

# Application of case teaching method in the teaching of landscape design course in private colleges

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**Abstract:** case teaching method is a new teaching method in the landscape design course of private colleges and universities. This method can improve students' practical ability and deepen students' understanding and mastery of knowledge and skills of landscape design. Focusing on the teaching problems of landscape design course in private colleges, this paper mainly introduces the application prospect, existing problems and Countermeasures of case teaching method, in order to provide reference for the application of case teaching in other design courses.

**Key words:** case teaching method; Private colleges and universities; Landscape design course

## Introduction

As we all know, the landscape design course is highly abstract and practical. If teachers still use the traditional teaching methods of preaching or cramming, it is difficult to meet the needs of modern course teaching. Therefore, it is necessary for teachers to go out of the fixed thinking,

Innovative teaching methods to build a new teaching situation. Among them, teachers can enhance the interest, life and practicality of landscape design course by introducing case teaching. Based on the author's teaching experience, this paper analyzes the case teaching method, and clarifies the differences between the case teaching method and the traditional teaching method, so as to improve the teaching level of landscape design course in private colleges and universities, and provide references for teaching reform to adapt to the changes in the teaching category and design connotation of landscape design course in the new era.

## 1 Case teaching method

### 1.1 the concept of case teaching method

The concept of "case teaching method" was first put forward by Randall of Harvard University in 1870. Its purpose is to stimulate students' curiosity and curiosity, and actively participate in classroom learning and interaction, with remarkable implementation effect. Case teaching method can enable students to acquire general and general knowledge and ability in case inquiry. In this process, teachers need to play the role of case designer and classroom motivator, and encourage students to carry out in-depth inquiry around cases, in order to achieve the expected teaching effect. Based on the author's teaching experience, case teaching method refers to a new teaching method in which teachers guide students to carry out relevant case investigation, analysis and discussion, so as to improve students' skill learning.

### 1.2 Advantages of case teaching method

1. It is conducive to mobilizing students' enthusiasm for learning

In the process of case teaching, it is not only conducive to developing students' innovative thinking and deepening students' cognition, but also conducive to students' ability to find their own blind spots of knowledge, stimulate students to invest more learning time, and then make up for the structural weakness of personal knowledge. This teaching method creates an open and cooperative learning atmosphere, encourages students to learn to think more in the process of learning, and mobilizes students' enthusiasm for learning.

2. It is conducive to enriching theory and realizing knowledge innovation

The most important feature of case teaching method is its strong practicality. The cases selected by teachers are all real cases in life, so that students can play a role in the actual cases, use their own knowledge, through thinking and analyzing problems, from questioning to answering questions, come up with their own solutions, form their own way of thinking, and realize the combination of actual cases and theoretical knowledge. In fact, middle school students do not have the opportunity to contact the actual project in the school. By simulating the real environment through case teaching, students can truly realize the value of abstract theoretical knowledge through the solution of practical problems, make up for the lack of students' practical experience, and stimulate students' enthusiasm and creativity in exploring knowledge.

3. It is conducive to improving students' ability to deal with practical problems

It is the best practical application for students majoring in landscape architecture to enter the design company for professional practice, but due to the limitations of teaching hours and practice environment, there are few opportunities for students to participate in the practice of the design company. The introduction of case teaching is just an effective way to fill this gap. By learning the real cases of design companies, students simulate that they are a designer, use the theoretical knowledge they have learned to analyze and discuss, and make the

corresponding design scheme. This kind of learning is an indirect experience. Compared with the direct design scheme, it is modifiable and has no failure cost.

### 1.3 Application value of case teaching method

The course of landscape architecture design is highly practical. However, in the current teaching system, there is a lack of attention to practical teaching, and the proportion of theoretical teaching and professional skills teaching is not reasonable, which leads to the poor practical ability of students, and the disconnection between theory and practice. These are some common problems in the traditional landscape architecture education.

