

Reform of the "Exhibition Space Design" Course for Telling Chinese Stories Well

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Abstract: The curriculum reform of “Exhibition Space Design” course is centered on the concept of “telling Chinese stories well”. By integrating Chinese traditional cultural elements, innovating teaching methods and evaluation systems, strengthening the construction of teaching staff, optimizing curriculum settings, and expanding practical platforms, this reform aims to enhance students’ practical abilities and innovative thinking. It seeks to cultivate design talents with an international perspective, innovative spirit, and practical skills. Additionally, the reform intends to provide more high-quality talents for the exhibition space design field and promote the international dissemination of Chinese culture.

1. Introduction

In today's educational environment, the significance of Chinese stories is self-evident. They not only carry profound cultural connotations but also play a unique and crucial role in shaping students' cultural confidence and national identity. Simultaneously, the "Exhibition Space Design" course, as an integral part of art education, assumes a distinctive and important role in the inheritance and presentation of Chinese stories. Through innovative teaching methods and practical activities, this course not only enables students to deeply understand the rich connotations of Chinese stories but also motivates them to integrate Chinese cultural elements into their designs. In this way, they can visually narrate Chinese stories to the world, thereby enhancing their professional skills while also contributing to the international dissemination of Chinese culture.

2. Background and Significance of Curriculum Teaching Reform

2.1 Current Situation Analysis of the "Exhibition Space Design" Course

In the current educational system, the "Exhibition Space Design" course faces a series of challenges. According to recent teaching feedback and professional assessments, it has been found that about 60% of students still find it difficult to effectively integrate Chinese stories into their design practices after completing the course, reflecting a significant gap between the teaching content and practical application. Moreover, more than half of the teachers expressed that they felt

overwhelmed when integrating Chinese cultural elements into their teaching, lacking sufficient resources and training. In addition, the lack of practical teaching sessions has also restricted students' innovative abilities, with statistics showing that only 30% of students have the opportunity to participate in off-campus practical projects. These current situations indicate that it is imperative to carry out teaching reforms for the "Exhibition Space Design" course to enhance the quality of the course and promote the comprehensive development of students.

2.2 Necessity and Role of Teaching Reform in Improving Course Quality

The teaching reform of the "Exhibition Space Design" course is particularly urgent, as the existing teaching model fails to meet the needs of the design industry for talent. The purpose of the reform is to bridge the gap between theory and practice, improve the timeliness and relevance of the teaching content. The teaching reform plays a significant role in enhancing the quality of the course: on the one hand, by introducing Chinese stories and traditional cultural elements, the course content is enriched and deepened, and students' cultural literacy and design capabilities are synchronously enhanced^[1]; on the other hand, innovative teaching methods and evaluation mechanisms can stimulate students' learning enthusiasm, enhance their critical thinking and creativity. For example, after adopting project-driven teaching methods, the average number of innovative points in students' design works increased by 30%. This data intuitively demonstrates the effectiveness of teaching reforms in improving the quality of the course. Through teaching reforms, the course can more effectively cultivate students' comprehensive abilities, making them more competitive in future design practices.

3. Goals and Principles of Teaching Reform

3.1 Overall Goals of Teaching Reform

The overall goal of the teaching reform of the "Exhibition Space Design" course is to establish a student-centered, practice-oriented, and Chinese story-centric teaching system. This system aims to cultivate design talents with an international perspective, innovative spirit, and practical abilities, while strengthening students' understanding and inheritance of Chinese culture. Specifically, the goals of teaching reform include: firstly, enhancing the timeliness and cultural depth of the course content to ensure that students can integrate the essence of traditional Chinese culture into modern design concepts; secondly, strengthening students' design practice abilities and innovative thinking through diversified teaching methods and practical activities; thirdly, establishing a scientific and dynamic teaching evaluation system to comprehensively assess students' learning outcomes and professional capabilities; and finally, building a cross-disciplinary and cross-field communication platform to promote interaction and collaboration between teachers and students, as well as deep integration with other professional fields^[2]. Through the realization of these goals, the course will better serve students' personal development and social needs, and provide more high-quality design talents for the field of exhibition space design.

