

Chapter 51

Practice and Experience of Teaching Reform for Landscape Architecture Design

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Abstract In the professional courses of many garden professional courses “landscape architecture design” is a combination of theory and practice, but for a long time, the old course content and teaching methods have been monotonous and have difficulty in keeping up with the rapid pace of development of urbanization garden. For the teaching situation and existing problems, combined with the author many years of teaching experience, put forward specific proposals on the reform of teaching content and teaching methods.

Keywords Landscape architecture design · Teaching reform · Teaching effectiveness

51.1 Introduction

With the eco-city and garden city views deeply rooted and people with their own increasing attention of the ecological environment, the landscape of professional development is more and more diversified, landscape architecture as one of the garden four elements in the landscape planning system also plays an increasingly important role [1]. “Landscape architecture design” as a core course in colleges and universities of professional landscape architecture, urban planning, is a very practical professional courses [2]. The teaching is based on practical training, the conditions of enhanced mapping capability, so that students acquire a certain amount of landscape architecture, design theory knowledge, thereby enhancing the ability of the landscape professional and building professional exchanges and cooperation, thus

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enhancing the professional skills for subsequent courses [3, 4]. Landscape architecture design more emphasis on the organic combination of the building and the environment than ordinary architectural design and artistic requirements, design flexibility. As teacher of the landscape architecture design must be combined with the actual needs of the course characteristics and the market for personnel training, to overcome the traditional teaching weaknesses of the curriculum appropriate teaching reform, the teaching of the course content to better meet the needs of the community for the professional so that students after graduation can quickly adapt to the actual work, or to lay the foundation for further studies to learn.

51.2 Traditional Teaching in Landscape Architecture Design and Problem

True sense of the landscape architecture design should include three sections of the “garden”, “Architecture”, and “design”, and landscape architecture design is exactly what forestry, architecture and art three professional cross-integrated curriculum, but now the undergraduate landscape architecture design course a lot of problems out of sync with the times, leading to the teaching content and the needs of society there is a deviation.

51.2.1 Focus on the Chinese Classical Gardens, a Single Learning System, Teaching Contents Need Refining

“Landscape architecture design” is a highly practical and comprehensive courses, garden undergraduate teaching materials more emphasis on the basis of theoretical knowledge of the classical landscape architecture design and its design method and composition skills, and building a combination of different disciplines, namely the lack of modern landscape architecture constructed understanding of the current job market demand, the latest building materials and decoration, landscape architecture, site design and environmental design, course content, giving students of this course the misunderstanding that the landscape architecture the design is simple copy the construction of the classical gardens in a variety of pavilions pavilion and Fang.

51.2.2 Lack of Applied Teaching Materials Support

Meter materials of the existing landscape architecture, almost all of the theory of teaching materials, there is no practical teaching materials, and existing theory textbooks for most of the research materials, and in fact, the architectural design of

the garden as an interdisciplinary, its artistic decision to teach requires not only a large number of theories about, and need the support of the application data. But a lot of engineering data involved in the design of landscape architecture, mechanical calculation of the formula commonly used size of the building components in architectural design courses, a common and basic, but in landscape architecture, design courses, inadequacies, even if there similar content, many of the textbooks and reference books are also the monotony of a large number of illustrations accompanied by text descriptions, the data is very lacking.

51.2.3 Teaching Model is Lagging Behind the Students' Practical Ability to Obtain Less Than

The mode of traditional landscape architecture design teaching lesson planning—lessons—training—tutoring—final exam—assessment of academic performance, the drawbacks of this model with the development of more and more apparent. First in the teaching mode, usually lectures by the teachers to teach students, and students in the teaching process is just a passive receiver body; even training links, they are mostly hand-painted drawing the floor plan of the corresponding landscape architecture, elevations and sections, and social practice in design trend of electronic seriously inconsistent; teachers in the arrangement of training projects, most of them can only give a relatively simple analog design conditions lack of real environment, inhibit the enthusiasm of the students' design; the training results of the assessment, they are mostly taken the way of teachers' scoring and review, did not play the initiative of the students, resulting in student training scripted, copied to the corresponding drawings painted in some teaching material, there is no serious thinking and the creative process, the practical ability to obtain apparent lack of training can not be achieved the target of less than a project set up.

51.2.4 Traditional Mode of Examination Hindered the Development of Students' Creativity and Individual Strengths

Traditional examinations with a single final exam, focusing primarily on the degree of knowledge, knowledge representation level of the examination, the examination in the form of a unified form of a closed book examination content is limited to textbooks, students tend to take the exam back of the class to take notes, test completely forget the examination-oriented measures and practices, such examination is difficult for students to give full play to all aspects of capacity, not to mobilize the enthusiasm of learning, hinder the development of students' creativity and individual strengths, difficult to adapt to the goal of colleges and

universities to cultivate innovative talents. Landscape architecture design, very practical, it focuses mainly on the cultivation of students' professional skills and practical ability and creativity, the purpose of the examination should be mainly on the practical application of skills and creativity of the students, these skills course examination decided that it traditional course examination, examination reform must adapt to the development and course characteristics.

