, turning crises into opportunities, it is very important for universities to establish a normalized online teaching mechanism for the normal development of teaching. A reasonable teaching process and a good teaching experience require substantial equivalence between online and offline teaching quality. Although the epidemic has brought many inconveniences, it has also brought new opportunities to teaching. Online teaching has injected new vitality into the multi-disciplinary courses of major universities, and to a large extent, it has promoted the deep reform of teaching models, ultimately achieving the goal of timely and effective utilization of fragmented time between teachers and students, thereby improving learning efficiency. The future education and teaching of higher education institutions will inevitably move towards a

path of integrated development between online and offline, complementing, complementing, and assisting each other. The diversified mixed teaching model is inevitably a teaching trend in the post pandemic era, and it also requires high attention and joint efforts from teachers. Teachers should seize opportunities, not be afraid of challenges, modify course objectives and teaching methods in a timely and appropriate manner, coordinate various teaching resources, optimize output, and promote teaching reform with a critical attitude and student-centered teaching philosophy. Universities should carry out innovation and entrepreneurship education and practical courses based on their own professional characteristics, fully utilize the convenience of network resource sharing, promote the integration of industry and education, offer diversified innovation and entrepreneurship education courses, mobilize all available resources, scientifically and reasonably arrange teaching, improve the comprehensive level of professional teachers, and strive to cultivate innovative design professionals who meet social needs.

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