

# Practical Research on Developing Experiential Teaching in Landscape Architecture Course——Taking the Interpretation of the Beauty of Gardens with the Composition of Chinese Landscape Paintings as an Example

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**Abstract:** *Landscape Architecture is a professional course that focuses on practical teaching. At present, traditional teaching methods can no longer adapt to the teaching development requirements of this course. Therefore, in the teaching process, teachers should gradually reform the traditional teaching mode, stop paying too much attention to the explanation of the theoretical part, and change the teaching mode in which teachers transfer knowledge to students one-way. Experiential teaching advocates creative thinking as the guide, emotion as the link, and practice as the core, so that students can make the abstract knowledge that was difficult to understand in the past intuitive, concrete, and visualized in personal experience, and promote the teaching of landscape design courses.*

**Keywords:** *Landscape Design, Experiential Teaching*

## 1. Introduction

Landscape design is a subject with strong practicality and applicability. The course of landscape design involves many aspects and has high requirements for students. It requires students to have strong practical ability. Today's students often lack the ability in this area. Consciously strengthen the ability training in this area in the course training, so that students can make up for their own professional deficiencies in time according to the training effect and feedback, which is conducive to the enhancement of students' professional practical ability. At the same time, through project experience, we can understand and narrow the gap between school learning and social needs, so that students will be more purposeful in the future learning process and lay a solid foundation for future employment [1].

Experiential teaching, also known as "situational teaching method" or "situational experiential teaching", is a teaching method that organizes students to participate directly or indirectly through the creation of situations, and obtains real personal experience during participation, thereby touching the soul and enhancing understanding. Experiential teaching is characterized by interaction, participation, discussion, and sharing. It can also be called "participatory teaching". Experiential teaching has a strong practicality, which is in sharp contrast to classroom learning that focuses on theoretical knowledge. In each experience project, there is a lot of abstract conceptual knowledge not taught by teachers in class or in books. How to understand and learn requires students to use their brains to inquire, explore, and experience. Learn to understand and reflect from experience, and through understanding and reflection, transform theory, so that many fragments of thinking can be spliced, and the meaning formed by experience can be integrated with other experiences, thus forming some new viewpoints, new understandings and new discoveries [2].

Experiential teaching is not only aimed at the learning of professional knowledge, but also pays more attention to the comprehensive improvement of students' comprehensive quality and personality. In the process of sensory cognition and experiential learning, students give full play to their subjective initiative, greatly mobilize their enthusiasm for learning, organically combine theoretical knowledge with practice, and gradually realize the transformation from passive learning to active learning and then to self-learning [3].

The Artistic Expression Method of landscape and Garden Creation in Chinese Landscape Painting is to expand students' horizons and broad interdisciplinary knowledge in landscape architecture courses. This teaching case mainly analyzes the influence of Chinese landscape painting on the aesthetics of Chinese classical gardens, analyzes the expressive factors that affect the creation of artistic conception of Chinese classical garden, evaluates its influence on the construction of modern landscape gardens, and cultivates students' aesthetic and appreciation ability, communication ability, and critical thinking ability. In the process of sensory cognition and experiential learning, students give full play to their subjective initiative, greatly mobilize their enthusiasm for learning, organically combine theoretical knowledge with practice, and gradually realize the transformation from passive learning to active learning and then to self-learning.

## 2. Teaching Objectives

The teaching case focuses on 4 main teaching objectives through experiential teaching.

### 2.1. Knowledge Exploration

Restate the artistic expression methods of Chinese landscape painting and garden creation to strengthen core knowledge and cutting-edge theory learning, broaden students' horizons and broad interdisciplinary knowledge.

### 2.2. Skill Building

The course analyzes the influence of Chinese landscape painting on the aesthetics of Chinese classical gardens, analyzes the performance factors that affect the artistic conception creation of Chinese classical gardens, evaluates its influence on the construction of modern landscape gardens, and cultivates students' aesthetic and appreciation ability, communication and learning ability, critical thinking and practical ability.

### 2.3. Personality Development

Through peer learning, skill practice, etc., you can feel the cultural beauty and interest of Chinese classical gardens, and cultivate students' spirit of pursuit of excellence and hard-working, pragmatic, positive and optimistic, tenacious and unyielding personality.

### 2.4. Value Leading

Based on discipline and industry fields, cultivate students' craftsman spirit, and, through flipping the classroom, tell Chinese stories, so that words are reasonable, meaningful, powerful, and measured, so as to cultivate students' cultural self-confidence and national identity, as shown in Figure 1.



Figure 1: Teaching objective diagram

## 3. Teaching Significance

This teaching case insists on being student-centered and cultivates students' solid professional

theoretical foundation and knowledge skills in the field of cognition through the “four-in-one” teaching and educating the concept of guidance, knowledge exploration, capacity building, and personality development.

## 4. Implementation Process

### 4.1. Academic Situation Analysis

Through online questionnaire analysis of students' interests, professional basis and learning habits, the course divides students into participative learners, interested learners, dependent learners and self-conscious learners.

### 4.2. Difficulties in Teaching and Solutions

#### 4.2.1. Teaching Focus

Master formal principles of composition in the artistic expression method of Chinese landscape painting and garden creation.

#### 4.2.2. Teaching Difficulties

Students' understanding of the relationship between Chinese landscape painting, landscaping, and the expression of artistic conception in classical garden creation; Chinese landscape painting and the expression of artistic conception in Chinese classical gardens.