Case teaching method has strong advantages in both theoretical teaching and practical teaching. First, the cases selected by this method are relatively novel, which can get rid of the problems of boring and outdated teaching materials and the disconnection between theoretical knowledge structure and social practice in the traditional teaching process. Second, the case teaching method has the advantage of combining theory with practice. For example, it can directly reflect the design scale and other factors in the planning site. Third, this method can cultivate students' ability of active thinking. To sum up, the extensive application of case teaching method in landscape design course can greatly improve the comprehensive practical application ability of landscape architecture students, and cultivate students into high-quality landscape talents to meet the needs of today's society.

## 2 The specific application of case teaching method in the teaching of landscape design course

### 2.1 Develop case teaching plan

Before carrying out case teaching, professional teachers should formulate a detailed and feasible case teaching plan according to the nature and characteristics of the designed course. The content of the teaching plan covers the number of selected cases; Total case hours corresponding to each design course; The order, form and steps of case teaching; Possible problems in the teaching process and corresponding countermeasures.

### 2.2 Choose the right case

The teaching cases of landscape design course are basically the actual cases that have been completed or the plan drawings that have been designed, and the selection of appropriate cases is the key to the success of case teaching, so teachers should select the cases used in class to form a case base. In case teaching method, we should choose classic cases with both advantages and disadvantages, and with the characteristics of Ideological and political elements of the course. Therefore, it requires teachers to invest a lot of time and energy to collect and sort out teaching cases, and timely supplement some excellent landscape design works at home and abroad. At the same time, these cases require complete design drawings and clear effect. For example, in the chapter of explaining the design of Ecological Wetland Park, Hangzhou Xixi National Wetland Park can be explained as a typical excellent case, and the design background, general layout, park traffic layout, landscape axis and scenic spots, functional layout forms, plant configuration, advantages and disadvantages of the design scheme of the park can be analyzed. Students can better understand the design concept of Xixi National Wetland Park by consulting books and online related information.

### 2.3 Case teaching organization

#### 1. pre class preparation

Pre class preparation is the basis of case classroom teaching. In the teaching process, both teachers and students should make full pre class preparation. The teacher carefully prepares the cases needed for this class before class. After determining the cases, the teacher should analyze the teaching content according to the selected cases. It is expected that the students will discuss the possible design problems in class, consult the relevant materials in advance to answer the students' questions, and distribute the case materials to the students before class, And inform the students of the class content to be discussed in this section in advance for group discussion.

Now, taking Riyue Lake Park in Shangqiu as an example, I will briefly introduce the pre class preparations of case teaching method. Before class, teachers should prepare relevant information about Riyue Lake Park, such as: (1) the geographical location, human resources, historical and cultural resources, design background, etc. of Riyue Lake Park; (2) Traffic conditions, environmental conditions and traffic flow around Riyue Lake Park; (3) The overall layout of Riyue Lake Park, the design of main landscape nodes, functional layout, plant configuration, and the corresponding status photos. The analysis of the planning and design techniques of the Riyue Lake Park, the advantages and disadvantages of the design of the Riyue Lake Park, and the water system and plant design techniques of the Riyue Lake Park can be used as topics for classroom discussion. Before class, the teacher will distribute the materials related to the Riyue Lake Park to the students, so that the students can better discuss and analyze in class, so as to get their own experience of the design techniques of the comprehensive park.

