

# *Research on the construction of interior design under the background of double high construction*

**Taochun Wu**

*Maoming Polytechnic, Maoming, 525000, China*

**Keywords:** Double High initiative, architectural interior design, curriculum system, high-level talents, education quality

**Abstract:** This study explores the construction of the curriculum system for architectural interior design majors in the context of the "Double High" initiative, which encompasses the development of world-class universities (Double First-Class), high-level universities (Double High-Level), and the construction of first-class disciplines. By analyzing the policy support and background of the "Double High" initiative, this paper puts forward corresponding suggestions for the reform of architectural interior design major courses, aiming to meet the demand for cultivating high-level talents in universities, improve education quality, and promote professional development.

## **1. Introduction**

Currently, China's higher education is in a crucial period of the "Double High" initiative, with the goal of improving education quality and cultivating high-level talents. As a vital component of the university's construction project management major group, the curriculum reform of architectural interior design is crucial for the cultivation of high-quality innovative talents. In order to meet the requirements of the "Double High" initiative, the curriculum system of the architectural interior design major needs comprehensive construction and improvement. This study aims to explore how to construct a curriculum system for architectural interior design majors that adapts to the "Double High" initiative, with the goal of improving education quality and cultivating high-level talents.

## **2. Analysis of the Background of the "Double High" Initiative**

### **2.1. Policy Support for the "Double High" Initiative**

In the current landscape of higher education in China, the "Double High" initiative policies have garnered significant attention. This policy aims to drive reforms in the higher education system, enhance the overall strength of universities, and cultivate high-level talents to meet the economic and societal needs of the country. The "Double High" initiative provides policy support and financial guarantees to universities, encouraging active participation in the construction of world-class disciplines and high-level universities. The introduction of this policy has not only had profound effects on the higher education system but has also presented new challenges and opportunities for various professions and academic fields.

The policy for constructing high-level universities (Double First-Class) aims to transform certain Chinese universities into world-class institutions, elevating their international influence and competitiveness. To achieve this goal, universities are required to strengthen the construction of first-class disciplines, improve the quality of education and teaching, and drive the development of academic disciplines. Under this policy framework, the field of architectural interior design must reassess its position and development direction to meet the requirements of the Double First-Class construction in universities.

### **2.1.1. Policy for the Construction of First-Class Disciplines**

The policy for the construction of first-class disciplines emphasizes encouraging universities to attain international leadership in specific disciplinary areas. For the architectural interior design profession, this implies achieving higher levels of development in research and educational teaching. To realize the goal of constructing a first-class discipline, the architectural interior design field needs to continually enhance its curriculum system, improve education quality, strengthen collaboration with industries, and cultivate competitive professionals to meet the demands of both the nation and the market.[1]

### **2.1.2. Policy Impact on Higher Education**

The implementation of the "Double High" initiative policies has directly and indirectly impacted the higher education system. Universities need to adapt to policy requirements, improve education quality, strengthen discipline construction, and cultivate high-level talents aligned with national needs. The architectural interior design profession must carefully examine the impact of policies on its development, proactively adapt to policy requirements, and ensure the sustainable development of the profession.

### **2.1.3. Mission and Responsibility of Universities under the "Double High" Initiative**

The implementation of the "Double High" initiative policies underscores the increased importance of the mission and responsibility of universities. Universities are tasked not only with cultivating individuals with high-level skills and comprehensive qualities for society but also actively participating in national development strategies to contribute to societal prosperity and progress. Under this mission and responsibility, the architectural interior design profession needs to actively explore development paths that align with the "Double High" initiative, contributing to the cultivation of high-level talents and the advancement of the discipline. In summary, this policy provides policy support and financial guarantees for the architectural interior design profession, encouraging active participation in the construction of world-class disciplines and high-level universities. It not only enhances the overall strength of universities but also brings new opportunities for professional development, enabling the profession to better meet national and market demands and further elevate education quality. This creates a robust policy background for the sustainable development of the profession.[2]

## **3. Construction of the Curriculum System for Architectural Interior Design**

The construction of the curriculum system for the architectural interior design major is a crucial initiative in response to the background of the "Double High" initiative. The aim is to cultivate more competitive high-level talents, enhance education quality, and propel the development of the discipline. In this chapter, we will explore how to construct a more comprehensive curriculum system through the updating and expansion of course content, innovative teaching methods, and the

reinforcement of practical experiences and internships. This collaborative innovation aims to contribute to the construction of the project management major group curriculum system, driving systematic reforms in teaching models and methods within the professional group.

### **3.1. Updating and Expanding Course Content**

In the context of the "Double High" initiative, the architectural interior design profession needs to continuously update and expand its course content to meet the evolving demands of the rapidly developing fields of architecture and design. This initiative aims to cultivate forward-thinking and practical high-level talents to address challenges and opportunities in the market.

