

Review Article

Study on the Construction of Teaching System and Transformation of Cultivation Path

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Abstract

Higher education has entered the stage of connotative development, and the mode of integration of industry and education has gradually become an important initiative to deepen education reform, improve the quality of talent training and promote the supply of industrial talents. This paper takes the teaching innovation of Residential Landscape Design as the base point, takes "social development" as the guidance, and puts forward the progressive teaching innovation of "one construction, two concerns, three explorations and four integrations" under the perspective of paying attention to the construction of the country and the development of the discipline. Concept. Under the background of the construction of new liberal arts, we intend to explore and reconstruct the curriculum system, teaching mode, teaching methods and teaching objectives; through the creation of the "exchange experience" teaching context, the teaching will be practically focused on the cultivation of problem awareness and students' discursive ability; and to construct the "theory-practice-skill-thinking-learning" teaching concept. The visualization teaching framework of "Theory-Practice-Skill-Thinking-Feedback" was constructed. At the same time, based on the trinity evaluation mode, the curriculum evaluation standards and evaluation system were further standardized, the multi-cognitive ability of students was comprehensively cultivated, and the innovative consciousness and practical ability of students were promoted to form a closed-loop teaching.

Keywords

Curriculum System, Teaching Mode, Teaching Methods, Reform and Innovation, Social Development

1. The Transformation of Design Education

In the context of China's comprehensive opening of the construction of a strong country of higher education, higher education has gradually shifted from "mass" to "popularization" transformation, and various majors in colleges and universities have begun to optimize and adjust the cross-disciplinary, paying more attention to the optimization

of the hierarchical structure and improvement of the quality of education. From the issuance of the Opinions on Deepening the Integration of Industry and Education by the State Council in 2017 to the release of the Declaration on the Construction of New Liberal Arts in 2020 at a conference organized by the Ministry of Education's Working Group on the

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Construction of New Liberal Arts, it is proposed to carry out the intersection of arts and sciences, provide students with comprehensive interdisciplinary learning, and achieve the expansion of knowledge and the cultivation of innovative thinking. At present, the environmental design industry benefits from the relevant policies and develops in a prosperous manner, the demand for talents in the environmental design market increases gradually, and at the same time, it also puts forward higher requirements for the professional ability of talents [1]. It can be seen that in the context of the new liberal arts, it is imperative to optimize curriculum construction and strengthen the top-level design of majors in order to better cope with social transformation and industrial change.

Environmental design involves aesthetics, architecture, planning, ecology, sociology and other multidisciplinary and multidisciplinary knowledge, under the background of advocating cross, integration, sharing and innovation, we should put forward newer requirements for the teaching of environmental design related courses. This paper takes the construction of progressive teaching system of Residential Landscape Design as an example to explore and build a more perfect teaching concept and teaching framework, so as to achieve inheritance and innovation, in order to realize the composite and multi-dimensional transformation of talent cultivation structure.

2. Analysis of the Current Situation and Problems

As one of the core courses in the environmental design program, Landscape Design of Residential Areas mainly teaches the contents related to landscape planning of residential areas. Through the systematic teaching of the knowledge of comprehensive creation of human environment, the course guides students to self-reflection and reflection on society, culture and environment, and comprehensively masters the basic theories and design methods of landscape design of residential environment through the comprehensive expression of the design program. Based on years of teaching practice, the author summarizes the problems of the existing teaching and talent training mode in our university.

2.1. Analysis from the Perspective of Curriculum Teaching

Residential Landscape Design is a highly applied, practice-oriented residential planning and landscape design course, teaching knowledge across the landscape design, planning design and architectural design, students need to skillfully use a variety of design soft, broad and deep knowledge, abstract content needs to be supported by experience. From the point of view of the construction of the whole discipline system, this course plays a role in the accumulation of students' professional knowledge and the cul-

tivation of design practice ability. Based on the basic research of the course teaching, the author found that there are the following three aspects of the problem. First, the traditional "theory first, practice later" teaching process, theory and practice are out of touch; second, the traditional teaching "theory and practice" division, lack of integration; third, the students are passive learning situation is obvious, the follow-up knowledge test a single way.

