

Reforms and Practices of “Landscape Architecture Planning and Design” Based on Discipline Competition

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Keywords: Discipline competition, Landscape planning and design, Teaching reform, Landscape architecture specialty

Abstract: Cultivating talents with practical ability and innovative spirit is the ultimate goal of connotative development of higher education. Curriculum construction is a key link to improve the quality of undergraduate talent training. According to the characteristics of the “Landscape Planning and Design” course and teaching problems in the landscape engineering specialty under the background of the “new engineering” construction, the discipline competition was taken as the breakthrough point of the course teaching reform. By integrating teaching content, reforming teaching concepts, and improving the overall quality of teachers, Built a new teaching platform of “three in one” and reformed the curriculum assessment system. The results of the 2016-2018 subject competition awards show that since the implementation of the teaching reform, the teaching enthusiasm and sense of responsibility of classroom teachers have been significantly improved, the quality of classroom teaching and student learning effectiveness have been significantly improved, and students' practical skills and pioneering and innovative abilities have been significantly enhanced.

1. Introduction

Landscape architecture is a first-level discipline approved by the State Council Degree Office in March 2011. It forms the backbone of the Habitat Environment Discipline Group with architecture and urban planning. It mainly trains society to have strong practice and innovation capabilities Professionals. [1] “Landscape Planning and Design” is a core professional course for landscape architecture majors. It is a comprehensive and practical course that involves politics, economics, engineering technology, art, plants, environmental protection, and ecology. And other aspects [2]. The teaching objectives of the course are to improve students' ability in planning, designing and analyzing landscape architecture, such as analysis, creation, comprehension, and expression, and to cultivate advanced comprehensive practical talents with solid basic knowledge, strong innovation ability, and high comprehensive quality.

At present, in the process of talent training in colleges and universities, outdated teaching methods mainly based on indoctrination and knowledge transfer have become increasingly unsuitable to the requirements of the “new engineering” construction. Therefore, it is imperative to discuss the teaching reform of the “Landscape Planning and Design” specialty course under the “New Engineering”, build a landscape architecture first-class undergraduate professional curriculum system, and cultivate innovative talents who have national feelings, dare to break through, and create skills. Row.

2. Features of “Landscape Planning and Design” Course

The major of landscape architecture of Sichuan Agricultural University is a four-year program. The course of “Landscape Landscape Planning and Design” is arranged in the third semester of the third semester, with 128 hours and 8 credits. Different from other disciplines with a more systematic theoretical theory system, this course comprehensively uses the relevant professional

knowledge of landscape architecture to complete the course training that emphasizes practical application and skills development, inspiring students' ability to discover problems, analyze problems, and solve problems; teaching The methods and curriculum construction present diversified characteristics, especially the deep integration of modern information technology and education and teaching; teaching evaluation standards include multi-dimensional evaluations such as functional use, image aesthetics, economic benefits, and environmental impact.

3. Problems in the Teaching of “Landscape Planning and Design”

“Landscape Planning and Design” as a professional backbone course faces many problems in the teaching of the course, which are manifested in the following aspects: First, the lack of some advanced courses conflicts with the schedule of this course; Second, the teaching content of the course The core and focus are not clear [3]; the third is that the proportion of class hours for designing experimental and theoretical classes is not well coordinated; the fourth is that the teaching methods are relatively single and mainly based on instilled knowledge transfer; [4] the fifth is that the curriculum assessment and evaluation The system is not sound enough; [6] Sixth, comprehensive qualities such as outstanding innovation orientation of teachers in class need to be improved.

4. Teaching Reform of “Landscape Planning and Design” Course Driven by Subject Competition

4.1 Reform of Course Teaching Content

Based on prerequisite courses such as garden art, history of Chinese and foreign gardens, garden botany, and landscape ecology, and using modern teaching methods as tools, through classroom theory lectures, master the cognition of landscape elements, landscape space landscaping methods, and ecological concepts. Under the theory of landscape planning and design procedures and methods; combined with excellent planning and design case analysis, conduct practical project curriculum design for various green spaces such as city squares, amusement parks, campuses and residential areas, city parks, and national parks, while strengthening Quick question design, subject competition training, etc., to further improve the quality of comprehensive designers and other design skills such as problem analysis, creative creation, understanding and expression, so as to form a composite curriculum system combining theory and practice, overall planning and specialized design.