Firstly, the key step is the updating of course content. Traditional knowledge in architectural interior design remains significant, but it requires constant review and updates to reflect new trends and technologies in contemporary society. For example, sustainable design has become a crucial industry trend; therefore, courses should include more content on green building principles, energy efficiency, and environmentally friendly materials. Students need to understand how to integrate sustainability principles into their designs to reduce resource waste and mitigate environmental impact. Additionally, the advent of smart buildings and digital tools has transformed the design process. Therefore, course content should also encompass topics related to smart systems, virtual reality, and Building Information Modeling (BIM) to enhance students' technical proficiency and innovation capabilities.[3]

Secondly, the expansion of courses will cover interdisciplinary knowledge and the cultivation of comprehensive abilities. The architectural interior design profession should consider establishing high-quality shared courses within the professional group, advancing the construction of a resource pool for the professional group, and providing a personalized and sustainable development path for the construction of the curriculum system within the professional group. Introducing more interdisciplinary knowledge in professional course construction, such as human-computer interaction design, psychology, and environmental science, provides a more comprehensive education. Understanding user needs and behavior patterns is crucial for interior design, and knowledge in psychology can aid students in better understanding client requirements. Additionally, emphasis on fostering innovation and creative thinking is essential. The design field emphasizes problem-solving and creative thinking, so courses should encourage students to propose innovative design solutions, cultivating their creativity and problem-solving abilities. Comprehensive qualities such as communication skills, teamwork, and leadership should also be emphasized in the curriculum to better prepare students for teamwork and the demands of complex projects.[4]

In summary, the updating and expansion of course content are essential measures for the architectural interior design profession to adapt to the "Double High" initiative. By examining traditional knowledge and updating course content, introducing interdisciplinary knowledge, and cultivating comprehensive abilities, students will be better prepared to face future challenges in the architecture and design industry. This will contribute to the cultivation of more competitive high-level talents, aligning with the goals of the "Double High" initiative.

### **3.2. Innovative Teaching Methods**

In adapting to the background of the "Double High" initiative, the architectural interior design profession needs to actively innovate teaching methods to provide a higher quality educational experience. Traditional classroom teaching retains its value, but modernized educational methods can enhance student learning outcomes and practical abilities.

Firstly, the introduction of online education and distance learning is a critical innovation. This can increase the flexibility of student learning, allowing them to better balance academic studies with

practical experiences. Through online education, students can access learning resources anytime, including online courses, virtual labs, and multimedia materials, enhancing their overall learning experience. This is particularly beneficial for students who need to juggle work or internships. Online education also caters to the diverse learning needs of students, providing opportunities for self-directed learning to promote personalized education.

Secondly, a project-driven teaching approach is another key area of innovation. This approach focuses on the design and execution of real projects, enabling students to directly engage in solving complex problems. Through this approach, students can apply knowledge learned in the classroom to real work scenarios, cultivating practical skills and problem-solving abilities. This also helps enhance students' creativity and innovative thinking, encouraging them to propose innovative design solutions. Simultaneously, students participating in national and international competitions and exhibitions can broaden their professional perspectives, understanding different cultures and design philosophies. This contributes to the cultivation of professionals with global competitiveness, laying a solid foundation for their future careers.[5]

Additionally, the architectural interior design profession can actively leverage modern technologies such as virtual reality (VR) and augmented reality (AR) to enhance education quality. These technologies can assist students in better understanding and simulating design scenarios, providing more interactive and immersive learning experiences. Furthermore, with the help of these technologies, students can remotely engage in collaborative projects, collaborating with peers globally, promoting cross-cultural exchange, and fostering innovation.

In conclusion, the innovation of teaching methods is a necessary measure for the architectural interior design profession to adapt to the "Double High" initiative. Introducing online education and distance learning, project-driven teaching methods, and the application of modern technologies can help improve student learning outcomes and practical abilities, cultivating more competitive high-level talents. This will enable the profession to better meet market demands, providing students with more opportunities and support for their professional development.[6]

### **3.3. Reinforcement of Practical Experiences and Internships**

Strengthening practical experiences and internships is crucial for the cultivation of the architectural interior design profession. This initiative helps apply theoretical knowledge to practical work, cultivate students' practical skills and experiences, and enhance their competitiveness in the professional field.

Firstly, to enhance practical experiences, schools can establish advanced training rooms and studios. These training rooms provide students with opportunities for hands-on practice, simulating real design projects. Students can utilize advanced software and hardware tools to explore different design concepts and apply the knowledge gained in the classroom. Moreover, these training rooms can be used for experiments in materials and construction technology, helping students gain a deeper understanding of the properties of building materials and the construction process. Through hands-on practice, students can cultivate technical skills and aesthetic awareness, preparing them for their future careers.