2.2. Analysis from the Perspective of Talent Development

The New Liberal Arts is a new thing after reorganizing the curricula of various majors on the basis of the existing traditional liberal arts, which is strategic, innovative, integrative and developmental in nature. [2] From the perspective of talent training objectives and positioning, art students are relatively lack of global vision, less attention to social development and urban construction, prone to lack of depth of thinking, narrow vision and other issues; in addition, in recent years, the teaching process found that students lack of innovation in the learning process, habitually imitating the design of others, and lack of tenacity for in-depth study of the profession. At present, the more prominent problem is that some teachers are weak in practice and innovation consciousness, and the updating speed of teaching content does not match the trend of rapid iteration of knowledge in the field of design industry; digital technology, information network modernization means of teaching lagging behind, resulting in obsolete classroom teaching methods, cross-teaching coverage is not large enough, and the curriculum system is not scientific enough and other issues.

3. Construction of Teaching System and Transformation of Cultivation Path

Teachers combine their own scientific research, practice and teaching, which can update and enrich the teaching content, and promote the cultivation of innovative talents and the enhancement of college students' awareness and ability to serve the country and society. [3] Based on the summary of the above problems, the text puts forward the progressive teaching innovation concept of "one construction, two points of concern, three explorations, and four integrations", and discusses and reconstructs the curriculum system, teaching mode, and teaching methods, as follows:

3.1. One Construction: Building a "Thematic" Curriculum and Creating an "Exchange Experience" Teaching Context

First of all, the teaching system of the original course is

systematically constructed, breaking the traditional chapter teaching mode, and the teaching content is reasonably reconstructed through the construction of "thematic" course framework. In the process of cross-fertilization of theoretical and practical teaching, the form of thinking cultivation and practical training requirements for different topics will be assessed quantitatively and hierarchically; through the integration of free questioning, dialogue, debate, self-evaluation, and other diversified teaching methods, to build a three-dimensional structure of "Theory-Practice-Technology". Through the integration of diversified teaching methods such as free questioning method, dialogue method, debate method and self-evaluation method, a three-dimensional teaching framework of "theory-practice-skill-feedback" is built. At the same time, based on the teaching goal of "three-pronged education", students are guided to pay attention to national construction and regional development while learning knowledge and skills.

3.2. Two Concerns: Teaching Content Focused on Nation-Building and Disciplinary Development

To address the issues of programmed curriculum education and the lack of emphasis on social practice among some teachers and students, it is proposed to enhance practical teaching and critical thinking training for each topic through a well-designed teaching plan and curriculum system. The course practice is divided into three levels: basic practice teaching, derivative practice teaching, and innovative comprehensive practice, forming a step-by-step practice teaching system (refer to Table 1). The acceptance of students to the curriculum system is not mentioned as it is subjective and not relevant to the information being conveyed.

In the first level of basic teaching (Stages 1 and 2), students develop their ability to learn independently and become aware of problems through basic theory teaching, field trips, and other teaching methods. The teaching goal is to combine industry general education with professional skills education.

Table 1. Residential Landscape Design Course Schedule.

Residential Landscape Design Course Schedule				
Course Topics and Teaching Arrangements	Educational content	Course Format and Mindset Development		Ideological and political literacy
1 Basic Theory + Industry general education (8 lessons)	Overview of residential landscape design and related knowledge point combing	Use of free-form questioning To facilitate the formation of thinking concepts	Basic Practical Teaching	Students are guided to not only be able to master scientific design methods, but also to take up the real mission of planners and designers, and to contribute to the exploration of the path of urban development with Chinese characteristics.
2 Practical Application Topics + Social Responsibility Awareness (8 lessons)	Research on Environmental Design of Residential Neighborhoods and Survey of Older Neighborhoods	The use of an extended thinking model facilitates student information gathering		
3 Professional core knowledge + Project Practical Training (8 lessons)	Discussion on the analysis of design paths for renewal of old neighborhoods	Discussions from various perspectives using a variety of teaching methods, such as the dialog method and the debate method	Derivative Practice Teaching	Apply the concept of habitat renewal to the exploration of "space construction" and "scene creation" in future communities to realize the goal of "people-centered" design.
4 Professional Core Competencies + Project Practical Training (8 lessons)	Future Community Project Design Analysis and Urban Renewal Practice	Cultivate logical thinking skills by using the debate method and the free questioning method		
5 Specialized Core Competencies + Thinking Deeper Training (8 lessons)	Residential Landscape Planning System Study	Guide students to create boldly, emphasizing the development of spatial imagination	Innovative Integrated Practice	In the context of China's culture going out, students are taught how to use design thinking to build new community culture and creative spaces, analyze how to tell local stories, display regional characteristics, and build cultural confidence.
6 Project Practical Application + Innovation Integrated Practice (8 lessons)	Design deepening and project summarization	Explore the mastery of course knowledge points and check the completeness and creativity of the work		

