

Current Situation and Countermeasures of Teaching Environmental Design in Colleges and Universities

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Abstract: This paper takes the environmental design major in colleges and universities as the research object, and analyzes the teaching status quo of the environmental design major in colleges and universities in China, and finds that there are problems such as the curriculum is out of line with the social demand, the practical teaching resources are insufficient, the structure of the teaching staff is unreasonable, and the students' innovation ability is insufficient, and so on. Aiming at these problems, this paper puts forward a series of countermeasures and suggestions, including optimizing the curriculum and teaching content, strengthening the construction of practical teaching system, improving the overall level of the teaching staff, and stimulating students' innovative potential and practical ability. The results of the study have certain theoretical reference value for promoting the reform and development of environmental design professional education in colleges and universities in China.

Keywords: Colleges and Universities; Environmental Design Major; Teaching Status Quo; Countermeasures; Innovation Ability.

1. Introduction

With the development of social economy and the improvement of people's requirements on the quality of living environment, the environmental design specialty in colleges and universities has come into being, shouldering the important mission of cultivating environmental design talents with innovative spirit and practical ability for the society. However, the current teaching of environmental design in colleges and universities is facing a series of challenges, such as the disconnection between the curriculum and social demand, insufficient practical teaching resources, irrational structure of faculty, insufficient innovation ability of students and other problems. For this reason, this thesis aims to analyze the current situation of teaching environmental design majors in colleges and universities, explore the existing problems, and put forward corresponding countermeasures and suggestions, with a view to providing reference for the reform of teaching environmental design majors in colleges and universities in China.

2. Analysis of the Teaching Status of Environmental Design in Colleges and Universities

2.1. Curriculum and Teaching Content

Environmental design major in colleges and universities is an interdisciplinary and practical specialty, and its curriculum and teaching content should fully reflect the characteristics and training objectives of the specialty. At present, the curriculum of environmental design majors in colleges and universities in China is mainly divided into three modules: general education courses, professional foundation courses and professional core courses.

General education courses aim to cultivate students' comprehensive quality, including ideological and political, English, mathematics and other courses. The professional foundation courses mainly include art fundamentals, design principles, material science, architectural history, etc., providing students with a solid professional foundation. The

professional core courses cover all aspects of the environmental design field, such as landscape design, interior design, urban planning, green building, etc., aiming at cultivating students' practical operation ability and innovation consciousness. However, there are certain problems in the current curriculum of environmental design majors in colleges and universities in China. On the one hand, part of the curriculum is too theoretical and lacks practicality, which makes it difficult for students to adapt to the actual work demand after graduation. On the other hand, the curriculum is out of touch with the social demand, lack of relevance and practicality, which makes students less competitive in the job market.

To solve these problems, colleges and universities should optimize the curriculum and teaching content. First, strengthen practical teaching and increase the proportion of practical courses, such as internships, practical training, design competitions, etc., so that students can improve their skills in practice. Secondly, adjust the curriculum according to the social demand and introduce forward-looking and practical contents, such as green building design and sustainable development, in order to improve students' competitiveness in employment. At the same time, focus on the integrity of the curriculum system to ensure that students have a certain interdisciplinary knowledge reserve while mastering specialized knowledge [1].

2.2. Teaching Methods and Means

In the current teaching process of environmental design in colleges and universities, teaching methods and means are of great significance in enhancing students' professionalism and practical ability. The traditional single teaching method can no longer meet the development needs of modern environmental design majors, therefore, it is imperative to explore and practice the teaching methods and means that adapt to the development of the times.

At present, China's colleges and universities environmental design professional teaching methods and means of the following problems: first of all, the theoretical teaching is disconnected from the practical teaching. In the curriculum,

there are too many theoretical courses and relatively few practical courses, which makes it difficult for students to apply the theoretical knowledge they have learned to practical work. Secondly, teaching methods are too traditional. Most teachers still use classroom lectures, PPT presentations and other teaching methods, which lacks interactivity and innovation, and is not conducive to stimulating students' learning interest and potential. Once again, there is a lack of case study and on-site teaching. Real-life design cases and practical experience have high reference value for environmental design students, but they are rarely involved in teaching [2].

