Study on the “Situational and Experiential” Teaching Mode in Landscape Architecture Design Course

Xiaoqing Liu
Southeast University Chengxian College

Abstract: Landscape architecture design is an important part of design majors in China’s colleges and universities, and the use of “situational experience” teaching can strengthen the professional ability and quality of college students in the usual college teaching process. Landscape architecture design is a relatively strong application discipline, and as the employment situation in China becomes more and more severe, the use of “situational experience” teaching mode in the teaching process of landscape architecture design has become a general trend.

Keywords: Landscape design; Situational experience; Teaching measures

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At this stage, as China pays more and more attention to college education, more colleges have shifted the direction of the teaching mode to the actual vocational teaching step by step, which can lay a certain base for China’s construction and improve the speed of China’s economic and social development. Therefore, the teaching mode of “situational experience” had been used in the landscape architecture design between colleges and universities.

1. The Concept and Role of Situational Experiential Teaching Mode

The Situational experiential teaching model covers two main aspects, firstly, the construction of an immersive learning experience in the physical environment in which students live, and secondly, the construction of a spiritual environment in which students can obtain real psychological feelings. The combination of physical and spiritual environments helps students to gain a real sense of experience and promotes the quality and efficiency of their learning activities [1].

In the teaching process of landscape architecture design, the use of experiential

About the author: Xiaoqing Liu(1987-05), Female, Han, He Bei •Cang Zhou, Instructor, Master Degree, Landscape architecture department, Landscape design.

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teaching mode can help students gain good environmental experience, thus enhancing students’ professional ability and improving their comprehensive quality. Moreover, since the current stage of university education is mainly infiltrated with the concepts and knowledge of vocational education, the use of the “situational experience” teaching mode in the teaching process can help students establish certain professional ethics and professional spirit, which can enhance the speed of students’ adaptation to social work and quickly play their value and role in the actual work. The use of “scenario-based” teaching mode in the teaching process can help students build up certain professional ethics and professionalism, which can enhance students’ speed of adapting to society and play their value and role in the actual work.

2. The Countermeasures of Using “Situational Experience” Teaching Mode in Landscape Architecture Design Course

(1) Fully expand the space for combining professional knowledge and practical activities

Teachers of landscape architecture design can fully expand the space of combining professional knowledge and practical activities in the process of conducting lectures, that is, fully combining professional knowledge and practical activities [2].

For example, teachers can organize visits and study tours to actual landscape architecture design companies, through which students can improve their understanding of their profession and certain knowledge of social work. Landscape architecture design majors in colleges and universities can cooperate with landscape architecture design and construction companies in the society, and the companies can provide opportunities to visit landscape architecture design work, and colleges and universities can provide professional lectures and training to the internal staff of the companies. This is a win-win-win situation for the school, the students and the company. Teachers of landscape architecture design majors can explain professional knowledge to students in the process of organizing visits, or name students to learn the professional knowledge content permeating the actual landscape architecture design work, and improve the quality and efficiency of students’ learning professional knowledge through this method.

Alternatively, university teachers can organize internships for students in actual social work according to their actual learning level. In this way, compared with the traditional teaching process of landscape architecture, it can help students recognize more quickly how professional knowledge is used in actual work, and at the same time, help students improve their professional ability and working ability
quickly, help them adapt to social work, and improve their professional quality and comprehensive ability.

(2) Use intelligent equipment and information technology

Teachers can use intelligent teaching equipment and information technology in the process of teaching professional knowledge [3]. With the continuous development of China’s economy and society, the level of development of information technology in China has become higher and higher, so more and more mature information technology and intelligent equipment can be applied in the actual teaching process, which can not only improve the students’ experience but also enhance the teachers’ teaching ability and teaching quality and efficiency.

As teachers in the teaching process of actual professional knowledge, they can use traditional multimedia equipment on which they show the landscape gardening landscapes that teachers take in the usual way, and then let students narrate what professional knowledge and design principles are permeated in the landscapes, through which they can effectively improve the quality and efficiency of students’ learning. Alternatively, teachers can cooperate with IT faculty to establish an online education platform and provide directional guidance to students’ pre-study activities and review activities by uploading micro-lessons to the platform. This can fully improve the quality of students’ learning of professional knowledge, and also help students become familiar with online information technology, establish good study habits, and fully improve their mastery of professional knowledge.

