Cultivation of Collaboration Skills in Landscape Architecture Design Course Based on the Workshop Model

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Abstract: Against the backdrop of the increasingly urgent demand for compound and collaborative talents in the contemporary landscape architecture industry, the traditional teaching model of landscape architecture design course, which mainly focuses on individual design, has gradually exposed the deficiency in cultivation of collaboration skills. As a teaching carrier that emphasizes interactivity, practicality and collaboration, the workshop model provides an effective pathway to solve this dilemma. This paper first analyzes the current situation and demand of the cultivation of collaboration skills in the landscape architecture design course, and elaborates the adaptability of the workshop model to the cultivation of collaboration skills in this course. Secondly, it constructs a collaboration skills cultivation pathway based on the workshop model from four dimensions: theme design, grouping strategy, process optimization, and assessment system. Research shows that the workshop model can break through the limitations of traditional teaching, achieve deep integration of "teaching, learning and doing", and provide practical reference for the systematic cultivation of collaboration skills of landscape architecture design professionals.

Keywords: Workshop Model; Landscape Architecture Design Course; Collaboration Skill; Teaching Reform; Practice Teaching

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1.Introduction

Landscape architecture design is an integrated subject that integrates art, science and engineering. Its essence lies in solving complex problems in human settlement by integrating multi-disciplinary knowledge and coordinating the needs of multiple subjects. With the acceleration of urbanization and the advancement of ecological civilization construction, landscape architecture projects are increasingly characterized by expanded scale, complex functions, and multiple subjects involved, which puts forward higher requirements for the collaboration skills of designers. However, at present, the landscape architecture design course in most domestic colleges and universities still mainly employ the model of "teacher-led instruction + individual design". Students' lack of collaboration training in real scenarios in the course makes it difficult for them to quickly adapt to the team-based project operation model after graduation. The workshop model can simulate real scenarios of design projects with its core features of task-driven nature, interactive participation, and teamwork to provide students with immersive collaborative practice platforms. Therefore, it is of great practical significance to explore the cultivation pathways of collaboration skills in landscape architecture design course based on the workshop model for improving the quality of professional teaching and cultivating high-quality talents that meet the needs of the industry.

2.Current Situation and Demand of Collaboration Skill Cultivation in Landscape Architecture Design Course

2.1 *Limitations of the Current Cultivation Models*

The teaching logic of traditional landscape architecture design course mostly revolves around "theoretical instruction - scheme conception - drawing", and emphasizes students' individual design creativity and expression ability, while the cultivation of collaboration skills is often marginalized. From the perspective of teaching organization, in the course, design tasks are predominantly assigned on an individual basis. During the process of scheme design, students lack in-depth communication with others, and therefore, it is difficult for them to understand the logic of "task allocation - integration - coordination" in teamwork. From the perspective of teaching content, the course focuses mainly on professional knowledge such as design code and techniques of expression, and pays less attention to the cultivation of collaboration skills such as communication skills, conflict resolution, and project

management. From the perspective of teaching assessment, the assessment criteria mostly focus on the creativity and completeness of the final design achievements, but neglect students' performance during the collaborative process, which leads to that students lack intrinsic motivation to enhance their collaboration skills [1]. This monolithic training model often leads to problems such as poor communication with clients, low efficiency in collaboration with cross-disciplinary teams like structural engineers, and difficulty in integrating the internal schemes of teams when students enter the workplace after graduation. As a result, it is hard for them to quickly adapt to the industry demand for compound talents.

2.2 *Core Demand for Collaboration Skills in Industry Development*

The development tendency of the landscape architecture industry determines that collaboration skills have become one of the competitive powers of designers. From the perspective of project operation process, a complete landscape architecture project needs to go through multiple stages such as preliminary research, scheme design, preliminary design, construction drawing design, and construction coordination. At each stage, designers need to collaborate with multiple subjects including the client, planners, architects, structural engineers, and construction units. For instance, during the initial research stage, designers need to communicate with the client to define the project requirements and collaborate with sociologists to conduct research on user behaviors. During the scheme design stage, it is necessary to coordinate the cohesive relations between buildings and landscape with the architects and discuss the feasibility of the landscape structure with the structural engineers. From the perspective of the problems that need to be solved by projects, contemporary landscape architecture projects often involve complex issues such as ecological restoration, cultural inheritance, and sponge city construction, and require the integration of knowledge from multiple disciplines including ecology, geography, and sociology, which demands that designers have interdisciplinary collaboration skills, communicate effectively with experts from different sectors, and form collaborative solutions [2]. In addition, with the popularization of the team-based working model within the industry, designers also need to have teamwork skills, including clearly defining role positioning, efficiently communicating ideas, reasonably allocating tasks, and coordinating differences in opinions, to ensure the efficient advancement of projects.