In view of the above problems, the following countermeasures and suggestions are put forward: firstly, optimize the ratio of theoretical teaching and practical teaching, increase the practical course curriculum, so that students can master professional knowledge in actual operation. Secondly, introduce modern educational technology, such as virtual reality, three-dimensional modeling, etc., to enrich the teaching means and improve the quality of teaching. At the same time, teachers are encouraged to participate in training and exchanges to improve their teaching level. Once again, strengthen school-enterprise cooperation and carry out industry-university research projects, so that students can participate in real design projects and improve their practical ability. In addition, various design competitions, exhibitions and other activities can be held to stimulate students' sense of innovation and competition. Through the above measures, it is expected to improve the current problems of teaching methods and means of environmental design majors in colleges and universities, and lay the foundation for cultivating environmental design professionals who can adapt to the development of the times.

2.3. Teaching Staff and Practical Teaching

In the teaching of environmental design in colleges and universities, faculty and practice teaching are two important aspects. At present, there are certain problems in the faculty of environmental design majors in colleges and universities in China. First of all, the structure of the faculty is unreasonable, and there is a lack of high-level professional teachers. Secondly, the teachers' practical experience is insufficient, and many teachers directly enter colleges and universities to teach after graduation, lacking practical experience in enterprises. This leads to the difficulty for students to get in touch with the latest design concepts and practical design skills in the classroom.

To address these problems, it is necessary to take measures to strengthen the construction of the teaching staff. On the one hand, colleges and universities should increase the introduction of high-level professional teachers and attract teachers with rich practical experience and teaching ability to join. On the other hand, colleges and universities should encourage existing teachers to participate in professional training and practical exercises to improve their practical teaching ability. In addition, communication and cooperation should be strengthened among teachers to share teaching resources and experience and improve the overall teaching level [3].

Practice teaching is an important part of the teaching of environmental design majors. However, at present, the practical teaching resources of colleges and universities in China are insufficient, and many schools lack sufficient practical teaching bases and facilities. In order to change this

situation, colleges and universities should increase investment, improve the practice teaching hardware facilities, and provide students with sufficient opportunities for practical operation. At the same time, schools should also establish cooperative relationships with enterprises and carry out school-enterprise cooperation programs to provide students with internships and practice places. In addition, practical teaching is not only limited to laboratories and internship bases, but should also include classroom discussions, case studies, field trips and other forms. Teachers should pay attention to cultivating students' practical ability in teaching, guiding them to pay attention to practical problems and improving their problem-solving ability. At the same time, the school should also organize various design competitions and exhibitions to stimulate students' innovative consciousness and practical enthusiasm.

In summary, strengthening the construction of faculty and improving the practical teaching system is the key to improve the teaching quality of environmental design majors in colleges and universities. By optimizing the structure of the faculty, improving the practical ability of teachers and increasing the input of practical teaching resources, it helps to cultivate more high-quality environmental design professionals.

2.4. Cultivation of Students' Ability and Employment Situation

In the current education of environmental design majors in colleges and universities, students' ability cultivation and employment situation is an important aspect that cannot be ignored. As a practical and applied discipline, the educational goal of environmental design majors is not only to teach theoretical knowledge, but also to cultivate students' practical ability and innovative thinking, so that they can be competent in related fields after graduation [4].

The cultivation of students' ability is mainly reflected in the improvement of practical ability. This includes the skillful use of design software, the cultivation of hand-drawing ability, and the training of design thinking. At present, many colleges and universities have realized this and have increased the proportion of practical teaching in the curriculum, through design competitions, internship training, project cooperation and other ways, so that students can learn and grow in practice. However, there are still some problems, such as insufficient resources for practical teaching and the disconnection between practical projects and the actual market, which need to be further solved.