In the second level of derivative teaching (stages 3 and 4), students engage in the analysis and discussion of the design path for renewing old neighbourhoods, as well as the construction of future communities and the practice of urban renewal. These thematic discussions in the classroom aim to facilitate an exchange of experiences-style teaching. The classroom will facilitate an 'exchange of experience' teaching and learning context through discussions on the renewal of

old neighborhoods, construction of future communities, and urban renewal practices. This will cultivate students' problem-solving and discursive abilities.

During the third level of the innovative and comprehensive teaching stage (stages 5 and 6), experts from industrial enterprises are invited into the classroom to cultivate students' teamwork and practical innovation abilities through real project training.

4. Three Explorations: Multiple Composites of Teaching Models, Teaching Methods, and Teaching Objectives

Table 2. Online Classroom Teaching Arrangement.

“Residential Landscape Design ” Network Classroom Teaching Arrangement

	Week 1	Week 2	Week 3	Week 4
skill requirements	Subject foundation + theoretical explanation + cognitive practice	Professional core + program explanation + program practice	Professional core + plan deliberation + design practice	Professional Practice + Program Refinement + Project Reporting
	Teaching of theoretical knowledge, mainly by instructors	Design plan explanation: Professional teachers and industry experts enter the classroom	Design plan deliberation: Instructor + Student Discussion	Design report: Professional teachers and industry experts enter the classroom
Teaching arrangements and teaching resources	Teaching courseware + sharing network resources: MOOC for Chinese college students (residential landscape design, etc.) + various learning websites + BILIBILI website + GOOGLE map + Baidu map	Student report + teacher comment + sharing big data network resources: GIS spatial syntax: understand the urban layout texture, and conduct a large spatial layout analysis Google Maps/Baidu Maps: Through precise positioning of two-dimensional and three-dimensional maps, understanding the details and project site photos	Teachers' explanation + student discussion + targeted explanation of network resources: Chinese college students' MOOC (spatial art of the Dream of Red Mansions, Western garden landscape renderings, etc.) + various learning websites + BILIBILI website + GOOGLE map + Baidu map	Teachers' explanation + expert comment + student interactive discussion + expert sharing real projects and cases, with comments in the form of web conference

4.1. Teaching Mode: Combination of Teaching Team and Teaching Resources Online and Offline

First of all, combined with the networked practical teaching platform, industry experts are invited into the classroom to carry out "situational, project-based, experiential" and other practical teaching in line with the characteristics of the profession, and the interaction between schools and enterprises to jointly create an interactive practical teaching and research and creation platform for the arts "online".

Secondly, we break through the barriers of the teaching of practical courses in this speciality and explore the new prac-

tical teaching mode of "network practice". Combining VR technology, GIS spatial syntax, Baidu maps and a powerful cloud design platform to build a virtual reality environmental investigation and data analysis platform, so that students can deeply understand the terrain and environmental features through data, images and other sensory experiences, in order to achieve the teaching purpose of derivative practice.

At the same time, combined with various types of online learning platforms for the rational use of online learning resources, to create a good system of pre-study before class, review after class, and automatically find problems and deficiencies.

4.2. Teaching Methodology: Combination of "System Analysis Method" and "Project Teaching Method"

The teaching plan of this course organically combines the "system analysis method" and "project teaching method" in the thematic teaching topics, through the horizontal "system analysis step-by-step methodology→course research project exploration→practice and teaching evaluation" and the vertical "systematic analysis framework is constructed through the horizontal "systematic analysis steps and methods→course research project discussion→practice and teaching evaluation" and vertical "qualifying problems→searching for goals→research and data collection→feasibility assessment→reflection and conclusion" to achieve the "learning through practice and creativity, and making progress through dialogue and exchange". The advantages of this teaching method are that it instils knowledge and practical training in a gradual manner, facilitates students' multi-dimensional thinking, and strengthens the cultivation of practical application ability.

