

Research on the Campus Micro Healing Landscape Design based on the Mental Health of College Students

Shan Li, Ming Zhu

School of Art and Design, Guangzhou College of Commerce, Guangzhou 511363, Guangdong, China

ABSTRACT

This study focuses on the campus micro healing landscape design under the background of college students' mental health, and explores how natural and humanistic elements play a positive role in relieving psychological pressure. Under the social reality of China's economic transformation and upgrading and the weak economic recovery in the post-epidemic era, the psychological and physical problems brought by the increasingly severe employment anxiety and competitive pressure faced by college students have increasingly attracted the attention of the society, which has brought severe psychological problems. By adding healing landscapes to the campus environment, this paper hopes to create a positive space for relaxation, socialization and reflection through the skillful integration of natural landscape and humanistic facilities, and provide a place for students to adjust their emotions. This paper extracts the elements from the natural elements and human landscapes that play a healing role in the physical and mental health of teenagers, and reconstruct and combine them to explore a new model, so as to help students regulate emotions, enhance interaction and improve happiness. At the same time, the study deeply discusses the mechanism of landscapes and puts forward specific design suggestions, which not only provides theoretical support for the healthy transformation of campus environment, but also further promotes the development of college students' mental health.

KEYWORDS

campus landscape design; mental health; natural elements; humanity landscape

In recent years, the mental health problem of college students has become increasingly prominent, and the society has paid more and more attention to it.

Surveys show that academic pressure, social isolation and uncertainty about the future are the key factors affecting college students' mental health, and exam anxiety, social dysfunction and even more serious psychological disorders such as depression and anxiety disorder are eroding their physical and mental states.

Facing this situation, the campus environment, as an external influence, has gradually become an important breakthrough to improve the mental health.

Based on the deep integration of nature and humanity, the campus micro healing landscape can create an exclusive space to help college students relax and self-regulate. This study will conduct an in-depth analysis of the design elements and strategies of campus micro healing landscapes based on college students' mental health, in order to provide targeted supports for the construction of campus healing landscape.

1 Design Elements of Campus Micro-Healing Landscapes based on Mental Health of College Students

1.1 Natural Elements

Natural elements can provide a variety of forms for campus micro-healing landscape design, including green plants, flowers, water, rocks and natural light. As a basic element, green plants can bring psychological relaxation while beautifying the environment. Trees, shrubs and lawns on campus can work together to create vibrant landscapes and then create a peaceful and harmonious atmosphere. At the same time, designers can choose native plants to enhance the stability of the ecosystem and let students feel the charm of local culture.

Flowers are another important part of the campus micro-healing landscape. Various types and colors of flowers can make the campus full of color and vitality, and seasonal flower changes can improve the vitality of the landscape and create a diversified environmental atmosphere.

Water bodies, such as lakes, fountains, and streams, add dynamism to the campus landscape. The sounds of running water and water surface can bring a sense of tranquility. Aquatic plants and unique ecological environments can enhance the biodiversity and provide a place for learning and research. And different water body designs can enrich the sense of space hierarchy and show more landscape details.

Rocks can add a natural texture and a sense of history, which can be cleverly arranged to form natural obstacles or resting places. In addition, the size, shape and arrangement of rocks can be flexibly changed according to the environment, so as to enhance the diversity of natural elements and provide an experience of being in contact with nature.

The use of natural light is also extremely important. Reasonable space layout and vegetation configuration make the natural light shine on the campus, thus adding vitality to the campus. In addition, bright sunlight can improve the mood, and shaded areas can provide relaxation spaces^[1]. In short, the use of light helps to create diverse atmospheres on campus, and allows students to experience the change of natural light.

1.2 Humanity Landscape

The humanity landscape enriches the campus culture and provides places for students to rest, think and communicate with each other through various forms such as rest corners, meditation gardens, art installations and cultural facilities. The resting corners are often equipped with chairs and tables, surrounded by green plants and located in a quiet area of the campus, which encourage students to gather with others or meditate alone during their spare time. Their design cleverly combines natural elements to create a comfortable and pleasant environment.

The meditation garden provides a calm space for students to relax. By incorporating soft vegetation, comfortable chairs, and quiet water bodies, it can create a quiet space and provide students with an environment suitable for meditation and reflection, thus helping students to relax and explore themselves.

Art installations such as sculptures, murals and interactive installations can beautify the campus while inspiring students to think. In their layout processes, the campus history and culture are comprehensively considered, so that they are not only artistic, but also carries a certain educational significance, which helps students unconsciously improve their self-cognition and expand their vision in the interaction with art.

Cultural facilities such as libraries, exhibition spaces and multifunctional activity rooms can provide knowledge resources and exchange and cooperation platforms. The comfortable reading areas and flexible learning spaces in libraries can attract students to study and exchange, while the

exhibition spaces can promote the campus cultural exchange by displaying students' works. In short, these facilities create a diverse learning environment that supports students' academic and personal growth^[2].

2 Design Strategies of Campus Micro-healing Landscapes based on Mental Health of College Students

2.1 Differentiated Zoning of Campus Micro-healing Landscapes

In the campus micro-healing landscape design, the implementation of differentiated zoning strategy is particularly important. Designers should conduct the in-depth analysis of each area in the campus, and explore the needs and habits of students in each area. The analysis covers students' daily life rhythm, learning needs and social habits, and establishes the functional localization of each area.

