

# The Practice Research of Mixed Teaching Mode in the Course of Garden Landscape Design

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**Abstract:** Under the background of “Internet +”, the education and teaching mode in colleges and universities should be reformed accordingly. The hybrid teaching mode combining online and offline can break the limitations of traditional education and teaching forms and meet the needs of learning and development of contemporary college students. Courtyard Landscape Design is an important course for design majors in colleges and universities. The blended teaching model can enrich the teaching content and innovate the teaching methods. Teachers should improve their own modern teaching level and attach importance to the implementation and application of the blended teaching model. The article mainly discusses the specific application strategy of blended teaching mode in the course of Garden Landscape Design in colleges and universities.

**Keywords:** Blended teaching model; Garden landscape design; Curriculum; Assessment and evaluation; Practice

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## Introduction

Blended teaching model is a modern teaching model combining the advantages of online teaching and offline teaching. It needs to make use of advanced information technology means to innovate teaching links and teaching forms. Blended teaching model can meet students’ learning interests and needs and cater to students’ learning habits, and is of great help to create a pleasant classroom atmosphere. The teachers of “Garden Landscape Design” course in colleges and universities should change the traditional teaching concept, attach importance to the application of the mixed teaching model, understand the value and significance of the implementation and application of this teaching model, design the methods and strategies of the application of the mixed teaching model with students as undergraduates, and improve the teaching quality of “Garden Landscape Design” course.

## 1. Overview of Blended teaching mode

The blended teaching mode mainly refers to the combination of online teaching and offline teaching. It is a new teaching mode based on “Internet +”, which emphasizes the organic integration of the advantages of traditional classroom teaching mode and network teaching mode in the teaching process, so as to realize the complementary advantages and maximize the teaching effect. Blended teaching mode has been applied to some extent in Chinese education and teaching. Course teachers can provide students with online teaching resources and carry out online learning activities with the help of advanced information technology and multimedia technology. Through online guidance and feedback of students’ learning, it lays a foundation for teachers to optimize classroom teaching. At the same time, online teaching can also be used as an auxiliary means to improve the effectiveness of classroom teaching <sup>[1]</sup>. Blended teaching model is also a student-oriented teaching model, emphasizing student-centered and scientific design of teaching content and teaching methods from the perspective of students.

## 2. The significance of mixed teaching mode applied in the course of Garden Landscape Design

“Garden Landscape Design” is an important professional course in colleges and universities. On the one hand, the teaching of

this course should pay attention to helping students to lay a solid theoretical foundation; on the other hand, teachers should take the comprehensive development needs of students as the core, and adopt the way of combining theory with practice to cultivate students' practical application ability and design level. Traditional classroom teaching mode is difficult to provide students with a better practical situation, affecting the development of students' practical ability and design level. Through the implementation and application of blended teaching mode, information technology can be used to play relevant videos to students through online teaching, enriching teaching resources and achieving the organic combination of theory and practice. Improve the classroom teaching effect and realize the comprehensive development of cultivating students' professional quality and comprehensive ability. The effective application of blended teaching mode in the course of Courtyard Landscape Design also creates conditions for the extension and expansion of students' professional course learning. Teachers can extend and expand students' learning content through online teaching on the basis of course teaching, according to students' development needs and interest needs, and can also communicate and discuss with students online. Stimulate students' motivation and interest in professional learning, and provide guarantee for promoting students' professional development <sup>[2]</sup>.

### **3. The practice strategy of mixed teaching mode in the course of Garden Landscape Design**

#### **3.1 The application of strategies in the pre-class preparation stage**

In the pre-class preparation stage, teachers can share the course outline, learning tasks and course resources with students by means of online teaching. Students can download relevant learning content independently according to their personal learning needs on the smart teaching platform and complete the independent pre-class online learning. For example, teachers can collect more excellent course learning resources for students on the basis of textbook resources. For example, by sorting out Chinese and foreign excellent garden landscape design cases for students and making micro-lessons with key content, students can have a systematic study and understanding of the course content before class with the help of high-quality online learning resources. Teachers will intersperse some small exercises for students, and check and analyze the online exercises of students before class to understand the problems existing in students' learning. Provide help for the design, optimization and implementation of offline teaching activities in class. Before offline classroom teaching, teachers can organize students' advanced and simple offline sharing and communication to share their understanding of the course content and existing doubts. Students' learning interest in courtyard landscape design related course content can be stimulated in the interaction, which is of great value to improve students' learning enthusiasm in class.