3.2 Principles Followed in Teaching Reform

Highlighting Chinese Characteristics: The design of course content and the implementation of teaching activities are based on the deep excavation and display of Chinese culture. The reform ensures that students can deeply understand and master the unique value of Chinese culture during their learning process and transform it into the source of inspiration for design creation, highlighting the characteristics of the course.

Focus on Practical Ability Development: Teaching activities emphasize the importance of practical operations, through case studies, simulation projects, on-site inspections, and other forms, allowing students to exercise their design capabilities and improve their ability to solve practical problems in actual operations, ensuring a close integration of theoretical knowledge and practical skills.

Promoting Interdisciplinary Integration: The reform encourages and supports students to engage in cross-professional and cross-disciplinary learning through the establishment of interdisciplinary courses, joint workshops, and communication platforms. It aims to break the boundaries between disciplines, promote the integration of knowledge from different fields, and cultivate students' multi-dimensional thinking and innovative capabilities.^[3] This integration extends beyond the field of art and design to include literature, history, sociology, and other disciplines, enriching students' knowledge structures and design perspectives.

4. Main Contents of Teaching Reform

4.1 Innovation in Teaching Content

The core of the teaching reform lies in the innovation of teaching content, especially in increasing the proportion of Chinese elements in the curriculum and integrating Chinese stories and brands into exhibition space design teaching.

1) Increase the proportion of Chinese elements and brand cases in the curriculum

Traditional cultural elements: Redesign the curriculum outline to systematically integrate Chinese traditional art, architecture, history, and cultural elements into teaching modules. Introduce principles of Chinese classical garden design, proportions and shapes of traditional architecture, and Chinese traditional festival culture, allowing students to naturally apply these elements in their design practice, thus deepening their understanding and application of Chinese culture.

Chinese brand cases: Incorporate the exhibition design cases of Chinese brands from the China Brand Festival into the curriculum, analyzing how they combine traditional Chinese cultural elements with modern design concepts. This may include the use of traditional Chinese patterns, colors, materials, and modern technological means such as VR and AR to enhance the viewing experience. Students can learn from these cases and apply them to their own design practice.

2) Combine Chinese stories and brands for exhibition space design teaching

Chinese stories: Select representative Chinese stories such as ancient myths, historical anecdotes, and folk legends as the background and inspiration for design projects. By analyzing the cultural symbols and themes in these stories, guide students to translate these elements into concepts and visual languages for exhibition space design. For example, design an exhibition space with a traditional and modern moon theme based on the story of "Chang'e Flying to the Moon," allowing students to explore how to combine story elements with modern design concepts in practice.

Chinese brands: Use Chinese brands as the theme for design projects, such as designing an exhibition space for a Chinese tea brand or a Chinese traditional culture brand. Students need to deeply analyze the cultural connotation and target audience of the brand, and incorporate them into the exhibition space design, such as using brand logos, product elements, and cultural symbols to create a unique brand image.

Through the above teaching reforms, the course will better cultivate students' practical abilities and innovative thinking, enabling them to integrate traditional Chinese cultural elements and the characteristics of Chinese brands into exhibition space design, contributing to the inheritance and development of Chinese culture.

4.2 Reform of Teaching Methods

Teaching Method Reforms in the "Exhibition Space Design" Course:

The "Exhibition Space Design" course has closely integrated the exhibition design of Chinese national trend brands from the China Brand Festival into its teaching methods.

1) Added Practice Teaching Focused on Chinese National Trend Brand Exhibition Design:

The course has added practice teaching sections dedicated to the exhibition design of Chinese national trend brands. By organizing students to visit the China Brand Festival and analyze the exhibition design of national trend brands on-site, students gain a deeper understanding of design concepts and market positioning through classroom simulation design practice.

Case teaching methods have been specifically applied. Selected exhibition design cases of national trend brands from the China Brand Festival are used for in-depth analysis. Students explore how to incorporate Chinese stories into design and how to showcase brand characteristics through design.

Teaching methods have been further diversified. Video and image materials of national trend brand exhibition design have been added to multimedia presentations, making teaching more intuitive. At the same time, on-site simulation activities themed around national trend brands have been conducted, allowing students to practice design and exhibition setup skills in simulated trade show environments.

2) Strengthened Teacher-Student Interaction and Discussion

In seminars and design review meetings, the focus is on discussing the innovative points and difficulties of national trend brand exhibition design, encouraging students to express their own opinions. Online forums and social media groups have also become platforms for students to share observations and reflections.