4.2 The Reform of Teaching Methods

Construct a “three-in-one integration” teaching platform, that is, “build a resource platform, formulate a set of operation standards, construct a set of practice system, and organically integrate discipline competitions” to improve teaching methods and achieve teaching goals.

Build a resource platform: Based on the course construction, the course instructor or course leader uses a systematic approach to organically integrate course resources, including existing teaching courseware, various student portfolios, and competition award-winning works. Teaching and learning to build a quality platform. Among them are high-quality case teaching resources for landscape planning and design, and selected award-winning works from influential landscape competitions worldwide. These competitions mainly include university landscapes organized by the International Federation of Landscape Architects (IFLA), the American Society of Landscape Architects (ASLA) Contest.

Develop a set of homework standards: The drawings drawn in the course design should meet the standards for drawing review, quantify the requirements for student homework, and form a standard for teaching evaluation. Curriculum design assignment selection criteria are carried out from the following five aspects: topic selection, analysis and evaluation of the site's current situation and design conception, overall layout and spatial connection, ecological and local cultural considerations, imagination and program innovation, drawing performance skills and Graphic art

effect.

Establish a set of practice system: in the course teaching, integrate theoretical teaching with practical teaching, break the traditional teacher teaching and student learning model, and use the excellent works of subject competition for “case study study”, and the practice of teachers For representative cases, carry out “case-based simulation practice”, promote group discussions, individualized individual guidance, and strengthen the integration of theoretical and practical teaching processes such as program content, program report, achievement expression, and participation in competitions.

Organic Integration Discipline Competition: Organically integrate teaching and related competitions through curriculum theory and practical teaching, and actively encourage students to participate in competitions such as “ASLA”, “Yuanye Cup” landscape college students, as well as university landscape design competitions sponsored by landscape architecture companies. Such as the “Arts Cup” of Shenzhen Wenke Garden Co., Ltd. and “Oya Design” of Oya Design Group, etc. The interactive and integrated mode of competition education is intended to enable students to exercise in the competition, enhance their creative thinking ability, and achieve students Common skills improvement.

4.3 Reform of Curriculum Assessment System

With reference to subject competition requirements and evaluation standards, the curriculum review system was restructured. The course assessment consists of two parts, the usual assessment and the end-of-course assessment. The ratio of grades is 7: 3. The usual assessment of the course consists of course thesis, course design, quick question design, competition practice, etc .; the end-of-course assessment is in the form of closed-book assessment, mainly based on the theory of landscape planning and design. Reversed the tendency of end-of-class and light-hearted.

5. Effectiveness of Teaching Reform of “Landscape Planning and Design” Course

5.1 “Promote Teaching by Competition”, Which Has Improved the Enthusiasm of Teachers in Teaching

Actively apply for teacher team building and education reform projects, etc. In 2017, Sichuan Agricultural University's “Landscape and Garden Planning and Design” course and course team building project were approved to further improve the training of high-level talents. The title, education, and age of the course team members The structure is more optimized and reasonable, and the construction of the course teaching system is improved.

In recent years, the teachers of the course team have won the outstanding teacher guidance awards of college design competitions such as the “Yuanye Cup”, “Aoya Design”, and the “Arts Cup”. Have certain professional practical experience and teaching experience, at the same time be able to master the structure, content, teaching methods and standards of the course, and in the teaching link, carry out division of labor and cooperation, and provide guidance and assistance to students in cultural competitions and cultural guidance .

At present, the school has formulated a policy of rewarding teaching performance for the guidance teacher competition, which has improved the enthusiasm of teaching teachers, strengthened their sense of responsibility, mission, and honor, and laid the foundation for building a dedicated and highly qualified curriculum teaching team.

5.2 “Promoting Learning through Competition” Has Improved Students' Course Learning Effect

The introduction of the discipline competition mechanism in the teaching content, teaching methods, teaching assessment and other links of the “Landscape Planning and Design” course has greatly improved the uniqueness, standardization and innovation of the curriculum system, and significantly improved the design ability of students. Significant results. In 2013, students of the first landscape architecture major of Sichuan Agricultural University completed the course design

work of “Landscape Planning and Design” in the third academic year, participated in the 2016 “Yuanye Cup” International Competition for College Students, and won the second class in the landscape architecture course design category. One prize and one third prize. Then 2014 and 2015 students participated in the 2017 and 2018 competitions respectively, and won the second and second prizes and four third prizes in the 2018 “Yuanye Cup” international student competition.