### 4.3. Treatment Measures

The course adopts the phased setting of progressive teaching objectives, teaching design and evaluation system. Based on the different needs of students and the different stages of course advancement, according to the ARCS instructional design model proposed by Professor John M. Keller of the University of Florida in the United States, the progressive teaching objectives, instructional design and evaluation system are designed, from awakening interest to stimulating [4].

The course adopts the mode of "knowledge explanation + situational experience + cognitive review", which focuses on stimulating students' interest in learning, strengthening the memory of knowledge points, and helping students establish the correlation between knowledge points through situational experience and immersive scene perception and interaction [5], as shown in Figure 2.



Figure 2: ARCS Instructional Design Model

## 5. Implementation Plan

According to the analysis of the academic situation in the early stage of the course, the content of the landscape design course that students pay more attention to mainly focuses on the historical aesthetic principles and composition forms of Chinese classical gardens. Students are eager to understand the relationship between Chinese classical painting art and garden art through the composition of Chinese classical gardens, so experiential teaching can be carried out around the above content. Combining with teaching practice, the author makes a specific elaboration on the implementation process of the teaching content of “Formal Principles of Composition in the Artistic Expression Method of Chinese Landscape Painting and Garden Creation” [6], as shown in Figure 3.

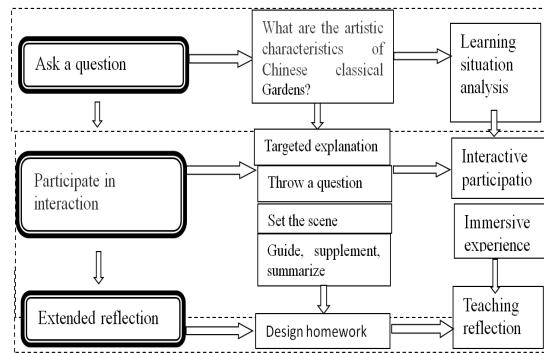


Figure 3: Model diagram of teaching activity

6. Course Experience

Before class, the teacher assigns content related to the experience project so that students can prepare materials and do a good job of previewing. In the classroom, rich practical experience content is designed to carry out teaching in the form of gardening and composition. Students can use the knowledge taught in the course to analyze the influence of Chinese painting on gardening ideas through dialogues, micro-classes, interviews, group discussions, etc., Taking group discussion as an example, students can form groups through free combination to discuss and think about the content of the project designed by the teacher. In the process of group discussion, students can feel fun of discussion and achieve a deep understanding of knowledge through in-depth discussion. It should be noted that in the classroom experience, the teacher should hand over the classroom to the students, let the students become the protagonists of the classroom, and the teacher only does the work of guiding, organizing and judging.

7. Evaluation and Feedback

7.1. After Class Homework

Students in groups used the “language” taught in the course to pass through Huang Gongwangs’ “Dwelling in the Fuchun Mountains” in the form of situational cognition and role-playing, dialogue, simulated microclasses, games, etc., according to historical inheritance, artistic expression, family and country. Students also need to think about whether classical Chinese gardens can be integrated with today’s tall buildings, and how to pass on the tradition of Chinese garden art [7].

7.2. Homework Evaluation (Table 1and Table 2)

Table 1: Quantitative analysis table at the student level

Category	Excellent (10 points) Good (8 points) Score	General (6 points) Need to improve(4points) Dissatisfied (2 points) Suggestion
Angle of view		
Lively atmosphere		
Mutual communication		
Teamwork		
Teacher-student cooperation		
Listen carefully		

Table 2: Student teaching participation quantitative analysis form

Category	Excellent (10 points) Good (8 points) Observation (Score)	General (6 points) Need to improve(4points) Dissatisfied (2 points) Suggestion
Angle of view		
Q&A with teachers and students		
Cooperative learning		
student inquiry		
Participation time		
Participation		

### 7.3. Evaluation Feedback

Establishing an appropriate course evaluation system at the beginning of course implementation can not only achieve the purpose of testing the effect of course implementation, but also avoid the subjective arbitrariness in the previous teaching evaluation, and can timely discover the problems existing in the course during the implementation process of investigation and evaluation [8].

### 8. Conclusions

In traditional course teaching, teaching activities are mostly concentrated in the classroom, and teachers' teaching methods are relatively single, which cannot mobilize students' enthusiasm for learning [9]. At the same time, students' knowledge cognition is also limited in the classroom, and their understanding of theoretical knowledge remains on the surface. The common problems in the teaching activities of the artistic beauty of Chinese classical gardens in the traditional classroom include the following points: First, the course content is too much and the teaching time of course theoretical knowledge is long, which easily leads to the dispersion of knowledge points, causing students to have difficulties in memory and confusion. Second, traditional forms such as slides and blackboard writing are difficult for students to establish connections between knowledge points. Third, the participation of students is insufficient, the interest, enthusiasm, and enthusiasm for learning are not high, and the interaction between teachers and students is limited. Fourth, students' learning of knowledge points is limited to the classroom, and teachers lack training for students' independent learning and abilities of exploration, speculation, and expression [10].

In future classroom teaching, we must adhere to the student-centered approach, start from the experience and feelings of students listening to the class, let students actively participate in the practice within the limited classroom time, and form a "highly interactive" teaching mode [11].

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