

## **A case study for the curriculum of Touristic Facilities Design to bridge the gap between academic courses and the interior designers' practical implementation**

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### **Research Summary:**

The most important goal for developing design education is to link it to the job market, this is to reach a competent graduate in the field of design for touristic facilities or design in general. There has always been this major problem, which is the gap between what the student learns at the school stage and the requirements of the market.

This requires continuous monitoring and study of the requirements of the job market, in order to be applied in academic curriculum, especially for design courses.

By studying the global job market at the beginning of the twenty-first century, it was found that academic designs were more professional in academic form, which made it easier to be used in the development of the design education process.

The design course is very important, it is based on a set of design principles that nourish the skills of the designer and cannot be compromised.

The research proposes that the development be through the material for the design of touristic establishments as an applied material that achieves the integration of the design professionally and academically.

The aim is to achieve a positive mutual effect between academic study and professional reality, in order to keep up with the job market.

### **Key words:**

Touristic Facilities Design ,Academic studies, Design Process.

### **Problem Definition:**

- Graduate students lack the ability to solve design problems for touristic establishments on the design or technical basis.
- Some Arts' major graduates are not qualified enough to deal with the job market's customers and technicians.

### **Research Objectives:**

- Students to be able to solve different design problems.
- Update targeted learning outcomes for the course of touristic facilities design - Higher Institute of Applied Arts - Oct 6 (place of application) to fit into the job market.

### **Research importance:**

- Focus on the development of design students' skills to work in the field of tourism design.
- Reaching a curriculum that can keep up with the job market through fulfilling the students' requirements gathered and analyzed in the questionnaires discussed in the application section

### **Research limits:**

- Application to the fourth year students and graduates of the Higher Institute of Applied Arts - 6th of October City.

**Search limits:**

- Application on material for tourist facilities design for fourth year students and graduates of the Higher Institute of Applied Arts - 6th of October City.

**The importance of educational design:**

- The educational design seeks to link the ideas, theoretical principles, and the applied field, it is the science that links theories and applications.

- The educational design considers the components of the educational process as being integrated with each other, as the education includes overlapping and interactive components, so educational design seeks to organize these contents and control the achievement of its goals.

- Its importance appears in the extent of facing the rapid change in our contemporary world and technological development, and the science of educational design provides us with strategies to achieve the desired educational goals.

- Educational design seeks to make a comprehensive change and development in the educational system and not only change molecules only.

**A study of modern trends in design education:**

Design learning is one of the processes that have evolved in accordance with the development of digital technology and that have brought about fundamental changes. The software has become an alternative to the pen and paper, where technology has become the standard tool for completing most of the tasks relatively. Technology has had a tremendous impact in this field, since its accession, cooperation between designers has increased and so has increased the capabilities of education, art and design.

**A study of achieving a merger between the different directions of design:**

Reaching an effective and innovative model to achieve integration between design learning directions requires relying on sequential steps for the proposed model which include three stages that can be illustrated by:

The first stage: the preparation stage for the design: by:

- Learner Advance Assessment: An assessment of the learner's prior knowledge and knowledge of the design, his/her learning styles and his/her educational strategies.
- Design approach analysis: By analyzing the curriculum content and specifying how to achieve its goals and which directions are most appropriate.
- Learning environment specifications analysis: by specifying the environment specifications and infrastructure for education.

The second stage: the stage of designing activities: by:

1. Design for traditional education: It is the writing of a specific plan that includes: (traditional educational activity, methods of presentation of content in a traditional learning environment, educational support, how to provide student feedback during traditional education, design and development of traditional sources of presentation and include - " Providing the student with the scientific material.

2. General design of e-learning: It is the writing of a specific plan that includes: (e-learning activity, presentation methods for content in the e-learning environment.), Educational support, and how to provide student feedback during e-learning, the design and development of electronic sources, including " Choosing electronic content, methods for displaying and presenting electronic resources to students, and progressive monitoring methods for e-learning).