Over the past three years, course design assignments have received increasing competition awards, and many outstanding works have stood out. The homework to participate in the 2018 annual curriculum design competition is for the planning and design of a city wall ruins park. Students can explore related ideas and theories from human history, ecological restoration, smart landscape, etc. Springboard theory, historical-ground relationship restoration method, long lens theory, collective selection theory, restoration and regeneration with the core of regeneration as the core, form a scientific and complete design mind map, and the planning and design scheme is reasonable and innovative. At the same time, drawing skills have been greatly improved, such as arranging spatial sequences based on the plays of local dramas. The characters are set in ancient drama characters. The overall painting style and color tone have a strong “Chinese style”.

It can be seen that the “encouraging competition” competition mechanism of the planning and design curriculum has stimulated the competition consciousness and internal motivation of active learning of the participating students, and has cultivated the students' innovative quality and comprehensive application ability in a more obvious way.

5.3 “Promoting Innovation through Competition” Has Enhanced Students' Ability to Innovate and Practice

Based on the teaching of the “Landscape Planning and Design” course, strengthen the training of students' innovative ability, and guide students to participate in landscape design competitions organized by landscape-related companies. Class of 2013 Landscape Architecture students won the first prize of “Aoya Design Star”; Class of 2015 students of 2015 won the 5th “Arts Cup” College Landscape Design Contest. In 2018, 53 hectares were selected for the competition. Planning and design of an ecological science and education creative demonstration park in Central China. The two design works participated by students in 2016 were “Family-Children Rural Tourism Planning under the Time-space Interlaced-Identity Swap”, and “New-Family-Family-Family-Family-Family-Based New Parent-Child Combination” “You”, won two silver awards in the sixth “Arts Cup”, while other students also won a bronze award and a winning award.

From these achievements, it can be seen that the research-based learning based on competitions and actual projects has greatly strengthened the cohesion of the student design team. From the project field survey, overall conception, scheme design, speech report and other division of labor and cooperation, the student's master Awareness, responsibility, self-confidence, and innovative practical ability have all been enhanced.

5.4 “Promote Communication through Competition”, Strengthened Inter-School Communication

As one of the indicators for evaluating the professional development level of landscape architecture, the results of the disciplinary competition further promoted professional exchanges between universities, regions and internationally, and promoted the continuous improvement of the education and teaching level of universities. Teachers and students of our school actively participate in the exchange activities organized by subject competitions, such as participating in the teaching discussion and exchange of the “Landscape Planning and Design” course in the Southwestern Architectural University Alliance Conference; in landscape design competitions such as the “Yuanye Cup”, participating in award-winning works for inter-school Exhibitions, special forums, dialogues and discussions, etc., in order to track the latest landscape architecture expertise and theory, stimulate the competition awareness and active motivation of participating students, and improve professional design skills and innovation capabilities.

6. Conclusion

The fundamental task of undergraduate education in colleges and universities in the new era is to promote teaching research, improve teaching standards, and continuously improve the quality of talent training. Therefore, based on the discipline competition, the teaching reform of “Landscape Planning and Design” course for landscape architecture specialty is discussed, that is, the theory and procedures of landscape architecture planning and design under the concept of strengthening ecology are based on the diversity of the construction of architectural courses. In the past, a new “three-in-one” teaching model was constructed, using subject competition as a catalyst, and integrating into the teaching content, teaching methods, teaching assessment and other links of the “Landscape Planning and Design” course, focusing on students' “common improvement and personality training” To achieve the goal of cultivating talents with strong innovation ability, high comprehensive quality and practical skills.

The fruitful results achieved in the discipline competitions in recent years can be seen. Relying on professional skills competitions, the professional skills competition requirements and evaluation standards are integrated into the teaching process, and interactive competitions based on the cultivation of professional literacy, standardized skills teaching standards, and teaching programs are built. The teaching mode realizes the common improvement of students' professional skills. Promoting teaching through competition, promoting learning through competition, promoting innovation through competition, and promoting communication through competition. The teaching reform and practical effect of the “Landscape Planning and Design” course for landscape architecture majors is remarkable.

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