4.3. Teaching Objectives: Combining Theory and Practice

In the teaching process, in accordance with the five-step idea of "curriculum development, learning guidance, knowledge application, practical feedback, refinement and sublimation", with the help of the above mentioned diversified network data and platforms and practice carriers, so that the students in and out of the classroom can be related to the acquisition of knowledge and information, teamwork, teacher-student interaction to build a good environment for collaborative learning between theory and practice, and to achieve the goal of combining theory and practice through the teaching of the five steps of "curriculum development, learning guidance, knowledge application, feedback, and time to refine and sublimation".

4.4. Ideological and Political Education is Fully Integrated into the Teaching of the Curriculum

The formation of a perfect civic teaching mode for art design courses in colleges and universities is of great significance in promoting the reform of course civics, helping to further promote the reform of civic teaching of art design courses, implementing the fundamental task of the course of cultivating morality and promoting the theoretical research and practical exploration of course civics. [4] The teaching of this course combines the "Three-Whole Parenting Philosophy" to guide students in their ideological awareness. It helps students to construct diversified design thinking featuring multidisciplinary integration and collaborative innovation, and transforms the ideas of "truth, goodness and

beauty" in our traditional culture into an ideological and political teaching path integrating "aesthetic education + ideology and politics + innovation" in professional education to help students develop their core qualities and the soundness and development of talent cultivation mechanism. This will help students to develop their core qualities and improve and develop the talent cultivation mechanism. The programme integrates ideological and political education throughout the discipline system, professional system, teaching material system and management mechanism system. Combined with the "Guidelines on Strengthening the Work of Ecological Restoration and Urban Repair" officially released by the Ministry of Housing and Urban-Rural Development in 2017, and the policy guidance of establishing a new urbanisation path centred on human beings since the 18th National Congress of the CPC, the construction idea of a new urbanisation path of Chinese characteristics, which is "human-centred, synchronous with the four worlds, optimised layout, ecological civilisation and cultural inheritance", is explained in depth in the course of teaching. In the teaching process, the idea of "people-oriented, four synchronisation, optimised layout, ecological civilisation and cultural inheritance" of the new road of urbanisation with Chinese characteristics will be explained in depth, and through the study of thematic courses, such as "old district investigation" and "future community construction", regional governance, cultural self-confidence and the cultivation of a sense of social responsibility will be integrated into the teaching process, so as to help young people grow up at the same time. The programme is designed to help young people grow while spreading socialist core values.

4.4.1. Integration into the Teaching System

The programme integrates ideological and political education throughout the discipline system, professional system, teaching material system and management mechanism system. Combined with the "Guiding Opinions on Strengthening the Work of Ecological Restoration and Urban Repair" officially released by the Ministry of Housing and Urban-Rural Development in 2017, and the policy guidance of establishing a new urbanisation road with people as the core since the 18th National Congress of the CPC, the construction idea of a new urbanisation road of Chinese characteristics of "people-centeredness, synchronization of the four aspects of urbanisation, optimization of the layout, ecological civilization and cultural inheritance" will be explained in depth and in a simple manner in the teaching process. In the process of teaching, the construction idea of new urbanisation road with Chinese characteristics of "people-oriented, four synchronisation, optimal layout, ecological civilisation and cultural inheritance" was explained in depth. In the process of practical teaching through the "old district renewal", "future community building" thematic design and creation, guiding students to establish "respect for science, advocate science, real work, pragmatic" The students will be guided to

establish the creative spirit of "respecting science, advocating science, working hard and seeking practical results". By integrating elements such as transformation of regional characteristics and dissemination of cultural characteristics into specific design cases, we will lead the ideological and political education of university students with the spirit of literary and artistic creation, and then contribute to the exploration of the road of urban development with Chinese characteristics. [5]

4.4.2. Integration into Social Development

In the teaching process, real design cases are implanted according to national and regional development. Taking Zhejiang Province as an example, students are led to explore the problems and countermeasures for renewal and transformation of old neighbourhoods, which effectively enhances students' sense of participation and social mission. According to the curriculum, the teaching content is closely integrated with the improvement of students' quality, and various forms of creative thinking and discourse systems are presented. Combined with professionalism, in the process of educating people, the development of residential areas, regional planning, neighbourhood characteristics, etc. into specific design cases, with the spirit of literary and artistic creation to lead the ideological and political education of college students to educate students in addition to mastering scientific design methods, but also to take up the real mission of the planning and designing of the real mission of the designers, and then to explore the characteristics of the Chinese characteristics of the city to contribute to urban development.