51.3 Explore the Landscape Architecture Design Teaching to Adapt to the Times

51.3.1 Reform of the Theoretical Content, and Enhance Content Relevance, Application Type, and Contemporary

It can be seen from the disciplinary status of this course and students' employment characteristics, garden professional landscape architecture students are mostly the lack of related civil engineering knowledge and skills, so the theoretical content in addition to retaining the traditional landscape architecture essence, should be an appropriate increase the related civil knowledge, it is in teaching requires students to be familiar with building construction and basic building structure type; clear building module in architectural design; features and techniques to master the human scale of landscape architecture space; understanding of Chinese and Western architectural styles evolution; understand the basic rules of landscape architecture modeling; skillfully drawn landscape architecture flat, vertical, sectional, perspective, and aesthetic law applied to the design. However, these teaching content in most of the existing garden undergraduate textbooks is not comprehensive, and therefore can be in practice in teaching appropriate increase in this part of the contents, and in teaching practice, this part of the contents can be text, pictures, tables, data, courseware, multimedia and other forms, in order to increase the reception abilities and interests of the students.

The current landscape architecture design of teaching materials and more around the classical Chinese garden architecture-oriented approach, in practice this part of the teaching can be used as foundation and entry point to study. Classical Chinese garden is profound, life more or less there are a variety of classical architecture, or the antique building, students of this part is mostly my own eyes witnessed, impressed, so this part of the contents as the entry point of this course can increase students' perceptual knowledge of this course, Ting Lang Fang pavilion and other single building, and the resulting building courtyard is an important part of the theory of landscape architecture, which can be compared with Western architecture schools, allowing students to understand the landscape architecture design styles, traditional timber-framed tile practice with the West with a unique style, confining column construction practices were compared to

help students absorb the essence of the various schools engaged in the design of landscape architecture in the future, to create a more distinctive landscape architecture.

51.3.2 Teaching Methods and Means of Reform

The teaching process and teaching methods is an important means for teaching purposes, in particular, the reform of teaching methods and means it is particularly important in the process of teaching content is constantly updated to increase the teaching hours of continuous compression. On the reform of teaching methods, modern teaching methods, site visits, the reality of teaching, case teaching, practice classic is tinted, individual counseling and collective commenting combined to improve the teaching effect.

First of all can be used in teaching modern teaching methods to improve teaching efficiency and teaching effectiveness, the image of the multimedia teaching methods, vivid, intuitive, a lot of pictures and video to enhance students 'interest in learning, to expand students' knowledge, to help students a more thorough understanding and knowledge of landscape architecture, and thus lay a solid foundation to learn the course. For example, to explain the pavilion in the garden, pictures and video to explain all times and in different regions of different architectural styles pavilion type, thus enriching the students 'creative source to improve students' conceptual design capabilities. To enhance students' impression, can also be a real professional environment for on-site understanding of practice-based course will need to arrange courses. Suzhou gardens of China Southern landscape architecture convergence Park, the arrangements for landscape architecture to recognize the best place to practice, it can be combined with teaching need to arrange for students to practice, understanding Pavilion Lang Fang bridges and other single building' structure and some architectural pieces. Teachers taught the knowledge of teaching scene in reality, a live demonstration of the operation, to answer students' problems, the scene of the atmosphere can increase students' awareness of boring theory is to be understood in a real environment, and promote students to achieve from the visit to imitate and then to design the creation of a shortcut.

Case-based practice teaching can be followed in the teaching case, student to teacher-led initiative to explore the teaching model. Targeted and practical cases to guide students to independent learning efforts explore, develop the students 'enthusiasm and innovative capacity, practical ability has important practical significance. In practice, one can through the analysis of the typical design instance, guide the students' design thinking by analogy, so that students master garden landscape of the design method and the most intuitive access to the actual project; through the classroom teachers themselves engaged in the Results of Program as a design subject to the students as a training project, the students complete their program, you can take students to the project site to look at the

scene, mature project site inspection, the comparative analysis of their own inadequacies, and to analyze the advantages and disadvantages of the existing programs, but also to the transformation of the original program design, to improve their design.

