Contemporary Education and Teaching Research Volume: 1 Issue: 1 2020

Received: 16 Mar. 2020 | Revised: 21 Apr. 2020 | Accepted: 19 May. 2020| Published online: 21 Jun . 2020

Contemporary Education and Teaching Research
2020,Volume.1(1)24-30
DOI:10.47852/bonview/CETR2020010105

BON VIEW PUBLISHING

RESEARCH ARTICLE

Teaching Research of Landscape Architecture Design Course with Support Teaching Model

Liu Xiaoqing[1,*]

[1]*Cheng Xian College, Southeast University, Nanjing, Jiangsu ,210088*

Abstract:one of the most important professional courses in landscape architecture is landscape architecture design. In landscape architecture design, the scaffolding teaching mode runs through the whole process of landscape architecture design teaching. It can greatly improve the teaching effect and teaching quality of professional courses. We should give full play to the characteristics and advantages of the scaffolding teaching mode, enrich the teaching contents of the landscape architecture design course, improve the students' understanding of the course, take the students as the main body of the classroom, improve the students' participation in the classroom, and better promote the landscape architecture design course through the five links of scaffolding, integration of the scene, thinking and exploration, cooperative learning and effect evaluation Teaching development.

Key words: scaffolding teaching model; landscape architecture design; exploration research

Landscape architecture specialty has become a formal first-level discipline, which shows that the country attaches great importance to the landscape architecture industry, which has also injected new development vitality into landscape architecture education. Opportunities and challenges coexist, and the teaching of landscape architecture design is also facing great challenges. The teaching mode of landscape architecture design course is more traditional, the teaching method is single, and the students lack the ability of independent thinking and contract cooperation. In view of the problems existing in the current landscape architecture design course, this paper explores the application of scaffolding teaching mode in the landscape architecture design course, improves the teaching quality of the design

Corresponding Author: iu Xiaoqing.Cheng Xian College, Southeast University.Email:457994017@qq.com

course, and satisfies the wind in the new period The requirements of landscape forest professionals.

I. The Necessity of Introducing Scaffolding Teaching Model in the Course of Landscape Architecture Design

As a comprehensive professional course, landscape architecture design course has the characteristics of practicality, engineering, complexity and openness. It has great requirements for students' ability to innovate and solve practical problems. In teaching practice, we should reflect on the problems in traditional teaching, actively innovate teaching methods, and introduce scaffolding teaching mode in the classroom.

In order to strengthen students' understanding of knowledge, the scaffolding teaching model can provide a conceptual framework for students to further explore problems. Scaffolding is usually referred to as scaffolding in the construction industry, which is described as a teaching method in the classroom. As the main body of the classroom, students learn knowledge in the process of education is the process of building architecture. Teachers should consolidate students' teaching foundation and build scaffolding for students. The study of landscape architecture design course is complex, and the scaffolding teaching must be to the complex learning task Decompose and guide students to further study [1].There are five parts of scaffolding teaching, namely, building scaffolding —— constructing conceptual framework according to learning subject; integrating scenario —— guiding students into problem situation; thinking and exploring —— allowing students to think independently about knowledge points; Cooperative learning —— discuss and negotiate in groups; effect evaluation —— comprehensive evaluation of learning results.

Through the above links, it can be found that the scaffolding teaching mode is very suitable for application in landscape architecture design courses, which caters to the practical and comprehensive characteristics of landscape architecture design courses. The introduction of scaffolding teaching mode in landscape architecture design course provides theoretical support for innovative teaching methods, accumulates relevant experience for teaching reform, and can promote the improvement of students' learning ability and learning level.

II. The Characteristics and Advantages of Scaffolding Teaching

(1) Student-centered multi-interactive teaching concept

In the scaffolding teaching mode, the main body of the classroom is changed from the teacher to the student, which gives full play to the enthusiasm of the student's main body and accords with the teaching characteristics of the landscape architecture design course. In the course of landscape

architecture design, teachers use scaffolding teaching methods. Through the guidance of teaching activities, teachers use various methods to organize classroom activities, respect students' experience of ideas in activities, and learn professional knowledge in interactive teaching activities. In class, teachers should encourage students to express their opinions and opinions, and carry out independent thinking and learning on related problems, so that students can gradually have the ability to find, ask and solve problems.From the relationship between the actors involved in the teaching mode, scaffolding teaching breaks the traditional teaching method, in the traditional teaching method, the teacher explains to the students one-way, and the students passively accept the knowledge. Nowadays, we can form a multi-interactive teaching form between teachers and students by means of group discussion and speech. Each classroom participant can perform their respective duties, give play to their respective advantages, coordinate and adapt to each other, and jointly promote the smooth development of teaching activities. At the same time, the multi-interactive teaching pattern can guide students to discuss and analyze with others when they encounter problems, and cultivate students' ability to choose good and follow suit It is the necessary procedure to design the garden planning scheme.

