

Practice and Research on Curriculum Reform of Landscape Sketch Design Based on "Campus Micro-renewal"

Jie Tan, Yinling Wu, Liyan Zhao, Yaqi Liu

Hubei Engineering University, Xiaogan Hubei 432000, China

ABSTRACT

Campus landscape is not only a means to beautify space, but also an important carrier to inherit campus culture, promote teacher-student interaction, and stimulate students' creativity. Through the curriculum reform practice of landscape sketch design based on "campus micro-renewal", this topic focuses on overcoming some common problems in the design of the curriculum design of the advanced course for students majoring in landscape architecture. With the combination of experiential teaching, whole-process participation, the combination of studio (comprehensive design camp) and workshop (short-term learning workshop), curriculum linkage, promoting teaching through competition, promoting learning through competition and other teaching methods, the following results have been achieved: Effectively solve the design students' procrastination, group work stroke common problems; Improve students' learning interest and course participation, stimulate students' learning enthusiasm and creativity; Perfect and smooth the curriculum system; We have obtained a richer, diversified and sustainable campus landscape environment, and a landscape architect with enthusiasm, professionalism and professional confidence. This topic is also applicable to other design curriculum reform, and has certain promotion and application value.

KEYWORDS

Campus micro-renewal; Landscape sketch design; Major in landscape architecture; Curriculum reform

1 The Proposal of the Subject

1.1 Curriculum Construction Strategies Derived from the Problems

Use the new design course to solve problems in the last design course. Landscape sketch design plays an important role in the teaching of majors such as environmental design under the background of environmental art [Yang Xue&2021] and is a required course for majors. Under the background of engineering, the major of landscape architecture is only offered in some colleges, and the nature of the course is a professional elective. Due to the different emphasis of the curriculum system, students of landscape architecture can better express the concept of the scheme in the design practice, but there are shortcomings in the control of the sense of spatial scale and the detailed design. In order to solve this problem, we have made adjustments in the talent training program of the landscape architecture major for the class of 2019, and added the elective course of landscape sketch design in the first semester of the junior year. At this time, students have been equipped with systematic theoretical knowledge learning and design training related to landscape architecture planning and design, and landscape sketch design is just an indispensable part of

connecting small-scale landscape design and large-scale planning and design.

1.2 Topics Derived from the Curriculum

In the past few landscape sketch design courses, due to the relatively tight class hours, students spent a lot of time and energy on the landscape layout and ideas in the early stage, but to the core landscape sketch design part is top-heavy and anticlimactic, losing the significance of course training. How to promote the course progress, stimulate students' curiosity, imagination and design desire is urgent.

Against the background of the post-epidemic era, combining the current urban development and construction trends such as "urban renewal" and "old city renovation" and the relevant policy background such as the opinions of the Central Committee of the Communist Youth League of the Ministry of Education on strengthening and improving the campus culture construction of colleges and universities (Education and Social Affairs (2004) No. 16) [Ministry of Education Government network & 2004], the subject of curriculum teaching design based on "campus micro-renewal" came into being. It has far-reaching significance and practical value.

2 What is "Campus Micro-renewal"?

"Campus micro-renewal" is a comprehensive concept, which mainly refers to small-scale, refined and targeted renewal activities in the campus environment. This renewal approach emphasizes subtle and effective adjustments and improvements to existing Spaces, facilities and environments on campus to enhance the overall quality, functionality and cultural atmosphere of the campus.

In the practice of campus micro-renewal, some relevant design colleges in China have begun relevant exploration and achieved remarkable results. For example, Tsinghua University allows students to participate in the process of campus landscape construction based on their own majors [Zheng Xiaodi&2018]. Huazhong Agricultural University carried out a series of activities of "Micro garden Construction Competition" and "Landscape Architecture Practical Skills Competition" in combination with the practice of "Landscape Design" course [Chen Xiaolong.& 2021].

The contents of the competition include all aspects from program design to construction completion and daily management and protection, so that students can be full of pride in the practice of beautifying the campus. Taking the 60th anniversary as an opportunity, Beijing University of Chemical Technology began to improve the campus landscape environment. Combining the actual experience and practical needs of daily life and study, Beijing University of Chemical Technology explored the problems and shortcomings of public space on campus, and tried to put forward corresponding solutions to bring students a better learning and living environment [Zhang Xinsheng&2023].

In order to improve school-running conditions and strengthen the educational function of campus environment, the Party Committee of Beijing Forestry University carried out the "Heart of Forest" landscape renovation project [Zhang Xinge&2019], which provided rich service guarantee and support for the "double first-class" construction of the university and the vivid practice of promoting environmental education, and received the special fund support from the central government to improve school-running conditions.