Personalized guidance and feedback are provided. In one-on-one feedback sessions, teachers provide targeted advice and guidance based on students' performance in the practice of national trend brand exhibition design.

Through these reforms, the course aims to establish a dynamic and interactive learning environment, enabling students to master exhibition space design skills through practice while inheriting and showcasing Chinese stories, thereby enhancing their professional abilities and cultural literacy.

4.3 Optimization of Teaching Evaluation System

To comprehensively assess students' learning outcomes, the teaching reform focuses on optimizing the teaching evaluation system, establishing a diversified and dynamic evaluation system. This system not only focuses on students' final design outcomes but also emphasizes their performance and growth during the learning process. Specifically, the evaluation system includes the following aspects: firstly, through regular design sketches, concept proposals, and mid-term reviews, recording and evaluating students' thinking, innovative points, and skill mastery during the design process to ensure the continuity and effectiveness of process evaluation; secondly, combining the final design work exhibition and defense, comprehensive evaluation of students' final outcomes emphasizes the practicality and cultural connotation of the results; finally, introducing peer review and self-evaluation, encouraging students to learn from each other and reflect, further enriching the evaluation dimensions. Such an evaluation system can objectively reflect students' learning outcomes and motivate them to continuously progress throughout the learning process, achieving a comprehensive improvement in knowledge, skills, and literacy.

5. Problems Faced in Teaching Reform

5.1 Teachers' Insufficient Mastery of Chinese Stories

A significant problem in advancing the teaching reform of the "Exhibition Space Design" course is the lack of teachers' understanding of Chinese stories. This issue manifests in various aspects: on the one hand, some teachers have insufficient understanding of traditional Chinese culture, making it difficult for them to effectively transform the essence of Chinese stories into teaching resources; on the other hand, teachers lack systematic teaching strategies and methods when integrating Chinese stories into design teaching, leading to a disconnect between teaching content and practical application. This phenomenon not only affects the cultural depth of the course but also limits students' ability to apply and innovate with Chinese cultural elements in their design practices.

5.2 Discrepancy between Course Content and Practical Application

An important issue faced by the "Exhibition Space Design" course in the teaching reform is the discrepancy between course content and practical application. This issue is evident in two aspects: firstly, the course content is not updated in a timely manner, failing to fully reflect the latest trends and actual needs of industry development; secondly, the lack of practical teaching sessions hinders students from transforming theoretical knowledge into practical design abilities. This disconnect makes it difficult for students to quickly adapt to industry needs after graduation, affecting their career development.

5.3 Students' Lack of Practical Experience and Industry Exposure

A key problem in the teaching reform of the "Exhibition Space Design" course is students' lack of practical experience and industry exposure. This not only affects students' ability to convert theoretical knowledge into practical skills but also restricts their understanding of the current industry situation and development trends. Due to the lack of practical teaching sessions, students have limited exposure to real design projects during their time in school, making it challenging for them to adapt to industry needs quickly after graduation, affecting their career development. Additionally, students lack internships and practical activities related to the industry, which further limits their understanding of industry trends and affects their innovation and application capabilities in design practices. Therefore, addressing the issue of students' lack of practical experience and industry exposure has become an urgent problem to be solved in the teaching reform.

6. Specific Measures for Teaching Reform

6.1 Strengthening the Faculty Team

In the teaching reform of the "Exhibition Space Design" course, emphasis is placed on strengthening the construction of the teaching staff. It is ensured that the teaching team is proficient in both Chinese stories and their integration with modern design concepts. To this end, regular specialized training on Chinese national trend brand culture is organized to deepen teachers' understanding of the connotations of Chinese stories and encourage them to incorporate them into teaching practice. At the same time, active participation in the China Brand Festival and related academic exchanges is promoted to obtain the latest developments in national trend brand exhibition design. In addition, industry experts are employed as part-time teachers, and existing teachers are encouraged to participate in national trend brand design projects, converting practical

experience into classroom teaching content^[4]. Through these measures, we are committed to building a high-quality and diversified teaching team to provide solid teacher support for curriculum reform. The aim is to improve teaching quality and cultivate design talents who can inherit and innovate Chinese stories^[5].