Employment is one of the important indicators of education quality. With the popularity of environmental design majors, the number of graduates has been increasing year by year, and the competition for employment has become increasingly fierce. At present, the main employment directions of graduates of environmental design majors include design companies, real estate enterprises, government planning departments and so on. Nevertheless, there are still some students who face the problem of difficult employment. This is mainly due to the fact that students' practical ability does not fully match the market demand, as well as the fact that some students are not open enough to the concept of employment and do not have enough knowledge of the job market.

In order to solve these problems, colleges and universities need to pay more attention to practical aspects in teaching, strengthen cooperation with enterprises and provide more

internship and employment opportunities. At the same time, students also need to improve their professionalism, actively adapt to market demand and broaden their employment horizons. Through these efforts, the employment rate and employment quality of students can be effectively improved, so that the education of environmental design majors is more in line with the needs of social development [5].

3. Problems in Teaching Environmental Design Majors in Colleges and Universities

3.1. Disconnect between Curriculum and Social Demand

In the current teaching of environmental design majors in colleges and universities, there is a certain disconnect between the curriculum and social needs. First of all, the course content pays too much attention to theory and ignores the importance of practical operation. In many colleges and universities, the theoretical courses account for a large part of the curriculum of environmental design, and the practical courses are relatively small. This leads to students in the learning process, it is difficult to apply the theoretical knowledge learned to practical operation, thus affecting their practical ability. Secondly, the curriculum lacks relevance and is inconsistent with the actual industry needs. The environmental design program covers a wide range of fields, including interior design, landscape design, architectural design and so on. However, in the curriculum, it is often too general and not deeply subdivided for different fields. This makes it difficult for students to find jobs that match their majors after graduation. In addition, the curriculum is lagging behind in updating, making it difficult to keep up with the development of the times. With the continuous progress of social science and technology, the environmental design industry is also constantly developing and changing. However, many colleges and universities have failed to update the content of their environmental design courses in a timely manner, and are still stuck in the design concepts and methods of the past. This makes the gap between what students learn and the actual work demand is large [6].

To address these problems, it is necessary to reform the curriculum of environmental design majors in colleges and universities. On the one hand, the proportion of practical courses should be increased, so that students can improve their practical ability in actual operation. On the other hand, the curriculum should be more targeted and deeply subdivided for different fields to meet the actual industry needs. At the same time, colleges and universities should also pay attention to the updating of the curriculum, keep up with the development of the times, to ensure that the knowledge learned by students is consistent with the actual needs of the work.

Through the above reform measures, it is expected to alleviate the problem of disconnect between the curriculum of environmental design in colleges and universities and social needs, and cultivate more high-quality talents with practical ability and innovative spirit for the environmental design industry in China.

3.2. Insufficient Practical Teaching Resources

In the current teaching of environmental design in colleges and universities, the lack of practical teaching resources has

become a more common problem. This is mainly manifested in the following aspects [7].

First of all, the practice teaching hardware facilities are not perfect. Many colleges and universities of environmental design professional laboratories, workshops and other practice teaching places are small in scale, with obsolete equipment, unable to meet the needs of students' practical operation. In addition, the number of practice teaching bases established by some colleges and universities in cooperation with enterprises is limited, and students have fewer opportunities for internships and practice. Secondly, the curriculum of practical teaching is unreasonable. The practical teaching courses of some colleges and universities account for a relatively low percentage, and often focus on theoretical teaching, with less practical operation and practice. This leads to students' lack of sufficient practical experience and difficulty in applying what they have learned to actual projects. Again, the practical teaching faculty is insufficient. The number of teachers with rich practical experience is limited, resulting in the quality of practical teaching being affected. Some teachers, although rich in theoretical knowledge, lack practical project experience, which makes it difficult to guide students to carry out effective practical operation. To address these problems, universities should increase investment, improve practical teaching hardware facilities, and provide students with sufficient opportunities for practical operation. At the same time, the curriculum should be optimized and the proportion of practical teaching courses should be increased to ensure that students can consolidate what they have learned in practice. In addition, colleges and universities should strengthen the construction of faculty, introduce teachers with rich practical experience, and improve the overall level of practical teaching [8].