This topic focuses on the curriculum reform of landscape sketch design based on "campus micro-renewal". With the theme of "Hubei Institute of Technology +", the semi-open topic selection and group mode explore the infinite possibilities of campus environment while cultivating students' comprehensive professional ability.

3 The Significance of Curriculum Reform

3.1 The Level of Professional Learning

Taking the campus environment that students are familiar with as the design carrier helps to improve students' sense of participation and enthusiasm in course design, and the implementation of the plan is stronger, thus helping to improve students' professional quality. In the design process, students need to comprehensively consider the functional needs of the campus, spatial layout, cultural atmosphere and other aspects, and use the professional knowledge learned to analyze and plan. Through continuous design, modification and improvement, students' design ability will be significantly improved. At the same time, they also need to learn how to collaborate with team members, how to communicate with school authorities, how to make project plans and other practical skills, which will lay a solid foundation for their future careers.

3.2 Ideological and Political Aspects of the Curriculum

Study groups help develop students' teamwork spirit. In addition, in the campus micro-renewal project, students are not only designers, but also users of the campus environment, which is a "small home"; In the urban landscape design, beautiful countryside construction and other projects that students face after graduation, they are not only designers, but also audiences, which is "everyone". Curriculum construction encourages students to pay continuous attention to the changes in the campus environment, which helps to cultivate students' spirit of ownership as designers.

3.3 Campus Construction Level

The campus is not only a place for students to read books, but also a condensation of unique memories. It shapes the most unforgettable fragments of life at the stage of everyone's most perceptive perception, and plays an important role in the spiritual world of students. "Campus micro-renewal" pays attention to the construction of campus environment and culture, so that every grass and wood, brick and stone in the campus reflect and play the function of educating people, and help to comprehensively strengthen and improve the construction of campus culture in the new era.

4 Teaching Method

4.1 Experiential Teaching

The design course is closely linked with the practice site, guiding students to pay attention to the plot itself from the practical practice site, and guiding students to design and create on the basis of in-depth and detailed observation, mapping and experimental research. The focus of experiential teaching is to make students become the leading role in the classroom [Cao Shuai & 2019, (1)], change the traditional teaching system in which teachers evaluate and students change the plans behind closed doors, and allow students to approach the site, feel the site, experience the site's geography and context [John O. Symonds & 2000], and touch and stimulate students' creative thinking and design inspiration in the actual experience of the site [John O. Symonds & 2010]. So as to improve the teaching quality of landscape sketch design course and enhance students' design ability.

4.2 Participation in the Whole Process

From site analysis, case study, concept generation, scheme design, and design feedback,

students are required to participate in the whole process and pay continuous attention to the changes of campus landscape. The whole process from site analysis to design feedback can be designed as a systematic learning project, aiming to cultivate students' observation, analysis, design innovation, and continuous tracking and evaluation capabilities.

4.3 The Combination of Studio (Integrated Design Camp) and Workshop (Short-term Learning Workshop)

The course design of landscape sketch design starts with a 12-week studio based on the theme of "Campus micro-renewal". A group of 4-5 students will form a learning group. Each group of students will choose any plot in the campus environment to design and upgrade, and each member in the group will complete the course design independently. In addition, according to the final project goal, the course learning is divided into several workshops, and a corresponding task theme is set every week [Zhang Meiqin & 2022]. They are basic knowledge, site selection, base survey, current situation analysis, case study, concept derivation, overall layout, detailed design (landscape sketch modeling, size, material, details), model (computer, manual model), positive design, positive drawing (typesetting, drawing specifications and depth requirements), and 12 task lists for project report. Members of the group evaluate each other's drawings and brainstorm. Only after all members complete the task list of the class can they report and evaluate the drawing in class.

The combination of studio and workshop greatly enhanced students' enthusiasm for course design. While the course was progressing smoothly, students also accumulated solid professional knowledge and ability in every link. Although it is a personal assignment, it can not drag the team down in the design progress, and it has played a greater effect than 1+1 in professional learning. At the same time, in the process of brainstorming and thinking collision in the group, many good and unexpected ideas will be found, which is very helpful in cultivating students' curiosity and imagination.

