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Research on the Teaching Model of Office Space Design in the Context of Combining Curriculum and Competition

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Abstract: The teaching philosophy of combining courses with competitions has been a hot topic in the field of education in recent years. Integrating competitions into the curriculum makes teaching more diverse. At present, many design teachers are trying to introduce this concept into curriculum teaching. However, many problems were also encountered during the integration process. This article takes the course of office space design as the carrier, studies the feasibility of introducing competition into teaching, and explores a new teaching model that combines curriculum and competition. This study aims to unify theoretical teaching with practical teaching, thereby cultivating applied skilled talents.

Keywords: Curriculum; Design Competition; Teaching Mode; Office Space Design.

1. Introduction

Office space design is a compulsory course in the field of environmental art and design. The teaching objective is to cultivate students' ability to design office space environments. The performance of spatial environment design ability is multifaceted, and evaluating ability from multiple perspectives will be beneficial for improving teaching effectiveness. Ge (2024) pointed out that traditional teaching of office space design lacks practical experience, systematic teaching content, and attention to diversified design. Shao (2020) pointed out that the practical teaching method of the "Office Space Design" course in universities is too single, and the emphasis on practice is insufficient. The course content is not closely related to reality, the teaching outline lacks innovation, and the teaching methods are too similar. Faced with the current problems, Rong (2022) believes that teaching office space design should promote learning through competition, stimulate students' learning motivation, use practical teaching methods, and cultivate students' design thinking ability. Based on the concept of combining curriculum and competition, this article formulates a new teaching model, identifies problems, proposes improvement suggestions, and obtains a relatively complete teaching system.

2. Feasibility of Introducing Teaching Through Competitions

2.1. Teaching

Compared to other academic fields, art disciplines place more emphasis on competitions, and competitions are also easier to evaluate teaching effectiveness. The process of competition is no longer just about valuing rankings, but about sharing design solutions. By studying the advantages of award-winning works, one can see the shortcomings of their own design, and mutual learning between these works is more conducive to improving design skills.

The teaching schedule for design courses is relatively concentrated, which is conducive to completing a certain competition in stages. There are many design competition projects, and suitable competition projects can be selected based on the teaching content.

2.2. Students

For students, the competition process will expand from professional theoretical knowledge to practical aspects. Theoretical knowledge is no longer an empty knowledge point, but a foundation for auxiliary design. Due to the later competition tasks, students place greater emphasis on theoretical learning in the early stages.

2.3. Industry

Introducing design competitions into art curriculum teaching will be conducive to the emergence of more excellent design solutions, which will be applied to practical projects and add more new design ideas to China's design industry. The design industry relies on various art and design associations to hold multiple competitions every year, many of which are real projects. Through the competition mode, the best design scheme is selected. The competition results have solved many design problems.

2.4. Teaching Staff

Regarding the teaching staff, teachers in design majors generally have rich competition experience and have achieved various excellent results in various competitions. For guiding students, a teacher's personal competition experience is very important. Therefore, introducing competitions into teaching is easier to implement.

3. Taking the Office Space Design Course as an Example

3.1. Overall Course Plan

The teaching model of "combining curriculum and competition" requires teachers to develop a reasonable overall plan in the early stage of the curriculum. In the process of formulating the overall plan, the teacher will screen out suitable competition projects, break down the competition

items, combine theoretical knowledge of the course, and plan the schedule of the course. The course teaching time and teaching output time need to be consistent with the competition. If there is a deviation in time, it may result in students being unable to complete the design results before the competition deadline. The overall course plan development process is shown in Table 1.

Table 1. The process of developing an overall plan

No.	Task	Content
1	Organize theoretical knowledge points in the course	Understand the course syllabus
2	Determine competition projects	Understand the competition content and requirements
3	Write a course teaching plan	1. According to the course schedule of this semester 2. Based on the course knowledge points 3. Based on teaching objectives 4. Teaching achievements that meet the requirements of the competition
4	Check the teaching plan	1. Is the competition time coordinated with the course time 2. Is the content and schedule of the course reasonable

3.2. Course Content

This course is based on the College Student Environmental Art and Design Competition, integrating the competition into the teaching process of the Office Space Design course. The course content is divided into 5 teaching chapters, including: pre design, spatial plane design, spatial effect design, construction drawing presentation, and design presentation. Each teaching chapter is accompanied by a competency training sub project, whose content is consistent with the competition content. The course has rich training methods and utilizes various software such as CAD, 3DMAX, PS, PPT, etc. to achieve the performance of design schemes. Detailed course content and schedule, as shown in Table 2.

Table 2. Course content and teaching arrangement

No.	Ability training program	Ability training sub project	Ability goals to be achieved	Supporting knowledge that should be possessed	Training methods and means	lesson period
1	Pre design phase	Project situation analysis	Understand project related information	Project situation	Data collection and integration	4
		Key points of office space design	Understand the basic content of office space design	Office Space Design Methods		
2	Space graphic design	Complete office space	Draw a floor plan layout	Functional zoning	CAD drawing and existing measurement	8
			Deepen the layout plan	Institutional layout		
3	Space effect design	Lobby	Ability to apply colors	Front desk reception area	CAD 3DMAX	16
		Office area	The expression of material texture	4-person office		
		Studio space	Styling design	Ceramic spray glaze room and art classroom		
4	Construction drawing presentation	Comprehensive ceiling diagram	Draw a comprehensive ceiling diagram	Comprehensive ceiling performance	CAD	12
		Vertical views of the space	Draw various elevation plans of the space	Design of various spatial facades		
		Node detail drawing	Complete node detail drawing	Node Sample Performance		
5	Design presentation	Atlas design	Create a brochure	Album production method	PPT PS	14
Total lesson period						54

3.3. Achievement Evaluation System

The teaching achievement evaluation system is divided into course evaluation and work evaluation. Course evaluation refers to the evaluation of students' grades by teachers after completing course tasks. Work evaluation refers to the social and industry value exhibited by design works through participation in competitions, and score rewards are given based on the award situation, as shown in Table 3.