#### **3.2 The application strategy of teaching stage in class**

In-class teaching is mainly carried out in the traditional classroom, and the application of blended teaching model in the classroom can improve and solve the problems existing in the traditional classroom teaching, enhance the effectiveness of classroom teaching, and also can activate the classroom teaching atmosphere, bringing students a good course learning experience. On the one hand, teachers can display teaching contents to students through advanced information teaching equipment in the teaching stage of class. For example, teachers can explain key contents of the course through micro-class, and display pictures and video clips related to the course content through beautiful, so as to attract students' attention and stimulate students' enthusiasm for learning. On the other hand, teachers can also construct virtual simulation teaching situations for students in combination with their needs for comprehensive literacy and ability development in the teaching stage. Virtual simulation technology can be used to simulate some real cases in related industries, so that students can put themselves in the position to analyze problems in real cases in class learning. It also considers how to apply the knowledge and skills learned in garden landscape design to solve practical problems. This blended teaching mode brings more and better experience and feeling to students' learning in class, arouses students' strong interest in design, connects classroom teaching content with real life, and enriches the teaching content of garden landscape design course <sup>[3]</sup>.

#### **3.3 The application strategy in the after-class practice stage**

The application of blended teaching mode in the after-class practice stage of Courtyard Landscape Design course can help students consolidate and strengthen what they have learned in class, and also realize the extension and expansion of class, so that students can learn more relevant knowledge and skills and improve their professional quality. In the after-class practice stage, teachers mainly assign practical tasks to students or organize competition projects through online teaching and guidance. Teachers should design practical tasks or competition projects with various themes based on students' interests and strengths, and students can choose

and participate in them independently according to their personal situations. Students can complete corresponding project tasks in independent study or cooperative practice. In the process of online completion of project tasks, teachers should follow up and guide students, help students solve problems in study and practice, and help students successfully complete project tasks. Teachers can ask students to play the role of designers to communicate with Party A, and explain their design concepts, project design results and design implementation schemes, so as to cultivate students' comprehensive ability.

### **3.4 Application strategies in the assessment and evaluation stage**

In the teaching of Courtyard Landscape Design, scientific and reasonable assessment is of great help to motivate students to learn independently and improve their professional learning results. However, in the previous Courtyard Landscape Design, teachers paid little attention to the assessment and evaluation of students and only evaluated the learning results of the course through the final examination. It fails to give timely evaluation and feedback to students in the learning process, actively guides students to constantly optimize and improve learning methods, and strengthens the cultivation and promotion of students' comprehensive ability and quality, which leads to unsatisfactory learning results of students' professional courses. With the application of hybrid teaching mode, teachers can build a scientific evaluation platform for students, conduct real-time evaluation and feedback on students' daily attendance, homework completion, classroom performance and practical ability development, and help students grow continuously in professional and technical level as well as comprehensive quality through scoring and guidance.

### **Concluding remarks**

To sum up, the teaching of "Garden Landscape Design" requires the combination of theory and practice. It not only requires students to master relevant theoretical knowledge of design, but also pays attention to cultivating students' practical ability of design and improving their design level. If only traditional classroom theoretical teaching form cannot meet the needs of students' all-round development of practical design ability and accomplishment. Therefore, teachers should adopt the blended teaching mode, realize the organic combination of theory and practice with the help of online teaching, and combine online and offline teaching to improve and optimize all aspects of the course "Courtyard Landscape Design", comprehensively improve the teaching effect, and improve the quality of talent training.

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