3.Adaptability of the Workshop Model to the Cultivation of Collaboration Skills in Landscape Architecture Design Course

3.1 *Simulation of Real Project Scenarios*

The practicality of landscape architecture design determines that the cultivation of collaboration skills must rely on real project scenarios. The workshop model usually takes specific venues or real design tasks as the carrier to allow students to carry out collaboration practice in simulated project scenarios. For instance, taking real projects such as the improvement of idle places on campus and the design of pocket parks in urban communities as the themes of workshops, Students need to complete the whole process of site research, demand analysis, scheme design, and achievement presentation like professional designers. During this process, they need to collaborate with other team members, communicate the requirements with "Party A" (such as schools' rear-service departments, community residents) and discuss the feasibility of schemes with "experts" (such as course teachers, industry mentors). This simulation of real scenarios enables students to directly experience the significance of collaboration in the design process, understand the responsibilities and requirements of different roles, and thereby enhance their collaboration skills in a more targeted manner.

3.2 *Openness of Multi-Subject Interaction*

The core of collaboration skills lies in effective interaction with different subjects. The workshop model has a natural feature of openness. It can break the one-way teaching relationship of "teacher-student" in traditional classrooms and build a multi-subject interactive teaching network. In the landscape architecture design workshops, participants include not only students, but also course teachers, front-line designers, experts in related sectors (such

as ecologists and sociologists), and stakeholders involved in projects (such as site users). In the workshops, students can exchange design ideas with their classmates and spark for creative ideas through group discussions, brainstorming, mutual assessment of schemes, and other forms, learn collaboration experience and professional knowledge from industry mentors and interdisciplinary experts through expert lectures, one-on-one guidance and other forms, Through design activities with public participation, students communicate with the site users for their requirements to enhance their communication and expression ability. This multi-subject interactive environment provides students with abundant collaborative scenarios, and enables them to train their collaboration skills in various interactive situations.

3.3 *Practicality of Task-Driven Nature*

Collaboration skills are formed and enhanced in practice rather than mastered merely through theory teaching. The workshop model is task-oriented, integrate the cultivation of collaboration skills into specific design tasks, and allows students to "learn by doing" [3]. The tasks of workshops are usually complex and challenging, and require team members to work together to complete them. For example, the site research task can be broken down into topographic survey, vegetation investigation, user interviews, and other sub-tasks, which are undertook by different students. Then, the research findings are integrated through team meetings. The task of scheme design is divided into concept conception, layout, and effect presentation, and other links. Team members exert respective advantages to jointly promote the deepening of schemes. In the process of completing tasks, students need to communicate proactively, coordinate differences, integrate opinions, and their collaboration skills are naturally trained and enhanced.

4.A Cultivation Pathway of Collaboration Skills in Landscape Architecture Design Course Based on the Workshop Model

4.1 *Positioning the Themes Accurately*

The positioning of the workshop themes serves as the foundation for cultivating collaboration skills and requires a balance among specialization, practicality and collaboration. Firstly, the themes should closely adhere to the core content of the landscape architecture design course, such as urban park design, waterfront landscape design, and rural landscape renewal, to ensure the organic integration of collaboration skills training and professional knowledge learning. Secondly, the themes should have a real project background. Priority should be given to choosing real sites around schools, within communities, or planned by local governments as design objects to allow students to face real site conditions, user demand, and design constraints, thereby enhancing the pertinence of collaboration. Finally, the themes should encompass multi-dimensional collaboration demand. For instance, in the "Landscape Renewal of Old Communities" workshop, teachers can set sub-tasks such as "communicating with community residents for their requirements", "negotiating renovation budgets with property administrators", and "discussing construction feasibility with construction units" to enable students to enhance their skills in various collaborative scenarios.

4.2 *Forming Teams Scientifically*

Teams are the basic unit of workshop collaboration. Scientific team formation can provide a good foundation for the cultivation of collaboration skills. In terms of team size, it should be reasonably set based on the complexity of the workshop tasks. Generally, 4 to 6 people are appropriate in a team. If the team size is too small, it will be difficult to embody the value of collaboration; if it is too large, it is prone to problems such as unclear task allocation and inefficient communication [4]. In terms of member composition, it should follow the principle of "heterogeneity complementation", consider students' personality traits, specialties (for instance, some students are good at freehand sketching, some are good at computer modeling, and some are good at research and analysis), academic performance, and other factors to ensure that each team has "organizers" who are good at communication and coordination, "designers" who are good at idea creation, and "executors" who are good at handling details, allowing students to

exert their advantages and complement their disadvantages in collaboration. Meanwhile, teams can be formed through a method that students form teams freely, and teachers made appropriate adjustment. Firstly, students can form teams based on their interest on their own to give full play to their subjective initiative. Then, teachers can make minor adjustment according to the principle of heterogeneity complementation to avoid the problem of unbalanced team structure. In addition, workshops should establish a role exchange mechanism to allow students to experience different dimensions of collaboration in various roles and comprehensively enhance their collaboration skills, for example, students take turns to serve as team leaders, presenters, recorders, etc.