4. The Teaching Effect of "Combining Curriculum and Competition"

At present, the teaching mode of "combining curriculum and competition" in the course of office space design has been implemented for two years, and the teaching effect has achieved the expected goals of the researchers. A relatively complete teaching model has been established for the overall plan, course content, and teaching achievement evaluation system. In the process of establishing a teaching model that

combines courses and competitions, some problems have been encountered, and researchers have also attempted to provide targeted improvement suggestions, striving to make the teaching model of combining courses and competitions more perfect in the third year of teaching.

Table 3. Evaluation system

Teaching Achievement Evaluation System					
Frame	Special	Evaluation	Evaluation criteria	Evaluator	Fraction
Curriculum evaluate	Learning performance	Attendance	Compliant with course schedule	Teacher	10%
		Classroom interaction	Answer questions, ask questions, and assist others in solving problems.		10%
	Work effect	Project design results, including renderings, construction drawings, and design specification texts	In line with the decorative art characteristics of Wenzhou region. Meets the aesthetic requirements of local residents. Showcasing the Traditional Architectural Decoration Style of Wenzhou		60%
		Report display	Plan introduction and language expression		10%
Work evaluation	Competition	Award situation	Award results	Competition judges	10%
Total					100%

4.1. Difficulties in Combining Curriculum and Competition

Firstly, the selection of competition questions. There are many competitions in design disciplines, but the types are complex, and the content and requirements of the competition questions are varied. For the course of office space design, finding suitable competition questions requires teachers to spend a lot of time and energy on selecting competition items. Suitable competition questions not only refer to the content being appropriate, but also consider whether the difficulty of the questions meets the teaching requirements and whether all teaching tasks can be completed before the deadline of the competition.

Secondly, course arrangement. In terms of curriculum arrangement, teachers need to plan their teaching plans earlier. For new teachers, it will be a challenge not only to understand the course content, but also to combine competition with it. The allocation of class hours requires teachers to arrange weekly classes based on competition time, and teaching arrangements need to be approved by the academic affairs department.

Thirdly, the improvement of teacher motivation. The key to promoting the "combination of curriculum and competition" teaching model lies with teachers. How to improve the enthusiasm of teachers is a problem discovered in research. The teaching model of "combining curriculum and competition" invisibly increases the workload of teachers, but this workload cannot be measured by indicators. Researchers learned during the interview that teachers believe that the "combination of curriculum and competition" teaching model requires teachers to face more work, and the difficulty of competition guidance is much greater than that of homework guidance. Therefore, teachers are more willing to select some students to participate in the competition, rather than giving the opportunity to all students. This also leads to the fact that although the "combination of curriculum and competition" teaching model is good, the enthusiasm of teachers is not high.

Fourthly, recognition. In traditional cognition, the idea of "rarity is precious" is deeply ingrained in people's hearts. Therefore, there is often a viewpoint that links the number of awards won in a competition to the difficulty of the competition. The teaching model of "combining curriculum and competition" can allow more students to participate in competition activities, which will relatively increase the probability of winning awards. This has also led to the emergence of some skeptical views, questioning whether the difficulty of competitions is low, and subsequently questioning the teaching achievements of teachers.

4.2. Suggestions

Firstly, in terms of question selection, it is recommended to choose several professional and authoritative events that are relatively fixed. Generally, authoritative competitions will last for many years, with a relatively fixed schedule. The requirements for the competition are mostly adjusted on a small scale, and the overall direction will not change.

Secondly, in terms of curriculum arrangement, it is recommended that the teaching staff determine their teaching direction three years before joining the company. In the future, teachers can better improve the courses they teach, rather than constantly changing their teaching direction. In terms of course arrangement, the model of old teachers leading new teachers can be adopted to teach together. The administrative department should refer to the opinions of teachers and make relevant arrangements based on the course schedule.

Thirdly, in terms of enhancing teacher motivation, support can be provided in terms of policies and funding. For example, if there are many students who have won awards from authoritative competitions outside of school in a certain course, teachers can apply for the establishment of high-quality courses based on this. The evaluation criteria for course effectiveness can also be integrated into the assessment of teaching outcomes.

Fourthly, improve the evaluation mechanism, and each university can develop competition and reward documents based on its own situation, specifying the competition level and reward methods in detail. File oriented, reducing

subjective evaluation mechanisms.

5. Conclusion

This article takes the course of office space design as an example and conducts research on teaching reform and innovation based on the teaching theory of "combining curriculum and competition". This study provides teaching case support for the educational approach of "integrating curriculum and competition". The promotion of the new teaching model has achieved the effect of diversified teaching construction in the course of office space design.

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