By improving the practical teaching resources, students of environmental design majors in colleges and universities will be able to better combine theoretical knowledge with practical operation, improve their comprehensive quality, and lay a solid foundation for their future careers.

3.3. Unreasonable Structure of Teacher Team

In the current teaching of environmental design in colleges and universities, the problem of irrational structure of teachers is becoming more and more prominent. First of all, the number of professional teachers is insufficient, especially in some emerging disciplines and specialties, the lack of teachers makes the teaching task heavy, and it is difficult for teachers to provide personalized guidance and training for each student. Secondly, teachers' professional background and research direction are single and lack of interdisciplinary knowledge and skills, which limits the broadening of students' horizons and the improvement of their knowledge system. Again, the age structure of the teaching team is unreasonable, aging phenomenon is serious, and there is a lack of fresh blood of young teachers, which affects the updating of teaching methods and the fashionability of teaching content. In addition, teachers' teaching experience and scientific research ability are uneven, some teachers have rich practical experience but insufficient scientific research ability, which makes it difficult to guide students to carry out cutting-edge academic exploration; while other teachers have strong scientific research ability but lack experience and skills in practical teaching. This imbalance makes it difficult to comprehensively improve students' academic literacy and practical ability.

To address these problems, universities should take measures to optimize the structure of the faculty. First, increase recruitment efforts to attract more excellent talents to join the faculty, especially to introduce teachers with international vision and practical experience. Secondly, encourage teachers to carry out interdisciplinary study and research to enhance the diversity and depth of teaching content. Once again, establish a mechanism for teacher training and academic exchanges to improve the teaching and research abilities of young teachers, while promoting the learning of new skills among veteran teachers. Finally, pay attention to the age structure of the teaching force, balance the ratio of old, middle-aged and young teachers, and maintain the sustainability of teaching vitality. Through these measures, the structure of the faculty of environmental design majors in colleges and universities can be effectively improved, so as to enhance the overall quality of teaching and the comprehensive ability of students [9].

3.4. Insufficient Innovation Ability of Students

In the current teaching of environmental design in colleges and universities, the lack of students' innovative ability is a problem that cannot be ignored. This is mainly manifested in the fact that students rely too much on traditional design concepts and techniques, and lack innovative thinking and independent problem-solving ability.

First of all, the curriculum, although many colleges and universities environmental design majors have opened innovative practice courses, but these courses are often too theoretical, lack of practical operation and practice links. In addition, the course content is not updated in time enough and is out of touch with the latest development of the industry, which makes it difficult for students to come into contact with cutting-edge design concepts and technologies. Secondly, in terms of teaching methods, the traditional lecture-based teaching mode makes students too dependent on teachers' guidance and indoctrination, and lacks the opportunity for independent learning and thinking. Although some colleges and universities try to adopt interactive teaching methods such as case study teaching and group discussion, these methods are often just a formality and fail to really stimulate students' innovative thinking. Again, in the faculty, although many teachers of environmental design majors in colleges and universities have rich theoretical knowledge and practical experience, they tend to pay too much attention to technology transfer in the teaching process and neglect the cultivation of students' innovation ability. In addition, some teachers have limited innovation ability themselves, which makes it difficult to provide students with sufficient inspiration and guidance [10].

4. Countermeasures and Suggestions

4.1. Optimizing the Curriculum and Teaching Content

The curriculum and teaching content of environmental design majors in colleges and universities is an important link in the cultivation of talents, which directly affects the professionalism and practical ability of students. In order to adapt to the needs of society and improve the quality of teaching, the curriculum and teaching content should be optimized in the following aspects.