(2) Teaching process of combining rational thinking with perceptual thinking

Landscape architecture combines science and art, and the planning and design of landscape architecture can not only reflect creative perceptual thinking, but also reflect rational thinking in design. Therefore, in the teaching of landscape architecture design, while cultivating students' creative thinking ability, we should also strengthen students' logical analysis ability of theoretical knowledge. Teachers should pay attention to the training of students' logical judgment ability and analytical integration ability when designing teaching plan, and then brainstorm in class to improve students' creative ability. During brainstorming, the core content of teaching is to guide students to actively express different views. Teachers can not use rational thinking to judge students' right and wrong, but to consciously train students' reverse thinking, abnormal thinking and divergent thinking in this work, and to break through and innovate the design ideas of landscape architecture [2].

(3) Cultivating Students' Basic Comprehensive Quality

In addition to improving students' professional level, scaffolding teaching can also promote the improvement of students' basic quality. First of all, in the process of communication and interaction between teachers and students, students' language expression ability, communication ability and teamwork ability can be improved;Secondly, in the classroom support node, students through thinking about the problem, and then actively put forward their own views, is conducive to the realization of the ultimate goal of teaching, improve students' ability to learn independently; Finally, in the scaffolding teaching model, we can change the role between teachers and students, change the

learning style, cultivate students' spirit of exploration, make students have unique views on classroom problems, improve students' innovative ability and lay the foundation for cultivating innovative and comprehensive talents.

III. Principles of Scaffolding

As early as 1997, the guiding principles of scaffolding teaching were put forward, mainly in the following eight aspects: first, teachers should design teaching plans and teaching objectives based on students' actual level and respect students' individual differences. When encouraging students to participate in classroom activities, we should set goals that students can accomplish together according to barrel principle. Second, the teaching objectives formulated by teachers should conform to the teaching contents, assign teaching tasks to students in advance, and lay the foundation for the preparation of the formal classroom.Third, teachers should fully understand the teaching content. When students encounter problems and difficulties in classroom learning, teachers should give timely and effective guidance and timely feedback on students' learning behavior and learning effect. Understand the students' mastery of knowledge and learning level.Fourth, teachers should flexibly use teaching methods, adjust teaching plans according to actual conditions, find the best teaching strategies and improve students' professional knowledge. Fifth, teachers should observe, record, analyze and summarize the students' learning development in the classroom, and give timely feedback to the students put forward the correction and encouragement to them, so that the students can enhance their confidence in learning.Sixth, teachers should focus on teaching objectives, encourage students to expand their explanations and deepen their understanding and impression of knowledge. Seventh, when students make mistakes or produce negative learning attitudes, teachers should not blindly criticize and criticize, but should do a good job of frustration and risk control, and adopt appropriate and reasonable methods to evaluate and encourage students. Imperceptibly cultivate students' awareness of active learning, so that students establish good learning habits. Eighth, in order to improve students' participation in class, we can encourage students to participate in teaching activities actively by means of competition or reward, and give full play to students' subjective initiative.

IV. Application of Scaffolding Teaching Mode in the Design Course of Landscape Architecture Specialty

(1) Scaffolding —— conceptual framework around current learning themes

After designing and planning teaching tasks, students should also know the classroom objectives

and teaching contents of teaching, design problems and carry out teaching activities. During the design of teaching tasks, it is necessary to find out the “support node” of the course training, and take the support node as the guide to promote the teaching process and guide the students to solve the [3] of the key problems of the support node. For example, teachers can design special research courses according to specific teaching contents, carry out teaching activities according to each topic, and guide students to complete the research on special topics independently.

(2) Enter the situation —— introduce students into a certain problem situation

In the scaffolding teaching mode, in order to better enhance the students’ learning experience, we can introduce the problem situation in the teaching activities and enlighten the students. For example, in the planning of residential landscape, based on the support node design problem, teachers can ask students the following questions: in the design of residential landscape planning to focus on what functional problems? What kind of landscape design do you want most if you are a resident? Through the guidance of these problems, students will actively consult relevant materials, conduct field research, and finally conduct comprehensive analysis.In the process of students’ autonomous learning, the key factors of designing and planning residential landscape will be found out, which will lay the foundation for the next study. The design of residential landscape has the characteristics of multi-level and complex. Before carrying out field research, students should discuss the natural factors, artificial factors and the surrounding effects that affect the landscape. Teachers should assign research tasks according to students’ different characteristics and abilities. Finally, the theoretical knowledge and research Combine practice, display related problems, deepen the [4] of learning impression.

