

**STUDY ON THE CURRICULUM REFORM OF CHINESE ARCHITECTURE HISTORY
BASED ON MIXED TEACHING**

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ABSTRACT

With the rapid development of information technology, blended learning has gradually penetrated into various fields. Based on the blended teaching method, reform of Chinese architectural curriculum was studied. It combines the advantages of network teaching and classroom teaching and uses a variety of teaching methods to interact to keep students interested in learning professional knowledge under the guidance of teachers. It also independently completes the learning of basic knowledge points through the network platform and improves the ability of data collection, problem research, field investigation, and teamwork in classroom teaching. In the learning process, perfect the architectural aesthetics and the healthy development of values.

KEYWORDS: Blended Teaching, Chinese Architecture History, Curriculum Reform

1. INTRODUCTION

Architecture is a subject that spans engineering technology and humanities, and architecture history and theory course is the only more systematic professional course involving architecture itself and related social, historical and cultural background, and has a unique position. The teaching of this kind of course is the basic work of architecture and history and theory in colleges and universities[1]. As a basic theoretical course in architecture, the understanding of its position and role in the teaching system of architecture in China has been changing in the past few decades. In the past, most scholars believed that the purpose of teaching Chinese architectural history was to make students understand the achievements of ancient architecture and the evolution of modern architecture, to teach the structure and type of ancient architecture, in the process, to enrich students' knowledge of human history and improve their cultural literacy. However, in recent years, with the rise and deepening of the reform of architectural courses in a number of colleges and universities in China, there has been a new understanding of the teaching of Chinese architectural history. Tongji University, for example, has arranged "Architecture History" as an "introductory" education in the first grade curriculum, and "Architecture Theory and History" in the fourth grade, teaching Chinese architecture and Western architecture in two semesters, in the hope that students will be able to apply their knowledge of historical theory more actively in design classes. Huazhong University of Science and Technology and Xi'an University of Architecture and Technology have also introduced special topics in their respective architectural design courses, "Traditional Architectural Intent Design" and "Architecture With A Focus on Culture". The reform of the teaching system of architecture has put forward new requirements for the course of chinese architectural history, and also brought new opportunities for development[2].

With the progress of information technology, the rapid development of a new generation of information technology characterized by mobile Internet, social networking, cloud computing and big data has made our teaching and learning no longer limited by time, space and place conditions, and the way of knowledge acquisition has changed radically. We can fully integrate the advantages of network teaching with traditional classroom teaching, in this hybrid teaching model, classroom teaching and network teaching complement each other, can give full play to the enthusiasm and initiative of students, not only conducive to the acquisition of students' knowledge skills and innovation ability. It is also beneficial to the cultivation of students' healthy emotions and values.

2. Reflections on the teaching mode of Chinese architectural history

In the original teaching process, the history of Chinese architecture is the passive teaching mode that the teacher speaks and the students listen to. Although teachers carefully prepare lessons for lectures, and use graphic slides and image video as an aid, but it is difficult to really stimulate the interest of most students and intellectual desire, as to the Chinese architectural history curriculum learned in the design of the design of the design of the design is very few, teaching effect is not very ideal. The reasons can be summed up in two ways:

First, the lack of participation and interaction caused students passive learning. The history of Chinese architecture involves a wide range of contents, the content is strongly related, from dialectical overall thinking and simple system theory to yin and yang five lines of the universe schema to the universe, outlook on life and aesthetic view, from cities, palaces, residential temples to temples, mausoleums, monasteries to gardens, traditional cultural thinking mode, design concepts, The design method intersects with the building type. The traditional teaching method is only to make students passively accept knowledge, lack of digestion and thinking process, teachers lack understanding and mastery of students, "teaching" and "learning" out of touch, students really learn knowledge is only a small part of the [3].

The second is the lack of systematic teaching related to design methods. The main teaching content of Chinese architectural history is explained according to the chronological order and the type of building two main lines. The first is to take the development process of China's architectural system as the vein, explain the development process from the primitive society to the Ming and Qing Dynasties. The second is based on the type of building, to explore the different types of buildings of social and cultural background and typical representative of the characteristics of the building. The teaching of design methods is mainly interspersed in the analysis of typical representative buildings, so students' understanding of design methods is fragmented and lacks systematic. At the same time, due to the limitation of class hours, the explanation of the chapter of the architectural artist is in the summary of the original explanation content, so it is difficult for students to systematically grasp the traditional Chinese architecture design methods and apply it to architectural design.