4.4.3. Theme Creation Combined with Culture

Based on a study of a series of policies issued by Hangzhou city government, such as the Implementation Plan of Comprehensive Renovation and Upgrading of Old Communities in Hangzhou, the Four-year Action Plan for Comprehensive Renovation and Upgrading of Old Residential Districts in Hangzhou (2019-2022), and the Technical Guide of Comprehensive Renovation and Upgrading of Old Communities in Hangzhou (try out), the author visited and investigated about 10 typical old communities in the first batch of pilot projects published in 2019, including Xingong community in the upper urban area, Zhugan lane, Xiaotianzu Community and Zhizunong community in the lower urban area, Dujia new village in Gongshu District, and Jingtian Community in Jianggan District. [6]

Combined with professionalism, the course integrates the development of residential areas, regional planning and neighbourhood characteristics into specific design cases, leads the ideological and political education of university students with the spirit of literary and artistic creation, and integrates the transformation of regional characteristics and the dissemination of cultural characteristics into specific design cases. Combined with the sense of responsibility of "Renewal of old neighbourhoods" and "construction of fu-

ture communities", we integrate national pride, cultural self-confidence and honourable mission through the teaching of topic selection, module sorting and design text drawing. While spreading socialist core values, it also helps young people to grow up and educates students to not only master scientific design methods, but also to take up the real mission of planners and designers to improve the living environment of human beings through design, and then contribute to the exploration of urban development with Chinese characteristics.

4.4.4. Emphasis on Cultural Self-Confidence

As for the importance of culture, Pierre Bourdieu, a French sociologist, pointed out that in the contemporary society, culture has penetrated into all fields and overtaken traditional factors such as politics and economy to take the top spot in social life. [7] From the perspective of culture, as an important carrier of urban spatial structure, residential landscape design not only records the urban spatial pattern and creation mode, but also is the concentration of the connotation of the relationship between the city and the society, the city and the humanities and so on. Under the planning background of "building a city with culture", the teaching of planning and design courses related to residential areas can guide students to further understand the depth and connotation of culture. [8]

Under the background of China's cultural going out, combined with the spirit of the times with reform and innovation as the core, through the design investigation, we perceive and discuss with students how to use design thinking to build a new type of community culture and creative space; how to tell a good story of the place and show the image of the region during the process of designing the public space of the community; and guide the students to think about the ordinary things and people in their lives actively from the viewpoint of "humanisation", and ultimately realise the "empathy" of the design works to create the image of the region's characteristics and show the cultural self-confidence.

5. Planning and Reflection on the Teaching System

5.1. From Industry to Field to Enhance Objectivity in Course Evaluation

As higher education enters the stage of connotative development, the mode of integration of industry and education has gradually become an important initiative to deepen education reform, improve the quality of talent training and promote the supply of industrial talents [9]. Since the State Council issued Several Opinions on Deepening the Integration of Industry and Education in 2017, the integration of industry and education has become a new policy discourse, and the education sector has gradually upgraded the integration of industry and education into a kind of national strategy [10].

Therefore, this course breaks away from the traditional assessment method of marking final assignments and emphasises the cultivation of comprehensive and applied talents. Each practical level of the course requires students to synthesise their knowledge, ideas and design texts. Based on the construction of the "thematic" course system, the teaching evaluation is carried out in the context of "exchange of experience"; on the one hand, the teaching results are tested, and on the other hand, students are trained in the ability of practical output.

Several Opinions of the General Office of the State Council on Deepening the Integration of Education and Industry" stresses the need to "fully mobilise the enthusiasm and initiative of enterprises to participate in the integration of education and industry", therefore, in the process of marking the copies of the courses, we invite industry experts to discuss the employment standards of the industry and enterprises

together [11].

Dovetailing the assessment system with the practical application ability, it divides the five aspects of design application ability, namely, basic design ability, design application ability, language expression ability, comprehensive planning ability and design management ability, in different proportions, and completes the guidance from knowledge literacy to design application and then to the construction of thinking; and its effect is reflected in the stage reports and course assignments of each practical tier.(Table 3).