Teachers can also use VR technology or AR technology to teach students during the actual teaching process of professional knowledge. Teachers can apply for professional equipment from colleges or schools, and then teachers can upload 3D drawings of the more famous landscape garden designs in China to the professional equipment, and then in the process of teaching, teachers can organize students to use the equipment to experience the landscape garden design principles and professional knowledge embodied in different landscape garden designs. If possible, teachers can upload some foreign landscape garden design three-dimensional drawings, which can help students fully expand the vision of professional knowledge, and in the process of teaching with virtual reality technology, students can strengthen the impression of professional knowledge in their minds through an immersive experience, thus promoting the improvement of students’ professional ability.

What teachers need to pay attention to is that when using intelligent devices and mature information technology, they must pay attention to the frequency of use, so that they can avoid to the greatest extent possible that students’ attention is focused on the devices and ignore the learning of professional knowledge in the teaching process, resulting in the phenomenon of putting the cart before the horse,
which hinders students’ learning of professional knowledge and the progress of professional ability.

(3) Improve teachers’ professional competence and build up a professional team

Teachers need to clarify their teaching concepts, improve their teaching methods and enhance their professional abilities in the process of using the “situational experience” teaching method. Schools need to establish professional teaching and research teams. Only in this way can the “situational experience” teaching mode be fully implemented and the teaching ability of teachers be fully improved \[4\].

The first thing is to improve the professional ability of teachers in landscape garden design. Teachers can go to teaching seminars in landscape garden design to improve their professional ability and teaching ability through experts’ explanations and lectures on the new standards. At the same time, the school can develop a certain incentive system to promote teachers’ enthusiasm to improve their professional ability by giving them certain material rewards. Or the school can develop a certain assessment system according to the teachers’ learning effect, and teachers who pass the assessment can get priority in the welfare system such as title rating.

Secondly, the school should establish a professional teaching and research team. At the present stage, when teachers use the “situational experience” teaching mode, they often cannot fully improve their teaching quality and efficiency, because they are not able to effectively combine the new teaching mode and the content of the teaching materials. Therefore, schools establish professional teaching and research teams, mainly to study the new teaching mode and textbook content, improve teachers’ teaching ability, and help teachers infiltrate professional knowledge into the “situational experience” teaching mode, which can reduce the workload of professional teachers to a certain extent and help teachers fully devote their energy to teaching professional knowledge. This can reduce the workload of professional teachers to a certain extent, and at the same time help teachers to devote their energy to the actual teaching process of professional knowledge, to improve their teaching efficiency and quality.

(4) Establish a scientific evaluation system for situational experience teaching

Last but not least, a scientific teaching evaluation system should be established in conjunction with the “experiential” teaching mode, which can not only improve students’ mastery of professional knowledge but also stimulate teachers’ enthusiasm for teaching. The new “situational experience” teaching mode is often not adapted to the traditional teaching evaluation method, so it is necessary to establish a scientific teaching evaluation method.
There are two main aspects of the new teaching evaluation, the first is students’ evaluation of teachers and the second is teachers’ evaluation of students. For example, teachers can design the evaluation method for activities in the “situational experience” teaching mode, for a certain activity, teachers can design a comprehensive evaluation of the implementation effect, students’ performance in the activity, students’ ability to master professional knowledge in the activity and so on, to improve the quality and efficiency of students’ learning. The teacher can evaluate the effectiveness of the activity, the students’ performance, the students’ ability to acquire professional knowledge, and so on. Students can evaluate the effectiveness of teachers’ teaching activities, teachers’ motivation, and other aspects to promote teachers to improve their teaching level.

3. Conclusion

In the landscape architecture design profession, teaching professional knowledge to students is only a way to help them master certain professional abilities. Therefore, in the process of using “situational experience” teaching mode, teachers can fully use intelligent teaching equipment and information technology, establish a scientific teaching evaluation system, and organically combine professional knowledge and practical activities. Through these methods, students can master their professional knowledge, improve their professional ability and contribute to the construction of the country.

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