4.3 *Optimizing the Implementation Process*

The implementation process of the workshop is the core link in cultivating collaboration skills. It is necessary to guide students to actively collaborate with each other in practice through scientific process design. Combining the working logic of landscape architecture design, the implementation process of the workshop can be divided into four stages, and each stage integrates in targeted collaborative training. The first is the "task disassembly and task allocation" stage. After teachers clearly define the overall tasks and goals of workshops, they should guide each team to break down the tasks through discussion. The overall tasks are broken down into sub-tasks such as site investigation, demand analysis, concept conception, scheme design, achievement integration, and presentation, and tasks are allocated clearly according to the strengths of the members. At this stage, the focus is on cultivating students' ability in task planning and role positioning. Teachers can guide the teams to define the responsibilities and time nodes of each member by providing "task allocation tables", "role assignment cards", and other tools. The second is the "research and conception collaboration" stage. Each team carry out site investigation according to their tasks. After the investigation was completed, a team meeting is held to integrate the investigation data, jointly analyze the site issues and user demand, and exchange design concepts through brainstorming. At this stage, the focus is on cultivating students' communication and expression ability as well as their ability to integrate opinions. Teachers can organize cross-team mutual assessment activities of research findings, allow students to learn from others' collaborative experience through communication, and provide guidance for communication problems among teams at the same time. The third is the "deepening and coordination of schemes" stage. Teams deepen the schemes based on common design concepts. During this period, Teams need to hold regular team meetings to discuss the progress of the schemes, coordinate design differences, and communicate with teachers, industry mentors, site users, etc. at the same time to get feedback and optimize the schemes. At this stage, the focus is on cultivating students' conflict resolution and cross-subject collaboration skills. Teachers can simulate different scenarios where "party A call in question to the schemes", "the construction party raise difficult questions" and so on to enable students to learn to coordinate the opinions from all parties under pressure. The fourth is the "integration and presentation of achievements" stage. Team members jointly integrate the design achievements, produce presentation texts and display boards, and select representatives to give presentations. After the presentations, they take questions and comments from teachers and students. At this stage, the focus is on cultivating students' ability to integrate achievements and express themselves publicly. Teachers can guide students to optimize the logic of their presentations through task allocation and collaboration, thereby enhancing the effect of their presentations.

4.4 *Perfecting the Assessment System to Ensure the Effect of Collaboration Skill Cultivation*

A scientific assessment system is the key to ensuring the effect of collaboration skill cultivation under the workshop model. It is necessary to abandon the traditional assessment method centered on achievements and build a comprehensive assessment system integrating "process + achievements + feedback". In terms of the assessment content, both professional ability and collaboration skills should be taken into account. Professional ability mainly assesses the creativity, scientific nature, feasibility, etc. of design schemes. Collaboration skills mainly assess in terms of students' role performance, communication enthusiasm, task quality, conflict resolution effect, and contribution in the team. To comprehensively assess collaboration skills of students, teachers can design a

"Collaboration Skill Evaluation Scale", set assessment indicators such as "active participation in team discussions", "task allocation completion on time", "effective communication of design ideas", "active coordination of different opinions", and "assistance in solving team problems". Each indicator is divided into four levels: "distinction", "merit", "pass", and "fail". In terms of the assessment subjects, multiformity of subjects should be achieved, including teacher assessment, peer assessment, and self-assessment. Teacher assessment focuses on the objective assessment of students' overall performance, and make suggestions based on classroom observation, achievement reviews, etc. Peer assessment means that team members assess each other based on their actual performance during the collaboration process to promote mutual supervision and learning among students. Self-assessment is that students reflect on their roles and performance in teams, and summarize their strengths and weaknesses.

5.Conclusion

Traditional landscape architecture design course has many problems such as monolithic teaching organization, missing content, and one-sided assessment in the cultivation of collaboration skills, and is difficult to meet the industry demand for collaborative talents. However, with its simulation of real scenarios, openness of multi-subject interaction, and practicality of task-driven nature, the workshop model is highly compatible with the demand of landscape architecture design course for cultivating collaboration skills and is an effective carrier to solve the current cultivation dilemmas. Establishing a four-in-one collaboration skill cultivation pathway of "theme positioning - team formation - process optimization - assessment system" can achieve the synergetic development of collaboration skills and professional ability. Precisely positioned themes provide a carrier for the cultivation of collaboration skills. Scientifically formed teams lay the foundation for the cultivation of collaboration skills. Optimized implementation process strengthens the process of cultivating collaboration skills. And a perfect assessment system ensures the effect of cultivating collaboration skills.

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