First of all, the curriculum should focus on the balance between basic and professional. In terms of basic courses, the

teaching of art skills, design foundation, computer technology and other courses should be strengthened to lay a solid foundation for students. In terms of specialized courses, they should cover all aspects of the environmental design field, such as architectural design, landscape design, interior design, etc., and pay attention to the combination of theory and practice. Secondly, the teaching content should follow the development of the industry. With the in-depth popularity of environmental protection and low-carbon concepts, the teaching content of environmental design majors in colleges and universities should focus on sustainable development, green design and other aspects of teaching, so that students can adapt to the needs of industry development. Again, practical teaching should be strengthened. Through internship, practice, project cooperation and other links, students can personally participate in actual design projects and improve their ability to solve practical problems. At the same time, cooperation with enterprises can be established to establish an integrated teaching mode of industry-university-research, so that the teaching content is closer to the market demand. Finally, interdisciplinary teaching should be emphasized. The environmental design profession involves a number of disciplinary fields, such as planning, architecture, landscape, interior, etc. Colleges and universities should encourage students to take courses in other related disciplines to improve the comprehensive quality of students.

In conclusion, optimizing the curriculum and teaching content of environmental design majors in colleges and universities should focus on the balance between basic and professional, follow the development of the industry, strengthen practical teaching, as well as pay attention to interdisciplinary teaching. This will help to cultivate environmental design professionals who adapt to the needs of society and have the spirit of innovation and practical ability.

4.2. Strengthen the Construction of Practice Teaching System

Practice teaching is an important part of the education of environmental design majors in colleges and universities, which can effectively improve students' innovative ability and practical ability. However, at present, many colleges and universities have certain problems in the construction of practice teaching system, such as insufficient practice teaching resources, practical projects are out of line with the actual demand, and so on. In order to improve this situation, colleges and universities should take the following measures:

First, optimize the allocation of practice teaching resources. Colleges and universities should increase the investment in practice teaching, improve the practice teaching facilities and improve the conditions of practice teaching. At the same time, they can make full use of social resources through school-enterprise cooperation to provide more practice opportunities for students. Secondly, enrich the content of practice teaching. Colleges and universities should update the content of practical teaching according to the development trend and social demand of environmental design majors, and introduce actual projects into the classroom, so that students can improve their professional skills in actual operation. Once again, strengthen the practical teaching link. Colleges and universities should strengthen the management of the practical teaching process to ensure the implementation of the practical teaching link. At the same time, through the establishment of practical teaching bases, internship training and other ways, so that students can improve their own ability

in practice. In addition, pay attention to the evaluation of practice teaching. Colleges and universities should establish a perfect practice teaching evaluation system, pay attention to the practice process and results of students, and give full play to the incentive and orientation of evaluation. Finally, strengthen the construction of practice teaching faculty. Colleges and universities should introduce and cultivate a group of professional teachers with rich practical experience to improve the level of practice teaching. At the same time, teachers are encouraged to participate in industry training and exchanges to continuously broaden their horizons and improve their practical ability.

Through the above measures, colleges and universities can further strengthen the construction of practice teaching system, provide better practice platform for environmental design students, and cultivate more talents with innovative spirit and practical ability.

4.3. Enhance the Overall Level of Faculty Members

Enhancing the overall level of faculty is the key to the teaching reform of environmental design majors in colleges and universities. First of all, colleges and universities should increase the introduction and training of high-level teachers. When introducing teachers, they should pay attention to their professional background and practical experience, and give priority to talents with rich industry experience and teaching ability. At the same time, colleges and universities should also strengthen internal training, support teachers to participate in professional training, academic exchanges and overseas visits to improve teachers' professionalism and teaching ability. Secondly, colleges and universities should build teachers' incentive mechanism to encourage teachers to actively participate in teaching reform and scientific research activities. Through the establishment of teaching and research projects, financial support and rewards, teachers' enthusiasm for teaching and innovative spirit are stimulated. In addition, colleges and universities should also focus on the diversification of the teaching team and introduce teachers from different backgrounds and professional fields to enrich the teaching content and perspective. In addition, strengthening the construction of the faculty also needs to strengthen the teamwork among teachers. Colleges and universities can encourage teachers to form teaching teams to jointly research and develop teaching resources and share teaching experience and insights. Through teamwork, teachers can learn from each other, promote each other and improve the overall teaching level. Finally, colleges and universities should pay attention to the continuous development of teachers and establish a long-term mechanism. Colleges and universities can conduct regular teaching evaluation and assessment of teachers, identify problems in time and provide feedback and improvement suggestions. At the same time, colleges and universities should also pay attention to teachers' work pressure and mental health, provide necessary support and help, and ensure that teachers can continuously and stably exert their professional ability.

