

# "Classroom Revolution" of Landscape Architecture Design Based on DIE

Gong Suning<sup>1,2,\*</sup>, Ban Naiming<sup>2</sup>

<sup>1</sup>College of Urban Design, Shanghai Arts and Design Academy, Shanghai, China

<sup>2</sup>School of Media and Design, Nantong Institute of Technology, Nantong, China

## Email address:

eryu2008@sohu.com (Gong Suning), 344164309@qq.com (Ban Naiming)

\*Corresponding author

## To cite this article:

Gong Suning, Ban Naiming. (2023). "Classroom Revolution" of Landscape Architecture Design Based on DIE. *Higher Education Research*, 8(6), 253-258. <https://doi.org/10.11648/j.her.20230806.17>

**Received:** November 29, 2023; **Accepted:** December 18, 2023; **Published:** December 20, 2023

---

**Abstract:** DIE (Drama in Education) is a teaching method that applies the skills of drama and theater to the curriculum with the goal of developing well-rounded students. Aiming at the problems of "four no's" and "four no's" common in traditional classrooms, this study tries to introduce DIE teaching methods in the teaching practice of landscape architecture design courses, making teachers become "directors" in organizing classes, and students become "actors" actively participating in teaching, so as to learn independently, learn from each other, experience together and discuss together. To realize the student-centered teaching method, combined with the professional teaching practice from the environment, teacher-student relationship, teaching methods of six implementation paths of classroom reform, so as to achieve the real "classroom revolution"; This paper summarizes the innovation points of integrating DIE into the "classroom revolution" in the course teaching of landscape architecture design. According to the difference of different courses, explore different implementation methods; Combined with the above practice to summarize the effect of reform; and put forward the concrete measures to promote the "classroom revolution" model. This study will help to promote the application of DIE in the teaching of various courses in colleges and universities, and effectively promote the exploration of "classroom revolution" in colleges and universities in the new era.

**Keywords:** Drama in Education, Landscape Architecture Design, Classroom Revolution

---

## 1. Introduction

In order to better enhance the active learning ability, teamwork spirit and self-expression ability of students majoring in landscape architecture design, and help them establish creative thinking and critical thinking, the teaching method of "Drama in Education" (DIE) has been introduced into the teaching courses of landscape architecture design majors recently. Make the teacher become the "director" of the classroom, the guide and the summarizer of teaching, and the student become the "performer" of the classroom, actively participate in teaching, group discussion and common progress. Improve students' interest in learning, be able to take the initiative to learn, and make teachers happy to share knowledge with students. Of course, this requires teachers to make full preparation before class, combine training objectives and specific courses, and increase their

teaching ability and drama knowledge, as well as their ability to improvise and control in class. This innovative teaching mode is well received by the majority of students, and teachers gain a lot of valuable teaching experience from it.

## 2. Overview of DIE

The idea of integrating drama into teaching originates from the American philosopher John Dewey's idea of "learning by doing" and "learning by doing drama". At the beginning of the 20th century, British drama education researcher Finlay Jonson and educator Caldwell Cook had already begun to practice drama teaching, which had a great influence in Europe. In 1930, American drama educator Winnifred Wald put forward "creative drama teaching methods" based on his

teaching experience and compiled "Creative drama Techniques", which became a guiding document for campus drama education activities. In the 1950s, Dorothy Heskett, Gavin Burton, Jonathan Neelanders and others developed educational drama into a mature method of DIE and TIE. At the end of 1980s, western developed countries gradually began to establish a complete system for the study of drama practice. Professor Zhang Xiaohua of Taiwan University of the Arts believes that "DIE is a teaching method that uses the skills of drama and theater to engage in school classrooms." [1] On the premise of completing the teaching objectives of the course, teachers use games, imitation, improvisation, role playing and other methods in drama training and performance in class in a planned way to guide students into a specific simulation situation, slow down time, and establish different forms of self-viewing for participants, so that students have a stronger awareness of the situation. And get some kind of thinking from it, promote students' intellectual development, cultivate students' life skills, and improve their cognitive ability (Figure 1) [2]. In 1995, Li Yingning participated in the second International DIE Alliance meeting, introduced DIE to China, and conducted DIE experiments and training in communities and schools. In 2000, the Ministry of Education formulated the Reference Table for the Development Level of Students' Artistic Ability, pointing out that it is necessary to use drama to cultivate students' teamwork ability and "learn cooperation between people in dance and drama games" [3]. Recently, there have been many DIE training groups: Catch the Horse Baby in Beijing, Brooke Children's DIE in Chongqing, Jiufang Shufu Workshop in Shanghai, etc. China's DIE started late, the scope of use is solidified, and the development is relatively slow. It has attempted to apply it in Chinese, foreign language and other liberal arts teaching of children, primary and secondary schools in our country, but there are few application cases and studies in college teaching. Based on the knowledge of DIE and drama performance, this research team attempts to apply DIE in the teaching of landscape architecture design major in colleges and universities to provide new ideas for the teaching innovation of art design courses [4, 5].