When designing a quiet study area, choosing an environment with good soundproofing and privacy can ensure that students are not disturbed. Such areas should be equipped with comfortable seats and adequate desk spaces, and make full use of natural light sources. In addition, setting up some small bookshelves or reference shelves to place learning materials can further promote students to read and study here. The selection of plants should focus on the varieties with low-maintenance requirements but high vitality to create a comfortable and vibrant learning atmosphere.

The social interaction area is designed to promote the communication and collaboration among students. This area can be designed with open seats for students to gather, communicate, and engage in group discussions or casual chats. The tables and chairs here should be flexibly adjusted according to different activity needs. At the same time, interactive devices such as small whiteboards or electronic screens should be added to encourage students to share ideas and enhance the communication experience. In addition, plants and landscape art can be arranged to add interest and attractiveness to the environment.

Sports and activity areas should have a high degree of spatial flexibility and versatility. Open lawns or sports fields are set up for students to carry out various sports activities and group games^[3]. In addition, in order to enhance the functionality of the area, some movable sports facilities can be designed, such as goals, skateboards or fitness equipment. In addition, the audience seats around the area should be used to enhance the sense of participation and enjoyment of the activity.

In the implementation process of differentiated zoning, it is also necessary to pay attention to the smooth connection and transition among regions. Landscaped paths, walkways or green belts are used to elegantly connect the various functional areas and encourage students to move freely through the campus. At the same time, designers can introduce landscape elements such as featured seats, casual pieces or art installations to enhance the uniqueness and attractiveness of each area.

The use of differentiated zoning should also integrate the overall cultural and historical context of the campus, and convey campus cultural elements through the naming, logo and design style of the area, thus enhancing students' sense of belonging and identity.

2.2 Design the Continuous Space of Campus Micro-healing Landscapes

In the campus micro-healing landscape design, designers should eliminate the limitations of a single functional area, and connect different functional spaces with each other through continuous

design to form a flowing and open landscape environment.

The first is to pay attention to the path planning and landscape layout. According to the overall layout of the campus, designers can plan a main road through the main functional areas, and set up rich plants, comfortable seats and carefully designed pieces along the main road to form a vivid landscape corridor, so that students can enjoy the natural beauty in the movement. Rest points on the main road provide a place for students to briefly stay to encourage the communication and interaction while walking.

In the design of continuous space, the transition mode should be carefully considered. For example, the gradual change from an open lawn to a peaceful meditation area allows students to feel the environment change while walking. At the same time, it is necessary to use elements such as the height difference of the terrain, the shading effect of plants and the water landscape to provide students with continuous visual and sensory experience, so as to enhance the overall sense of coherence of the campus and make the space flow natural and smooth.

In addition, in order to enhance the interactivity of the space, a variety of activity facilities can be added to the continuous space ^[4]. For this purpose, small playgrounds, outdoor classrooms or assembly areas can be set up to allow students to participate in activities and exchanges in different spaces. The layout of facilities and spaces in the design should be flexible, so that students can adjust freely according to the needs of the activity, which enhances the sense of participation and community. Continuous spaces can also be equipped with art installations, information kiosks or interactive walls that inspire students to make exploration and interaction, and enrich their overall experience.

The design of continuous space should also consider the diversity and sustainability of the environment. Designers can introduce different kinds of plants, and use a variety of materials and colors to enhance the sense of layer and richness of the space. At the same time, the design should incorporate eco-friendly materials and renewable resources to ensure the sustainable development of the campus landscape.

To further enhance the effect of continuous spaces, the design team may also consider introducing intelligent and digital elements ^[5]. Message displays, navigation systems and interactive applications can be set up to provide students with real-time information and guidance, and make it easier for them to move around campus. Social media and campus networks encourage students to share experiences and feelings in the continuous space to form a good atmosphere of interaction.

3 Conclusion

The design of campus micro-healing landscapes has a significant positive impact on mental health. Through an in-depth study of the combination of natural elements and humanity landscapes, as well as the differentiated zoning design based on different psychological needs, the micro-healing landscape creates a diverse and supportive environment for college students to find inner peace in the face of stress. In addition, the design of the spatial continuity optimizes students' user experience, and allows them to freely move, explore and reflect on the campus. Future research should continue to focus on how different cultural and environmental factors affect the mental health, and seek more innovative design methods to continuously optimize the campus environment, so as to provide more comprehensive support for the mental health of college students.

Funding

Guangzhou College of Commerce Project "Research on Eco-Intelligent Lighting Interaction System of AIGC and

Sustainable Design in University Campus Public Spaces"

About the Author

Shan Li (1990.03-), Female, Han, Born in Baoding, Hebei Province, Master, Lecturer, Guangzhou College of Commerce, Research Fields: Environmental Art Design, Landscape Design.

References

- [1] Yang G. Research on Urban Micro-Healing Space Design from the Perspective of Mental Health [J]. Modern Horticulture, 201,44(16):60-61. (in Chinese)
- [2] Hu CH, Gong C, Peng KP, et al. Research on Urban "Micro-healing" Green Space to Promote Public Mental Health [J]. Times Architecture, 2022, (5): 38-45.
- [3] Liu S. Study on Measurement and Influence of Restorative Effectiveness of Campus Landscape based on Neurophysiological Technology [D]. Harbin Institute of Technology, 2023.
- [4] Wang YT, Qiu YY. Urban Acupuncture: Investigation on Micro-healing Environment Design of Tianjin Street Space [J]. Art and Design (Theory), 2023, 2(1): 70-72.
- [5] Wei XT, Bao Q. Spatial Design Strategies and Methods of Healing Landscape [J]. Ju She, 2022(33):139-142.