In addition, the form of coursework exhibition also breaks through the previous purely static forms such as exhibition boards and design texts, and turns into different levels of exhibition methods such as dynamic videos and public push, which not only enriches the content of the course, but also is a comprehensive manifestation of the use of students' creative thinking.

Table 3. Course Assessment Marking Scheme.

Achievement indicator	Percentage of score value	Content of examination	Score refinement	
			Detailed content	Score ratio
Usual performance	10	Attendance and classroom performance	Attendance	50%
			Classroom performance	50%
Basic design ability	10	Theoretical knowledge understanding Discussion and reflection in class	Theoretical memorization and knowledge consolidation	50%
			Reading assignment	50%
Design and application ability	30	Theoretical knowledge understanding Programmes thematic discussion Projects investigation and analysis	Field research	30%
			Site mapping	30%
			Preliminary project analysis	40%
			Project design	15%
Language expression ability	15	Scheme design idea Project design report Curriculum project practice	Communicational ability	30%
			Project report	30%
			PPT presentation	25%
Comprehensive ability of planning	15	Scheme design idea Curriculum project practice Scheme design deepening Design drawing deepening	Project design	35%
			Project report	35%
			Design text production	30%
			Analytical rigor	20%
Design management ability	20	Curriculum analysis and discussion Scheme design practice Project practice arrangement Team Organization Design deepening	Process integrity	30%
			Communication and organization ability	20%
			Depth of program completion	30%

5.2. Curriculum Construction and Reflections

Through the construction of "thematic" curriculum system, this course guides students to establish "audience thinking" by combining three aspects of practical investigation, emotional narrative and group participation, and conducts "empathetic" collaborative dialogue on real projects, which creates an "exchange of experience" teaching and learning context, and builds up a three-dimensional teaching and learning framework of "theory-practice-skill-thinking-feedback". This approach can make the teaching effectively focus on the cultivation of problem awareness and students' thinking ability, and effectively enhance students' sense of participation and sense of social mission. At the same time, in view of the problems of single traditional teaching method and low utilisation rate of network teaching resources, we carry out three-dimensional reform of teaching mode, teaching method and teaching objectives, emphasise the deep sense of participation in "learning through practical application and creation", and improve students' independent learning and innovation and practical ability.

5.3. Interdisciplinary Talent Development

The idea of transformational design, as identified by Professor Early Twine of the United States, suggests that the goal of transformational design is a more sustainable world that requires a more systematic way of thinking [12]. In the 21st century, the field of design has focused more on immaterial design, the design of systems, processes, organisations, interactions, experiences, and relationships [13]. In terms of the integration of teaching methods and reflective practice innovation, we have been thinking about how to integrate online teaching resources and build a platform for school-enterprise interaction, incorporate new technologies, new achievements and content at the forefront of socio-economic development into the teaching of the curriculum, and standardise the framework of the curriculum system in order to serve the teaching of the curriculum.

In terms of the evaluation of teaching effect, the assessment system is docked with the practical application ability, the understanding of each knowledge point and the ability to apply it are assessed in detail, and the proportion of points for each item is refined according to each assessment index. The evaluation method covers the assessment of the degree of mastery of basic knowledge, comprehensive design ability, and practical operation ability. Based on the trinity of the evaluation model, it regulates the learning and development of students in the learning process in an all-round way, fosters the multi-dimensional cognitive model, further regulates the evaluation standard and evaluation system, and has a great role in advancing the cultivation of the students' innovative consciousness and practical ability, and forms a closed loop of teaching [14].

6. Conclusions

The construction of new liberal arts is the new vision of talent cultivation reform in China's institutions of higher education, emphasising the cultivation of high-quality talents with innovation and entrepreneurship and cross-border integration for the society [15]. Through the construction of teaching system and transformation of cultivation path, the course "Landscape Design of Residential Area" shifts the teaching from teacher-centred to student-centred, and promotes the fundamental change of teaching relationship. While enhancing the vitality of classroom teaching and strengthening the teaching effect of the course, it combines the cultivation of innovative consciousness and humanistic quality, unifies the results of human education with social value, and realises the cultivation goal of composite talents.

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Author Contributions

Dong Rui is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The authors declare that they have no competing interests.

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