

A Preliminary Study on the Application of Participatory Teaching in the Environmental Design Project System Curriculum

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Abstract : This article starts with the characteristics of environmental design professional courses and the importance of participatory teaching application, and discusses its application in environmental design project-based courses for reference.

Keywords : Participatory; Environmental Design; Project-based Curriculum; Application

Environmental design is a comprehensive and practical professional. Based on this professional feature, in actual teaching, the project should be used as the carrier, the implementation of the project should be used as the means, and the integration of theory and practice can be achieved through specific projects. Cultivate talents in environmental design required by society. However, the existing project teaching is not ideal. It is simply the content that is carried by the project through the method of narration and training, and has not received the attention of teachers and students, making the project-based teaching ineffective. Therefore, in the new era, colleges and universities must accurately grasp the theoretical connotation of participatory teaching, re-determine the teaching content of the environmental design professional project system, and do a good job in professional curriculum teaching.

1. The characteristics of environmental design professional courses and the importance of participatory teaching application

1.1 Features of environmental design professional courses

The major of environmental design involves a lot of content, which not only has the characteristics covered by other disciplines, but also has its own characteristics, which is reflected in: First, foreseeable characteristics. Environmental design needs to plan and design through the understanding of environmental characteristics, formulate design plans, scientifically select design materials, and predict the feasibility of the plan structure; Second, systematic characteristics. Environmental design is an interdisciplinary specialty, involving multi-disciplinary content. The designer must have an accurate knowledge and understanding of the content of each discipline; Third, creative characteristics. Environmental design belongs to the category of artistic design, and creativity is an inexhaustible driving force. Fourth, the timeliness characteristics. The enterprise is in line with the market, and it is the most timely understanding of market dynamics, the latest design thinking, technology, etc., otherwise it will not gain a foothold in the market. Universities are directly connected with enterprises. In cooperation with enterprises, universities can update teaching content in time, and teachers can also optimize teaching programs according to the needs of enterprises.

1.2 The importance of participatory teaching application

As the name suggests, participatory teaching is to allow students to concentrate on the learning of the project curriculum, not only learning basic professional knowledge and skills, but also entering the project and participating in the project as a designer. In the word process, knowledge and skills are only one aspect of professional learning, and the unique project processes and methods that are closely related to the market are another aspect. By participating in the cultivation of students' emotions and values of environmental art and design majors. Although many colleges and universities use project-based teaching methods in the teaching of

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environmental design majors, they often pay attention to the form and ignore the essence. Most of the time, teachers simply teach knowledge through narration and let students practice on their own without paying attention. Student participation. Participatory teaching allows every student to participate in the learning process of the project. It not only allows students to acquire professional knowledge and skills, but also allows students to participate in the project, transforming from the traditional passive acquisition of knowledge to the conscious and active acquisition of knowledge. Participate in project activities as a “designer”, strengthen students’ sense of identity with this major, and enhance students’ practical ability and level.

2. Application strategies of participatory teaching in environmental design project-based courses

2.1 Innovate the traditional view of teachers and students

The traditional teacher-student view is based on the teacher’s leadership, emphasizing that the teacher transmits professional knowledge and skills to the students, while the students passively receive it. The evaluation of the relationship lies in whether the teacher can efficiently transmit it and how much students understand. This teaching method will make the classroom environment very boring. Even if students have a lot of theoretical knowledge, it does not mean that they will be able to use it correctly, let alone creative thinking, which will make the environment cultivated by colleges and universities. The design professionals do not match the market demand. To this end, we must reform this view of teachers and students. The project is not just a carrier of knowledge, it needs to build an equal participation and mention relationship in the project environment. Students can participate in the project and discuss issues with teachers. During this process, students can acquire knowledge and skills related to project implementation from experienced teachers. More importantly, they can participate in the project throughout the process. Students have mastered the specific methods of operating the project. Can intuitively grasp the project implementation process, during this period, cultivate students’ professional values, enhance their own professional identity, and actively complete the important task of project and curriculum construction with teachers.

2.2 Innovate the traditional curriculum view

Under the traditional curriculum view, the environmental design profession refers to specific teaching tasks, and teachers lead students to learn professional skills and knowledge. Under the project-based participation teaching model, the environmental design professional curriculum changes with the change of the project, requiring participants to internalize knowledge and skills into experience. Under this kind of curriculum view, teachers must not only guide students to acquire the explicit knowledge and skills required for professional learning, but also strengthen the cultivation of students’ hidden spiritual qualities, such as being positive, earnest and responsible. This requires teachers to use their own experience and wisdom to implement education. The basic knowledge and skills covered in the project can be selected according to the needs of the students. In the interaction and communication between teachers and students, the project can be completed. Consolidation of knowledge. For example, in classroom teaching activities, teachers can let students participate in the project activities based on the lighting laboratory project case, and perform lighting simulation. Students simulate the lighting in life according to the project requirements, which can be bedroom lighting or office area lighting, allowing students to combine their own professional knowledge to design lighting methods and location lights. In this process, teachers should play a good role as a guide, when students encounter problems, give them tips or help, so that students have a more comprehensive understanding of lighting design.

2.3 Optimize and improve teaching methods and methods

The environmental design course itself is a profession with strong practicality and practicability. In the teaching of project-based courses, teachers can optimize and improve teaching methods and methods based on the actual situation of students’ professional learning. In actual teaching, teachers can transform public art design and space design into several small projects, encourage students to actively participate in project design, and can set teachers as studios to organize students’ practical training. In addition, the school can also strengthen cooperation with famous domestic designers, well-known companies, etc., so that the influence of the school’s environmental design major can be enhanced, so that students can have a deeper understanding of future jobs through direct contact with designers, etc. Recognize and change roles, and improve students’ practical ability in participating projects.

2.4 Build up a team of high-quality teachers

In the teaching of professional courses, the teacher’s position as a leader is unshakable, and is a leader who guides students, inspires students, and promotes students’ progress and growth. In the traditional teaching process of professional courses, teachers

are divided according to their majors. To put it simply, the teacher who teaches architectural sketching is the teacher who teaches architectural sketching, and the classroom drawing is the classroom drawing teacher. Each course teacher has different teaching tasks, such a way of artificially separating project teaching, prevents project-based teaching from being completed by the same teacher, and the teaching of various courses cannot be effectively linked, and the continuity of knowledge is not strong. For this reason, colleges and universities should strengthen cooperation and training among teachers, and improve teachers' multi-disciplinary teaching ability and level. At the same time, colleges and universities can take a long-term view and invite well-known designers in the industry to participate in the entire project, fully control the project implementation process, and communicate more with teachers. Teachers can also learn from the experience of designers in the industry, according to the status of the students, transform the project into practical curriculum content, and combine the feedback information of the students in the project-based curriculum school, scientifically adjust the project to ensure the curriculum teaching effect.

3. Conclusion

All in all, in the teaching of environmental design professional courses, teachers should constantly update their own teaching thinking and methods, integrate theory with practice, accurately grasp market dynamics, continuously acquire knowledge, sum up experience, set up project-based courses, etc., and apply them effectively. The participatory teaching method encourages every student to participate in the project, mobilizes the enthusiasm of students in learning, enhances the level of professional quality of students, and lays the foundation for entering the job in the future.

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