3. Designing the educational activities that are merged between them and include: (Defining the required performance, the goals of the educational activities, organizing the educational activities, how to evaluate the educational activities).

The third stage: the evaluation stage: The evaluation stage relates to the objectives related to educational activities and the traditional and electronic education environment:

It is mainly used to evaluate the learning process using traditional methods such as attendance, interactivity, workshops and brainstorming during lectures, quarterly tests and student work, as well as tests and includes the assessment stage (educational environment assessment, continuous progressive evaluation of the learning environment, evaluation of educational content, interim and final evaluation of educational content) .

## **Second: Analyzing student and graduate questionnaires for the targeted learning outcomes**

### **Article design of tourist facilities**

#### **The High Institute of Applied Arts, 6th of October City**

The teaching process requires the presence of a teacher and learners, the environment of the learning environment, and other aspects represented in the teaching performance and required activities.

The research will deal with analyzing the results of a questionnaire for students and graduates, which their number is about (50) questionnaires on the intended learning outcomes from the course (designing tourist facilities) for the fourth year in the Department of Interior Design and Architecture - Higher Institute of Applied Arts – October.

## **Third: The views of graduates and students on the targeted learning outcomes**

### **For the decision of designing tourist facilities**

**The most important points mentioned by students and graduates to develop the material in order to comply with the requirements of the labor market:**

1. Not being familiar with the methods of dealing with site problems as well as dealing with the customer and the technician.
2. The content of the material allows a little, to cope with the new in the market.
3. Inability to market the designer to himself and his business.
4. Using different computer programs to produce the project so that the student can go along with the job market.
5. Training students, practical training to gain implementation experience.

6. That the project solves a specific design problem and serve specific goals such as (design for people with special capabilities or designs using solar energy or smart materials) and other goals.
7. Encouraging team work in the design project for team work training after graduation.

#### **A presentation of the strengths and weaknesses in the decision to design tourist facilities:**

After analyzing the questionnaires of students and graduates, the evaluations of the targeted learning outcomes were determined so that the assessments are more than 60% strengths, less than 50% weaknesses, and between 50% and 60% points that need improvement.

**As a result of the analysis**, it was found that solutions and proposals were developed to develop and improve the targeted learning outcomes for the course, provided that it passes the approval procedures from the official councils of the institute to implement them.

We find that the most important common proposals from many of the student sample is the graduate's inability to successfully face the labor market from the early days because the student has not been taught how to deal with the labor market in practice.

So, one of the most important areas of development was training students on how to deal with the project as a whole in a team of different disciplines since the project was just an idea.

#### **Fourth: Developing the design performance in the design process so that it is compatible with the requirements of the labor market**

##### **The current scientific content of the subject:**

Planning to set up a system for preparing tourism facilities according to space and environment data in light of contemporary global requirements and trends, and one of the integrated projects - planning the basics of ideas for design treatment.

##### **The proposed development of the scientific content of material for designing tourist facilities:**

The course aims to develop the student's creative skills in analyzing the vocabulary of the tourist origin and creating a design system for small tourist facilities such as hotel accommodations (motels) or rest houses located on highways through student research work groups to do field research to increase design knowledge among students in the tourism field, and work competitions between research groups to train the student on how to set specifications for a project and how to make a presentation to persuade the client of the project.

Then finding design solutions for a tourism project through design studies appropriate to the environment, with an analytical study of the nature of services and equipment necessary to develop the student's cognitive skills to meet the functional needs of the facility and its integration with the criteria and aesthetic relationships of design, through lectures, discussions and presentation of some work, refining creative skills through Carrying out the complete design studies for the residence suites, the reception hall and restaurants in the tourist establishments, and directing the project with the necessary methods that clarify the student's thought and highlight his/her innovative personality.

This content was the result of analyzing questionnaires for students and alumni as well as their development proposals.

The scientific department will be presented with a study of this development and the scientific content for approval and then approval by the Board of Directors for its applicability to fourth year students.

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