#### 2. Classroom discussion

Teachers should divide students into groups with equal strength and similar number according to their interests and learning levels, so

as to ensure the quality of discussion in different groups. In addition, the team members will select the team leaders of each group, and the team leaders will be responsible for the work discussed and tasks assigned by the group. When the teacher has finished speaking the case, set aside a certain time for each group to discuss, and let each group choose one person to show the group's plan. Then, other groups will ask questions and the members of the reporting group will answer them. Through such a discussion, we can enhance the communication between students, improve the sense of teamwork, and stimulate students' creative thinking. In addition, in this process, teachers should actively play the role of organization and supervision, guide students to speak actively, and highlight the dominant position of students in classroom learning. 3. summary

After the case discussion is completed, the teacher reserves a certain time for students to summarize and report. Then, according to the speeches and reports of each group, the teacher made a final summary, analyzed the relevant theoretical knowledge involved in the selected cases in this class, explained the key and difficult points in this design, the advantages and disadvantages of the design scheme, and some problems ignored in the discussion. So that students can better grasp the development status of landscape design and enrich their design practice experience.

### **3 Problems in case teaching**

#### **3.1 Few case resources**

According to the author's teaching experience, many teachers have not invested a lot of time and energy to collect and sort out teaching materials, which ultimately makes classic cases less optional. At the same time, due to the lack of knowledge copyright and information channels, teachers are unable to provide sufficient teaching resources for case teaching, which leads to teachers' repeated application of classic cases, resulting in the lack of novelty and freshness in the classroom, and ultimately unable to effectively mobilize students' subjective initiative.

#### **3.2 Lack of appropriate cases**

Although the case teaching method is vigorously promoted in major universities in China, the case teaching system is not perfect and has certain defects. In particular, some private undergraduate colleges and universities have a relatively short time to upgrade to undergraduate level, are relatively weak in professional construction and some curriculum construction, and there are few relevant case teaching materials. As a result, teachers choose the traditional teaching methods in the past due to the lack of relevant cases, which can not arouse the enthusiasm of students' learning, thus weakening the teaching effect.

#### **3.3 Lack of excellent teachers**

In the process of case teaching, teachers' teaching level and stable teacher team are very important. However, most of the private colleges and universities were established relatively late, and the teaching staff is not perfect in age structure, professional title level, teaching level and other aspects, which has some defects. In addition, the mobility of the teaching staff in private colleges is large, and the training mechanism is not perfect, which leads to the lack of a stable teaching staff, which has brought a severe test to case teaching.

### **4 Perfect countermeasures and suggestions**

#### **4.1 Strengthening the training of case teaching staff**

The mobility of teachers in private colleges and universities is relatively large, and the teaching staff is unstable, which makes the case teaching method not long-term and systematic. Stabilizing the teaching staff has become the primary task of private colleges and universities. First of all, the state and local governments should increase support for private colleges and universities, change the treatment and status of teachers in private colleges and universities, so as to solve the worries of teachers. Secondly, private colleges and universities should continue to improve the management mechanism of the school, provide more training and further education opportunities for young teachers, so that teachers have a greater space for development. Finally, teachers themselves should cherish the opportunities given by the school, continue to strengthen the reform of teaching methods, seek suitable teaching methods for their courses, and continue to accumulate relevant cases in the teaching process.

#### **4.2 Establish student practice base**

For students majoring in landscape design in private colleges, teachers attach importance to the analysis and discussion of cases in the process of case teaching. However, the teachers themselves lack real training experience, which makes students' case study of teachers' oral teaching vague. Therefore, private colleges and universities should strengthen the connection between teachers and enterprises, establish practice bases, provide practice places for students' case teaching, further strengthen students' understanding of case teaching, and improve the quality of teachers' case teaching.

## 5 Summary and Prospect

It is an effective teaching method to carry out case teaching in the classroom of landscape design course in private colleges and universities, which is not the only means. There are still some problems in the actual teaching process, which are worthy of further study. On the one hand, the analysis of cases in case teaching is based on students' understanding of basic theoretical knowledge to improve the ability to solve problems. Therefore, case teaching can not completely replace the traditional teaching. On the other hand, there are still some technical problems in the case teaching of private college students, such as the coordination between teaching and learning, and the arrangement of teaching time. Teachers can better mobilize the enthusiasm of students' participation only by investing in their roles, making adequate preparations, and constantly trying and innovating.

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