Secondly, the reinforcement of internship programs is crucial. Schools should establish close collaborations with architectural and design companies to provide students with opportunities for real projects. Internships represent a critical stage where students apply theoretical knowledge to real work. During internships, students can collaborate with professionals, understand real work scenarios, and grasp the latest trends and technologies in the industry. Internships not only help students apply knowledge learned in the classroom but also provide opportunities to build professional relationships and networks. This is essential for students' professional development and employment opportunities.

Additionally, schools should establish internship guidance and evaluation mechanisms to ensure that students receive effective guidance and feedback during internships. Supervisors and internship mentors can regularly interact with students, providing guidance and advice to help them overcome professional challenges. Simultaneously, schools can assess students' internship performance to ensure they gain practical experience and meet certain professional standards.

In conclusion, the reinforcement of practical experiences and internships is crucial for the architectural interior design profession. Through hands-on practice and internship experiences, students can better cope with professional challenges, cultivate practical skills and experiences, and enhance their competitiveness. This will help meet the requirements of the "Double High" initiative, improve education quality, and provide more opportunities and support for students' professional careers.

#### **4. Promoting Discipline Development and High-level Talent Cultivation**

In the process of achieving discipline development and cultivating high-level talents, collaboration with industries plays a crucial role. By establishing close connections with industries, schools and majors can better meet market demands, providing students with practical experiences and employment opportunities. However, collaboration with industries also faces some challenges that need to be overcome to ensure the success and sustainability of such cooperation. Next, we will explore the opportunities and challenges of industry collaboration to help the architectural interior design profession better promote discipline development and the cultivation of high-level talents.

##### **4.1. Opportunities and Challenges of Industry Collaboration**

Collaboration with industries is one of the key factors for the architectural interior design profession to promote discipline development in the context of the "Double High" initiative. By collaborating with architectural, design, and decoration industries, academic research can be combined with practical applications, offering students more opportunities for hands-on experience. Simultaneously, it can drive innovation and development within the discipline. However, such collaboration presents both opportunities and challenges that need careful consideration.

In terms of collaboration opportunities, the architectural interior design profession can actively seek partnerships with architectural firms, design studios, and decoration enterprises. This collaboration can cover various aspects, including but not limited to student internships, graduation design projects, research collaboration, and participation in real-world projects. Through collaboration with industries, students can gain in-depth insights into the latest market demands, industry trends, and the workflow of actual projects, enhancing their practical skills and experiences. Moreover, schools can use this opportunity to introduce the knowledge and practical experience of industry professionals, enriching the teaching content to better prepare students for future professional challenges. Additionally, through the innovative construction of the curriculum system, the integration of core teachers' capabilities in project innovation research and teaching within the professional group can be enhanced, promoting the output of scientific research achievements and enriching the connotation construction of higher vocational education.

However, collaboration with industries also comes with challenges that need careful consideration. Firstly, balancing academic research and commercial demands is a critical issue. Collaboration projects may be driven by commercial goals, while academic research typically focuses on the depth and breadth of knowledge. Therefore, maintaining academic independence and integrity while meeting the needs of industry collaboration requires careful consideration. Schools and majors need to establish clear collaboration policies and guidelines to ensure that collaboration projects do not compromise academic quality and principles.

Secondly, ensuring the quality and effectiveness of collaboration is also a challenge. Collaboration projects need clear goals and assessment mechanisms to measure the outcomes and impact of the collaboration. Schools can establish effective supervision and evaluation systems to ensure that collaboration projects achieve the expected academic and practical goals. Additionally, establishing open communication channels to facilitate exchanges and cooperation between both parties helps address potential issues and obstacles.

In summary, collaboration with industries provides abundant opportunities for the architectural interior design profession to promote discipline development and provide students with practical experience and employment opportunities. However, collaboration also requires careful handling of challenges such as balancing academic and commercial demands and ensuring the quality and effectiveness of collaboration. By establishing transparent collaboration mechanisms and policies, schools and majors can fully harness the potential of collaboration with industries, creating more opportunities for discipline development and the cultivation of high-level talents.

#### **4.2. Faculty Team Building**

Faculty team building is another key factor in driving the development of the architectural interior design profession. A high-level faculty team is not only the foundation for cultivating high-level talents but also a driving force for discipline development. In terms of faculty team building, there are several key tasks and strategies to ensure that schools have an ample, experienced, and internationally-minded team of teachers.