4.4 Curriculum Linkage

Combined with the pre-course "Landscape Engineering Survey" to conduct site survey to help students establish a correct sense of spatial scale; Based on landscape sketch design works, combined with subsequent courses such as "Landscape Architecture Engineering" and "Landscape Construction Drawing Design", students are guided to pay attention to materials, details and garden engineering practices from scheme design to construction drawing design, which further improves the practicality of scheme design. The linkage between courses makes the curriculum system more coherent, students are more receptive to the challenges of senior courses, and professional skills are gradually developed, which is not so laborious.

5 Promoting Teaching and Learning through Competition

The theme and requirements of relevant events are incorporated into the course design, so that the course work and the event are closely combined [Luo Jun & 2018]. In combination with related competitions such as Yuanye Cup, College Students Practical Skills Competition, future designers, etc., students are guided to pay attention to the dynamics of the competition, understand the competition requirements and scoring criteria, so as to better prepare the entries. Experienced teachers and experts are invited to provide pre-competition training and guidance to help students master the skills and methods of competition. Set up a reward mechanism, the students' participation experience and awards into the comprehensive quality evaluation system, as an

important basis for evaluation, in order to stimulate students' enthusiasm for participation.

Focus on reflection and summary after the competition, organize post-competition reflection meetings or workshops, so that students can share the experience and lessons, summarize the results and shortcomings of the competition, and provide reference and improvement direction for future teaching and competition work.

Promoting teaching and learning through competition effectively improves the quality of course work, enhances students' practical ability and innovation ability, improves the quality of professional teachers of design courses, and helps to cultivate "learner type" and "application type" double-qualified high-level teachers.

6 Results and Prospects of Teaching Reform

Under the premise of unfavorable working environment, students' learning interest and course participation have been improved. In addition, the quality of course design assignments has also been greatly improved;

Through the teaching form of studio and workshop, we can effectively solve the procrastination of design students and the common problems of paddling in group work;

Improve and smooth the course system, link the previous to the next, use a course to solve the problems left over from the course design, and prepare for the following teaching.

Through the practice of "Campus micro-renewal" landscape design course, we can obtain: a richer, diversified and sustainable campus landscape environment; A landscape architect with enthusiasm, professionalism and professional confidence

7 Conclusion

Campus landscape is not only a means to beautify space, but also an important carrier to inherit campus culture, promote teacher-student interaction, and stimulate students' creativity. This topic is based on the curriculum reform and practice of "Campus micro-renewal" landscape sketch design course, aiming to explore how to integrate the concept of "campus micro-renewal" into the landscape sketch design course. By combining experiential teaching, whole-process participation, the combination of studio (comprehensive design camp) and workshop (short-term learning workshop), curriculum linkage, promoting teaching by competition, promoting learning by competition and other teaching methods, the teaching quality is improved, and students' practical ability and innovative spirit are cultivated. At the same time, it also helps students to build professional confidence and stimulate students' enthusiasm and creativity. It is hoped that through the change of teaching ideas, the teaching reform and development of design courses can be promoted.

Funding

2023 Teaching Reform Research Project of Hubei Institute of Technology, Xiaogan City, Hubei Province, "Practice and Research of Landscape Sketch Design Curriculum Reform Based on" Campus Micro-Renewal "" (2023057); The 2023 Curriculum Ideological and Political Demonstration Project of Hubei Institute of Engineering, Xiaogan City, Hubei Province "Scenic Area Planning and Design" (KCSZ202337); Key Project of Hubei Education Science Planning: "Construction and Implementation of Smart Teaching Mode under the Integration of Digital Twin and Holographic Technology"

(2021GA051)

About the Author

Jie Tan, master candidate, lecturer, research direction: Landscape architecture planning and design;

Yinling Wu, master candidate, associate professor, research direction: Landscape architecture planning and design;

Liyan Zhao, master candidate, associate professor, research direction: Landscape architecture planning and design;

Yaqi Liu, Bachelor degree, lecturer, research direction: Urban landscape design research and practice.

References

- [1] Ministry of Education Government network. Ministry of Education The communist youth league central about strengthening and improving the opinions of the construction of campus culture of institutions of higher learning [EB/OL]. (2004-12-20).http://www.moe.gov.cn/srcsite/A12/moe_1407/s3008/200412/t20041220_76337.html.
- [2] CHEN X L. Gardening forestry institute "micro garden construction contest" exhibition in 2021 [EB/OL].(2021-11-22).
<https://news.hzau.edu.cn/2021/1122/62028.shtml>.
- [3] JOHN O. Symonds. landscape architecture: Handbook of site planning and design[M]. Beijing: Building Industry Press, 2000.
- [4] JOHN O S. Enlightenment: Study notes of the master of landscape architecture symonds[M]. Beijing: Architectural Industry Press, 2010.