(3) Independent thinking —— let students explore independently

Scaffolding teaching emphasizes the cultivation of students’ cognitive ability, makes students observe the problems carefully, and then uses the brain to think positively and give play to the students’ subjective initiative. In the process of teaching, the teacher can not provide the students with ready-made answers. When handing in the design drawings, the teacher can not directly modify the students’ design drawings, but by enlightening the students’ thinking. Guide students to find key clues to solve problems.For example, guide students to which part of the data should be collected and how to obtain effective information. Ask students to find the answer to the problem through thinking and learning, learn to analyze and sum up the problem, find the balance point between the various contradictions, learn to sort out the complex relationship between the contradictions, and finally find [5] way to solve

the problem.

(4) Collaborative learning —— joint consultative discussions

In the scaffolding teaching mode, teachers should organize and guide students to report the research results, evaluate the optional cases, display the design works, and carry out open communication and discussion. During the teaching process, teachers put forward some open questions and guide students to put forward new themes and new [6] of statements.For example, students can form their own groups, solve problems together through group cooperation, construct a learning environment of knowledge sharing, make the learning group master the knowledge together, promote each other and progress together among the group members, and improve the students' innovative spirit and cooperation consciousness,.

(5) Effect Evaluation —— Evaluation of Learning Effect

In the traditional learning mode, the evaluation of students' learning results is usually carried out by examination, but the contemporary educational concept pays more attention to cultivating students' comprehensive quality. scaffolding teaching mode, aiming at different stages of students' mastery of knowledge, process experience, learning attitude and other comprehensive assessment, to establish a multi-level, multi-angle evaluation method [7].For example, the evaluation of the effect of landscape architecture design course can be innovated from the following aspects: the evaluation of the degree of knowledge mastery can establish a teaching group and a stage course performance evaluation map led by the instructor; Process evaluation can allow students to self-evaluate or evaluate each other among group members, and the evaluation content can be carried out from the aspects of communication ability, the contribution of group collaborative learning and so on. The comprehensive evaluation method is adopted in the course of landscape design, which effectively avoids the one-sidedness of evaluation and can fully reflect the characteristics of teaching.

V. Conclusion

The application of scaffolding teaching mode in landscape design class innovates teaching methods, enriches classroom content, and improves students' participation in class and enthusiasm for classroom activities. In the process of using the scaffold teaching mode, teachers should improve their understanding of the teaching content, clarify the key nodes in the scaffold process, and adjust the teaching plan in time according to the students' learning characteristics and design level. Students can improve their innovative ability and logical thinking ability and grow into high-quality talents to meet

the needs of the current society.

Acknowledgment

This work was supported in part by Landscape Architecture Design based on Modern Information Technology "Research on BOPPPS+PBL" Hybrid Teaching Mode (R-77083)

Conflict of Interest

The authors declare that they have no conflicts of interest to this work

References

[1] Ye Yi Yi. A Study and Analysis on the Development of Thinking and the Promotion of Core Literacy Based on J]. Teaching Literature Education (I),2019,(8):180-181.

[2] Zhou Jie. A Study on the Teaching Mode of Landscape Design Curriculum from the Perspective of Cultural Inheritance [J].] in China Art Education Research ,2019,(9):144-145.

[3] Yao Xiang. The Exploration of Precision Hierarchical Teaching Mode Based on Project-based Curriculum —— Taking Landscape Design course as an example [J].]; and Modern Vocational Education ,2018,(14):60-60.

[4] Chen Jiangbi. Discussion on the Teaching Mode of Landscape Architecture Planning and Design Course [J].]1 Shandong Forestry Science and Technology 48(6):112-114.

[5] Ding Yanqiang, Wang Jiashu. A Probe into the Teaching Reform of Environmental Landscape Design Course by Case Law Practice Teaching [J].] in China Art Education Research ,2018,(5):158-158.

[6] Yu Yang, Jiang Xin, Zhang Lusi. Exploration on the Experimental Teaching Mode of Landscape Architecture Ecology Guided by Design Course [J].]; and Landscape Architecture 25(12):125-129.

[7] Zhou Nanhai. Application of scaffolding teaching mode in information technology teaching in senior high school [J].]; and Information technology education in primary and secondary schools ,2018,(4):54-55.