Third, the course of architectural history involves history, culture, society, art, technology and other aspects, containing a lot of knowledge and information. Since entering the network era, the amount of information obtained from various channels has exploded, the history of architecture can be widely related to different disciplines, multidisciplinary penetration is more convenient, can be infinite links. All of this makes it possible for the teaching of "the history of Chinese architecture" to move to a wider field. When the transmission, search, acquisition and sharing of knowledge becomes extremely easy, how to find useful and appropriate knowledge in the ocean of knowledge, how to effectively integrate this knowledge to enhance our learning ability, has become a new problem.

3. Overview of hybrid teaching models

3.1 Hybrid Teaching Mode

In recent years, the information platform with Internet technology as its core has been widely used in teaching, and the hybrid teaching method has gradually become popular, which has led to the change of educational idea, teaching mode and learning method. For construction education, the use of mixed teaching allows teachers to significantly reduce the time it takes to teach the basics in the classroom, spend more time in valuable classroom time, brainstorming with students and tutor sits alone, meets students' needs through teaching and collaboration methods, and facilitates their personalized learning. Students can complete basic knowledge learning, extended reading and other tasks independently through the network platform in advance by means of video lessons, reading e-books and other practical means, and interact with teachers in the classroom in a targeted manner[4].

3.2 Mixed Teaching Concepts

Since the middle of the 20th century, with the spread of the Internet, the way humans acquire knowledge has changed rapidly and profoundly. E-learning is one of many new ways of learning and educational ideas that have emerged. The term E-learning was first coined by American scholar Jay Cross in 1998[5], The U.S. Department of Education described it in the 2000 White Paper on Education Technology: E-learning refers to education and related services over the Internet. In 2003, Professor He Ke-yi, a Chinese scholar, formally put forward the concept of "hybrid learning" in China, saying, "The so-called Blending Learning is about combining the advantages of traditional learning with the advantages of e-Learning (i.e., digital or networked learning), that is, It is necessary to give full play to the leading role of teachers to guide, enlighten and monitor the teaching process, but also to fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process." [6] After that, Li Kedong, Li Jiahou, Sang Xinmin and other scholars also put forward their understanding of the network era hybrid learning methods, to different degrees to promote blended learning in the field of education is recognized, and more and more attention. Hybrid learning design has been mentioned in the New Media Alliance's (NMC) Horizon Report (Higher Education Edition) for the fifth consecutive year (2012-2017), making it one of the most high-profile items on the trend list[7]. The 13th Five-Year Plan of the People's Republic of China on Education Information technology states that it is necessary to "accelerate the integration of

information technology and education and teaching with innovation and development . . . Promote the sharing and application of courses combined online and offline. "In recent years, both primary and secondary schools and institutions of higher learning have been actively exploring blended learning, and their flexibility, convenience and integration with advanced multimedia and technology have helped students' creative thinking, problem-study skills and teamwork skills.

4. Use of hybrid teaching methods in "The History of Chinese Architecture"

Architecture is a comprehensive engineering technology and humanities, and the teaching of "Chinese architectural history" highlights this comprehensive. It not only cultivates logical thinking ability and scientific critical spirit by making students understand the basic process of Chinese architectural development, but also hopes to cultivate students' humanistic feelings and aesthetic qualities in the process of introducing the brilliant achievements of ancient Chinese architecture, which makes it completely out of the classroom teaching.

Therefore, the mixed teaching methods are introduced into the course of "The History of Chinese Architecture". It is not to change teaching from the original "teacher-centered" to "student-centered", but to give full play to the leading role of teachers, but also to highlight the main position of students in the learning process. From the teacher's point of view, the teacher's leading role not only refers to the explanation of content, the inspiration and guidance of students, but also includes the guidance of information resources, cooperative learning organization and research learning, and more importantly, the implicit emotional communication. From the student's point of view, combined with the way of e-learning, students are given more freedom of time and more space for self-learning, and can maintain the interest of learning professional knowledge under the guidance of teachers, improve on-site research ability, data gathering ability, problem-solving ability and teamwork ability. These abilities are precisely indispensable to architecture students.