The primary task is to attract and retain high-level teachers and researchers. The architectural interior design profession needs to provide competitive salaries and benefits to attract experienced and senior teachers. This includes attracting both domestic and international teachers to bring diverse perspectives from different cultures and educational backgrounds. To retain these outstanding teachers, schools also need to provide good career development opportunities, such as promotion paths, academic research support, and project funding, to motivate their teaching and research work.

In addition, faculty team building includes the continuing education and training of teachers. Knowledge and technology in the field of architectural interior design are constantly evolving, so teachers need to continually update their knowledge and skills to remain competitive in the discipline. Schools can provide various training and refresher courses to help teachers keep up with the latest developments in the industry. Moreover, schools can encourage teachers to actively participate in projects with major enterprises and international academic exchange and cooperation projects to broaden their international perspectives, understand international cutting-edge research trends, and inject new thinking and innovation into discipline development.

In summary, faculty team building is a crucial aspect of the architectural interior design profession's development. By attracting and retaining high-level teachers and researchers, providing career development opportunities, and offering continuing education and training, schools can establish a rich and diverse faculty team, providing strong support for the cultivation of high-level talents and the innovative development of the discipline. This will enable the architectural interior design profession to better meet the requirements of the "Double High" initiative, improve education quality, and lay a solid foundation for students' professional development.

#### **4.3. Comprehensive Qualities Cultivation of Students**

In addition to the cultivation of professional knowledge and skills, the comprehensive qualities of students are also an important focus for the architectural interior design profession. This includes the cultivation of communication skills, teamwork, innovative thinking, and social responsibility. These qualities not only make students more well-rounded but also more competitive and adaptable to future

professional challenges.

Schools can promote the cultivation of students' comprehensive qualities in various ways. Firstly, providing team projects is an effective way to encourage students to collaborate in solving problems in a team environment. This helps cultivate teamwork skills and improve students' ability to work collaboratively with others. Team projects also teach students how to communicate effectively, negotiate, and resolve conflicts, which are crucial skills in the workplace.

Secondly, schools can organize lectures and seminars to help students develop innovative thinking and problem-solving abilities. These activities can guide students in thinking about novel concepts and approaches, encouraging them to actively propose solutions and fostering innovative awareness. Through exchanges with industry professionals, students can better understand practical issues and challenges, better preparing them for complex situations in their future careers.

Additionally, social practices and volunteer activities are important ways to cultivate students' sense of social responsibility. By participating in community service and volunteer work, students can gain a better understanding of social issues and realize the impact of their actions and decisions on society. This helps cultivate students' social responsibility and civic awareness, making them meaningful contributors to society.

In conclusion, the architectural interior design profession should not only focus on the cultivation of professional knowledge and skills but also pay attention to the cultivation of students' comprehensive qualities. Through team projects, lectures and seminars, social practices, and volunteer activities, schools can provide students with a more comprehensive education, cultivating their comprehensive qualities and making them more competitive and better prepared for future professional challenges. This will help meet the requirements of the "Double High" initiative, improve education quality, and provide more opportunities and support for students' professional development and social responsibility.

## 5. Conclusion

In this study, it discusses the construction of the curriculum system of architectural interior design under the background of double high construction, and puts forward the corresponding reform suggestions. This includes updating the content of the curriculum system, innovating teaching methods, strengthening practice and practice, cooperating with industries, strengthening the construction of teachers, and cultivating students' comprehensive quality. These reforms will help to improve the quality of education, promote the development of disciplines, cultivate high-level architectural interior design professionals, meet the needs of double-high construction, and promote the sustainable development of college education.

## References

- [1] Wan Liangting. Curriculum teaching reform and micro-course application in higher vocational colleges under the background of "Double High" construction and "Internet +"—Take "Building Structure" as an example [J]. *tile*. 2023(01):181-183.
- [2] Song Guodong. Exploration of mixed ownership mode of interior design majors in higher vocational colleges under the background of "Double High School" construction [J]. *Educational observation*. 2019,8(32):136-137.
- [3] Weng Suxin. Research on the construction of curriculum system of architectural interior design major group under the background of double high construction [J]. *Furniture with interior decoration*. 2020(07):118-119.
- [4] Zhang Weiwei. Construction and research of curriculum system of interior Design major under the background of double-height construction [J]. *Journal of Jiangsu Architectural Vocational and Technical College*. 2023,23(02):50-54.
- [5] Xu Wenzhang. Exploration of economic curriculum reform of construction engineering under the background of "Double High Plan" [J]. *Heilongjiang Science*. 2021,12(15):102-103.
- [6] Xu Zhibiao. Under the background of "double high construction", a discussion on the concept and path of green construction of improving higher vocational education to help rural revitalization [J]. *Journal of Yangling Vocational and Technical College*. 2023,22(02):60-63.