In summary, improving the overall level of the teaching staff is the key to the teaching reform of environmental design in colleges and universities. By increasing the introduction and training of high-level teachers, building teacher incentive mechanisms, strengthening teacher teamwork and focusing on the continuous development of the faculty, the teaching

quality and training level of environmental design majors in colleges and universities can be effectively improved.

4.4. Stimulate Students' Innovative Potential and Practical Ability

Under the background of the current rapid development of society, the education of environmental design majors in colleges and universities is facing unprecedented opportunities and challenges. In order to better cultivate high-quality environmental design talents adapted to the needs of the society, we need to pay attention to how to stimulate students' innovative potential and practical ability.

First of all, we need to optimize the curriculum and integrate innovation education into daily teaching. By offering interdisciplinary courses, studio courses and project-based teaching, we guide students to explore on their own initiative and cultivate their innovative thinking and practical ability. At the same time, increase the design practice link, so that students can learn how to apply theoretical knowledge to real engineering projects in practical operation. Secondly, the construction of practice teaching bases on and off campus is strengthened. Through cooperation with design enterprises, government departments and public welfare organizations, etc., to build a practical teaching platform, so that students can exercise their professional skills in the actual work. At the same time, students are encouraged to participate in various design competitions and practical activities to improve their teamwork and communication skills. Again, improve the overall level of the faculty. Introduce professionals with rich practical experience and teaching ability, strengthen the training and exchange of the faculty, and improve the educational and teaching level of teachers. At the same time, pay attention to the improvement of teachers' scientific research ability, encourage teachers to carry out research related to environmental design, integrate scientific research results into teaching, and improve the quality of teaching. Finally, establish a sound incentive mechanism to encourage students to actively participate in innovation and practice. Set up innovation practice scholarships to reward students who have achieved excellent results in innovation practice. At the same time, improve the recognition and conversion mechanism of students' innovation practice achievements, so that students can get corresponding credits in innovation practice.

In short, we need to optimize the curriculum, strengthen the construction of practice teaching bases, improve the overall level of the faculty and establish a sound incentive mechanism and other measures to stimulate the innovative potential and practical ability of students, so as to cultivate more high-quality environmental design talents with the spirit of innovation and practical ability for the society.

5. Conclusion

In the current context of rapid social development, environmental design majors in colleges and universities shoulder the important mission of cultivating high-quality talents with innovative spirit and practical ability. Through an in-depth analysis of the current situation and problems in the teaching of environmental design majors in colleges and universities in China, we put forward a series of targeted countermeasures and suggestions, aiming to provide useful reference for the development of the profession.

Optimize the curriculum and teaching content, strengthen

the construction of practical teaching system, improve the overall level of the faculty, stimulate students' innovative potential and practical ability, these countermeasures and suggestions for the teaching reform of environmental design in colleges and universities provide a clear direction. However, the teaching reform is not a one-step solution, and it requires the joint efforts of educational management departments, universities, teachers and students to realize the comprehensive improvement of the teaching quality of environmental design in colleges and universities in China.

In the future development, the environmental design program in colleges and universities should closely focus on the national development strategy, based on the market demand, deepen the education and teaching reform, and innovate the talent training mode. At the same time, strengthen inter-collegiate cooperation, share high-quality educational resources, and improve the quality of education and teaching. In addition, it is also necessary to pay attention to the cultivation of students' humanistic qualities, so that students have good comprehensive qualities while mastering professional knowledge and skills, and contribute to the environmental protection and sustainable development of China.

In conclusion, through the study of the current situation of teaching and countermeasures of environmental design in colleges and universities, we expect to provide useful insights for the development of this specialty and contribute to the cultivation of more high-quality environmental design talents. Under the new historical conditions, the education of environmental design majors in colleges and universities will continue to deepen the reform and innovation, and make efforts to realize the goal of environmental protection and sustainable development in China.

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