Finally, discuss the teaching mode can be used in teaching, to guide students in the classroom, positive thinking, the ability to ask questions, and continue to inspire students and curiosity. Such as design garden tea room, you can guide the students to put themselves in thinking how to reflect the open space and hidden space in the design, how to design a different partition in order to meet the psychological needs of more customers, so that the tea room's design is more diversified.

51.3.3 Individualized, Hierarchical Set Up of a Training Project, the Reform of the Practice Teaching Mode

Training is an important part of teaching, using the final practice—understanding—Practice—understanding learning the law, training will be divided into the site analysis—program ideas and sketching-Project thematic theory boost-the program to discuss, design—summary and appraisal stage and the results of production, combined with the course characteristics, organic convergence of the overall planning of residential areas, parks and other green spaces and landscape of single building or group design, so that the training project closer to actual combat, or even directly to the students involved in the project. To carry out all levels of the design apartment in the apartment in the contest, and significantly improve the students' enthusiasm.

Classroom teachers have been involved in project planning and set to the link, such as a riparian scenic planning and design students from the analysis of the base address to program design, from the internal landscape architecture, environmental design, and then within the functional architecture of the scenic such as specific architectural design of the tea room, toilets, boat dock, make the appropriate landscape architecture, vertical profiles, and the production model of the corresponding landscape architecture and its surroundings. Which part of the drawing hand-painted techniques can be used to enhance the aesthetic creativity of the students; some patterns can be the use of electronic technology to create, such as the use such as SketchUP and 3Dmax graphics software to make building electronic model using Photoshop technology built environment design and post-Environment rendering order to enhance students adapt to the actual ability to work. Some single building can be considered solid model of student-produced landscape architecture, thereby enhancing the visual and scaling capabilities of the students on the proportion of students space to understand and imagination, and to develop the students patiently and carefully, solidarity, work attitude. To enable students to clearly explain the design intent and program in the report of the future

work program, after each time the course design project is completed, some students may choose their own design work made into a PPT file in the classroom to explain and comment on their own and the design work of others, the advantages and disadvantages of each program. Such a course design and to explain the mode of the program not only improves the students' enthusiasm to expand the horizons of the students change from passive students to take the initiative to acquire knowledge, you can also exercise the students' language skills at the same time enriching the content of classroom teaching, active classroom atmosphere and teaching is better.

For the workload of large training projects can be "competitive cooperation" model, students divided into a number of group, division of labor between the groups, to complete the design task of the training project, after the end of the training, the teachers of each group results special Review and the pros and cons of the design process, helping students to further summarize the design experience and lessons learned.

Case system, the learning division of labor, helping to train the student unity, cooperation and competition, the spirit of innovation, the objective is also to reduce the burden of students, students from the traditional "struggling to catch up the manual labor of the map" freed to devote more energy for data access, site analysis, program ideas and communication, thereby enhancing the training effect.

51.3.4 Reform the Mode of Examination, to Make Up the Teaching Vulnerability

Test the learning outcomes approach is to make the assessment, the traditional mode of assessment is mostly based on the results of subjective questions and objective questions each a certain percentage of the final papers for the final academic achievement of students. For landscape architecture design course, the traditional mode of assessment is clearly not appropriate, but some theoretical knowledge that students must master, therefore students' final course academic results can be three-three system score, that is, students the final academic achievement is usually evaluation results, curriculum design, training results and final written exam composed of three parts of achievements.

Performance evaluation class, the students to master the necessary theoretical knowledge can be assignments, tests, attendance and other manner; curriculum design of outcome evaluations can assess student course design work, innovation and aesthetics, combined with the student program report ability to express the time of scoring, the way of students scoring can be used with teacher evaluation; 4 to 6 h quick question in the final exam is undoubtedly a measure of the students of this course the best means of learning to a site area and the surrounding environmental conditions to study the students to handle the general layout of several key issues, construction plane functional capabilities of space and shape capability,

drawing expressive and landscape design capabilities, the final answer to the drawings in the form of expression. This form of examination papers, a comprehensive design check of the quality of many requirements, students can determine the student's learning, students will pay more attention to the accumulation of ordinary learning, to avoid the traditional exam crash course phenomenon. At the same time to be fair, usually theoretical results can be used, curriculum design, outcome evaluation and the end of fast title design achievements of each one-third of the proportion of students at the same time the ability of the theory and practice can be a corresponding increased.

51.4 Thinking

Landscape architecture is an important constituent element of the garden and is an integral part of landscape projects. The job-oriented practical projects promote, strengthen practice, and improve the effect of teaching and learning that will continue to explore the direction of the practical teaching of landscape architecture design courses in the future. Landscape architecture design curriculum reform, not only enable students to master the basic knowledge and basic skills, but it is more important to allow students to use the knowledge to analyze and solve practical problems, the only way to make students in the future social competition have strong competitiveness.

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