4.1 Network Teaching

4.1.1 Motivate students to learn

To carry out network teaching, we first need to make a comprehensive choice, rearrange and refine the part suitable for students' self-study. For the "Chinese Architectural History" course, we will break down the basic teaching content into independent knowledge points, each knowledge point into a 10 minutes or so of short video ("micro-class"), students can watch the video at the same time, can achieve pause, playback and other functions, easy to take notes and thinking in the learning process, but also facilitate future review and consolidation. E-learning does not need fixed time and space, learning atmosphere is more relaxed, this kind of zero-zero content organization can reduce the cognitive load of learning, but also increase the flexibility of learning path selection, more adapted to the needs of mobile learning, so it has been generally welcomed by students. While making videos, you can intersperse elaborate exercises that can help students master and absorb knowledge, and help teachers understand students' knowledge of basic knowledge points. These exercises can be designed as a quiz embedded in a video, requiring a quiz to continue watching the

video, or a casual quiz at the beginning of each class, with students using the mobile phone to complete the quiz, and finally automatically reviewed by the machine, giving a series of data such as answers to each question and correct answer rate. The machine will also give each student a different number of points according to the answer, which will be incorporated into the final assessment system. A small number of exercises and tests make students feel less ensused the memory burden, and the rising points are a good way to create a learning atmosphere that you catch up with me, stimulating students' interest in learning. Interactive discussions with students on the Internet are as important a teaching activity as videos and exercises. Through the network can effectively carry out in-depth discussion of a topic, make up for the classroom discussion due to limited time caused by the discussion floating on the surface level, the most perceptual composition, difficult to go deep and other defects. Students need to use words to organize their ideas and express them when they speak in the forum, a process that helps to further process and refine their thinking, and can improve students' ability to think logically and to drive words [8] . In addition to the extension of classroom discussions, teachers can also combine new current affairs, post new questions on the web, and have more open discussions. This not only expands the teaching space, but also makes up for the shortcomings of the classroom discussion limited by time and debate-based thinking.

4.1.2 Perfecting teaching materials to make up for the deficiencies of textbooks

The development of architecture is directly related to social background, historical culture, art, technology and so on, and the more fully under-understanding of these backgrounds, the more it can help students to understand the evolution of architecture. In the past "Chinese architectural history" teaching, I believe that every teacher will recommend a series of bibliography to students, content in addition to the scope of architectural history, but also involved in history, literature, thought, art and other related fields of comprehensive fields, the purpose is to encourage students to expand their thinking, the general public. But this thick reference book, can every student read them? After establishing the expansion resource base on the network platform, teachers can combine different knowledge points, select paragraphs or chapters closely related to teaching content in different reference books, and publish them to the network platform's expanded resource base for students to read. This is more conducive to students to the reference book content and teaching content to be related and complementary, timely stimulate students to read more literature interest, so that the reference book really live. In addition to reference books, the vast network of resources, such as journal papers, academic websites, is also available reference information, but the amount of but these knowledge information and its huge, by the students themselves to find and difficult to extract their own needs in a relatively short period of time, more difficult to achieve integration with the knowledge learned, for this reason, teachers can use their professional knowledge , the information on the network to refine and link, put into the expansion of the library for students to reference.

The resource base can also contain useful television, network and other educational resources, such as the CCTV record channel broadcast of the "The Forbidden City" "Summer Palace" "Exploration and Discovery" column introduced by the historical buildings, as well as the network download of

"World Heritage in China" and other documentaries, can vividly complement the construction of the complete image of Chinese architecture. Through the network, students can also be introduced to the latest theoretical research results and archaeological excavations. Over time, this expanded resource pool will become a very large database outside of textbooks, making up for the shortage of textbooks.

4.2 Classroom Teaching

4.2.1 Combining thematic teaching to improve problem research capabilities

Through the network of learning, students have a certain understanding of the "Chinese architectural history" of the basic knowledge points, so in the classroom teachers cannot start to speak of these knowledge points, but the use of a series of thematic teaching, the entire huge teaching content broken down into a series of topics, each topic formed a complete small cycle of knowledge, To solve one problem, and each topic is the deepening of the basic knowledge learned in the online classroom, extracurricular learning time has become more effective.

In doing thematic teaching design at the same time, combined with different topics can also allow students to participate, at the beginning of the semester to announce the course arrangements and discussion topics of this semester, and recommend the topic-related books, websites and other knowledge media, under the premise of students have full preparation to carry out in-depth discussion, report each other research results. The design of the topic of discussion should be attractive enough and high participation, starting from the surface of the problem, with the deepening of the discussion, gradually highlight its professionalism. For example, before the topic of "'Big Zhuang' and 'The Palace Room' - the interaction between the two architectural ideas", ask "What do you think of the palace building that Xiao He advocates as 'not magnificent' the term 'non-magnificent' In the analysis of the topic of "cultural choice of building materials", students are asked to compare "the similarities and differences between Chinese civil and Western masonry buildings". Students through the early material reading and research, in the classroom to express their views, teachers in which they play a good link and the role of the promoter. When students' divergent thinking and discussion deviate from the topic, the teacher can pull the topic back in time, and when the student is stuck around the subject, the teacher can further deepen the problem by "asking" and so on. Finally, for the topic of the content to make a further summary of the elaboration, to open the fog, so as to give students a deep impression. In the process, students see the teacher analysis of problems, problem-solving layer progressive, from which also learn the ability to study the problem.