6.2 Optimizing Curriculum Settings

By adjusting the proportion of theoretical teaching to practical teaching, the weight of practical teaching has been significantly increased to ensure that students can effectively convert theoretical knowledge into practical design capabilities. This includes the addition of experimental courses, design workshops, and field trips, all set against the backdrop of the China Brand Festival's national trend brand exhibition design. Students will engage in deep learning through these practices, such as participating in the exhibition design projects of Chinese national trend brands, thereby enhancing their practical operational skills. Additionally, special lectures and practical activities related to Chinese stories have been added, allowing students to profoundly understand and master the unique value of Chinese culture during the learning process, and use these cultural elements as a source of inspiration for the exhibition design of Chinese national trend brands. To further broaden students' horizons, cross-disciplinary and interdisciplinary learning is encouraged. By offering interdisciplinary courses, organizing joint workshops, and establishing communication platforms, the boundaries between disciplines are broken down, promoting the integration of knowledge from different fields. In particular, the incorporation of the China Brand Festival's national trend brand exhibition design cases into the teaching allows students to exercise diverse thinking and innovation capabilities within an interdisciplinary environment.

6.3 Expanding Practical Platforms

By collaborating with enterprises, museums, and other institutions, practical bases are established to provide students with actual design projects and practical opportunities. This allows students to learn and exercise in real work environments. This not only enhances students' practical abilities but also enhances their understanding of industry needs. Through collaboration with enterprises, students can participate in actual design projects, understand industry standards and requirements, and improve their practical operation skills. Through collaboration with museums, students can participate in exhibition design and layout, enhancing their cultural literacy and design innovation capabilities. The program organizes students to participate in exhibition space design competitions and practical projects, encouraging them to engage in various exhibition space design competitions and practical projects. Through actual design projects, students' design abilities and innovative capabilities are improved. At the same time, these competitions and practical projects also help students build their own portfolios, laying a solid foundation for their future employment and career development. Through participation in competitions and practical projects, students can exercise their design abilities and innovative capabilities, improving their design level. These projects also help students build their own portfolios, laying a solid foundation for their future employment and career development.

Through these measures, the teaching reform aims to provide students with a wealth of practical opportunities, enabling them to learn and grow in actual design practices, thus achieving better results in the field of exhibition space design. Additionally, these practical opportunities also help students build their own portfolios, laying a solid foundation for their future employment and career development.

7. Summary and Outlook

7.1 Expected Results of Teaching Reform

Through the teaching reform of the "Exhibition Space Design" course, it is expected to achieve significant improvements in the quality of the faculty team, enabling teachers to better integrate Chinese stories into the teaching content, stimulating students' interest in learning and innovative thinking. The course content is expected to be closely integrated with practical applications, allowing students to better understand the unique value of Chinese culture and transform it into the source of inspiration for design creation. Students' practical abilities and innovative thinking are expected to be cultivated, laying a solid foundation for their future employment and career development. The teaching evaluation system is expected to be improved, providing a more objective reflection of students' learning outcomes, motivating them to continuously progress throughout their learning journey. These reform measures are expected to better serve students' personal development and social needs, delivering more high-quality design talents to the field of exhibition space design. Additionally, these reform achievements will also provide references for reforms in other courses and teaching areas.

7.2 Future Outlook for Teaching Reform of the "Exhibition Space Design" Course

In the future, the teaching reform of the "Exhibition Space Design" course will continue to deepen to adapt to the development of the times and industry needs. The future reforms will focus on deepening cultural connotations, enabling students to better integrate elements of Chinese culture into their designs, enhancing the cultural depth of their works; innovating teaching methods by utilizing virtual reality (VR) and augmented reality (AR) technologies to make teaching more vivid and intuitive; expanding international perspectives through cooperation with design institutions in other countries and regions, conducting international exchanges and design competitions to enhance students' international vision and competitiveness; promoting interdisciplinary integration through exchanges and cooperation with fields such as architecture, art, and literature, enriching the curriculum content, and fostering students' multi-dimensional thinking; strengthening practical teaching by collaborating with enterprises, museums, and other institutions, providing students with more opportunities for practical operations and internships; and optimizing the evaluation system to be more scientific and reasonable, enabling a more comprehensive assessment of students' learning outcomes and professional capabilities.

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