4.2.2 On-site teaching and team spirit

The way of studying the problem is varied, and the "primary teaching principle" centered on the problem is varied[9]. Not only limited to the search and analysis of information, the collision and exchange of views, but also can combine local heritage buildings, the classroom will be moved to the scene to carry out teaching. For example, in the study of "two Song Liaojin period of architecture and "creating French" theme, we take the country's first batch of key cultural relics protection units -

Ningbo Baoguo Temple as the research object. Baoguo Temple is one of the oldest and most complete wooden structures in Jiangnan area. Through personal investigation of algal wells, melon prisms, shrimp whiskers, belly-and-wood and other large wood and small wood construction practices, so that the original in the classroom can only be understood through the text, pictures and other two-dimensional information abstract knowledge difficulties, suddenly solved, there is a sense of sudden and open. Let students out of the classroom and ancient buildings zero distance contact, through direct observation, recording and analysis, so that students from books and video materials do not get the first-hand architectural experience, in the historic ancient buildings, naturally stimulate the students' national pride and pride. In the field teaching process, let students in the form of team work on the ancient building situ inspection, mapping, by the students themselves to develop a work plan, implement specific research, carry out intra-group discussions, solve any problems and adjustment programs, after the completion of research needs to produce PPT and research reports in the classroom report exchange. This way of working is conducive to enhance the team spirit of students, each person to play their own strengths, take on different tasks, personal work attitude and effectiveness will directly affect the performance of the entire team, thus establishing an inescapable sense of collective responsibility. In addition to the cultural relics protection units, a large number of local buildings also provide us with the convenience of inspection. The wisdom of folk craftsmen is implicit in local architecture and is an indispensable part of the study of the history of Chinese architecture. The form and practice of local architecture is often different from the classic French-style practices introduced in textbooks, and students will have questions about this, and then want to find out exactly, they through interviews with folk craftsmen, search local literature, search local history and other ways to find answers. Get rid of the shackles of textbooks, find problems in real scenes and try to solve them by themselves, and then give logical explanations, a process that is the exercise and application of the theoretical thinking ability cultivated in classroom teaching.

4.3 Pay attention to the emotional communication between teachers and students and improve the goal of emotional education

The way of network learning has the unique advantages of rich multimedia resources, convenient communication and friendly interaction, but it cannot completely replace the classroom teaching of teachers, if the lack of teacher participation, learning effect may not be as ideal as expected. Therefore, in mixed teaching, we should give full play to the teacher's guiding role, personality influence, learning and research method penetration and other advantages. The student's study expectation and timely affirmation can stimulate and maintain the students' positive learning emotion to a certain extent and promote the healthy development of students' personality. Teachers can lead and maintain students' interest and direction of learning by demonstrating their academic ability and personality charm in the course of conducting seminars and on-site research with students. In fact, after the introduction of mixed teaching methods, in addition to increasing research and discussion, on-site research and other teaching methods, we have deliberately retained some of the traditional teaching "teachers speak and students listen" classroom time.

5. CONCLUSIONS

The hybrid teaching mode can enable teachers to integrate teaching resources [10], produce or edit the teaching content of the curriculum according to the analysis of students' knowledge background and learning ability, effectively organize teaching activities, fully demonstrate teaching skills, and be conducive to giving full play to teachers' enthusiasm. The formative evaluation process is more complex, the teacher's workload is large, and the statistical function provided by the network teaching platform in the mixed teaching mode is greatly convenient and simplifies the evaluation process, which is conducive to the smooth implementation of the formative evaluation. In addition, teachers use the feedback from evaluations to improve teaching and to further improve the quality of teaching [11].

Compared with the traditional teaching model, the hybrid teaching method requires higher requirements for students, students need to participate in the whole process of teaching, and record the usual learning situation in real time, some students think that the usual collection of information, the completion of homework will take up a lot of time and energy, there will be a reverse psychology, which requires teachers in the creation of good learning situation, On the basis of stimulating students' interest, strengthen the management of teaching process, and provide timely and targeted feedback to students on online self-study and classroom teaching problems by ensuring the effective interaction of teaching process. Realize task-driven monitoring of the whole process of teaching.

In a word, the application of hybrid teaching to Chinese architecture history courses, through the enhancement of teacher-student interaction, the expansion of teaching time and space and the implementation of formative evaluation, will help college teachers' teaching ability and students' learning effect to improve, and ultimately improve the effectiveness of Chinese architecture history course teaching.

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