Figure 1. DIE scene.

### 3. Main Problems

#### 3.1. How to Make Students Fall in Love with Class

In recent years, the status of college students in class is usually "four nos": (1) No questions, no questions, no conclusions; (2) Do not believe in knowledge, do not believe in teachers, do not innovate; (3) Can not use, no skills; (4) Do not love learning, will not learn, no motivation. It seems that students and the classroom, knowledge, teachers are two worlds, are coping with the class, no one likes class. On the one hand, it is a problem of curriculum, on the other hand, it is a problem of teachers' teaching methods. Teachers do not understand students, do not understand their needs, do not use teaching methods suitable for them and create a teaching environment that students like. The concrete realization method of this "classroom revolution" can change the "four Nos" state of students and make students fall in love with class.

#### 3.2. How to Make Students Fall in Love with Class

Now many teachers face the class status of students, will use the "four regardless" way: (1) Read from the book, full of instilling, whether you listen to it or not; (2) Impassioned, self-absorbed, whether you will or not; (3) Being cynical and emitting negative energy, whether you are tired or not; (4) The process is finished, the class is over, whether you learn or not. This kind of classroom is very quiet and "peaceful", students and teachers seem to "live in harmony", in fact, there is no intersection between the two sides, there is no exchange of ideas. Students do not like this kind of classroom and teachers, and teachers complain that students are not serious. The teacher is just to complete the task, the exam question guidance before the exam, everything is done. How can a teacher who does not love class love students and share knowledge? This "classroom revolution" can change the "four regardless" phenomenon of teachers, so that teachers fall in love with class.

### 4. The Implementation Path of "Classroom Revolution"

#### 4.1. Reform of Teaching Methods: From Teacher-Led to Student-Led

The traditional classroom teacher teaches PPT and pictures on the stage, and the students look or don't look at them. In fact, students can learn basic theories and knowledge by themselves before and after class or through the Internet, share knowledge and feelings on the stage during class, and the teacher listens to the students under the stage, and finally summarizes, combs and guides them. The desks can be changed to be suitable for sitting around tables, which is convenient for students to discuss in groups, and for teachers to observe and guide in groups (Figure 2).



Figure 2. Students discuss in groups on site.

#### 4.2. Adjustment of the Positions of Teachers and Students: Students and Teachers Hear Students Speak on the Stage

Since ancient times, many people believe that teachers know more and students know less, and students should listen to teachers. "Learning has successively, the skill industry has specialized", in the modern era of technology and network development, many new scientific and technological knowledge and technology teachers are not very familiar, and some students are proficient, you can let proficient students share on stage (Figure 3), let them experience the feeling of "teacher"? Students discuss a topic together, may have dozens of ideas, and actively participate in thinking and gain benefits, far greater than directly memorizing several methods in the textbook.



Figure 3. Student lecture.

#### 4.3. Classroom Freedom: From Focusing on the Right Answer to No Right or Wrong

All along, teachers and parents want students to get 100 percent, what is right is a good student, but where does the right answer come from? In the classroom, the teacher habitually gives the right answer, but the students do not think and accept it, they just listen and do not know why it is right. If students are allowed to experience "wrong" and then find "right", the students learn knowledge from the experience of "right and wrong", learn to question and treat things critically. Don't be afraid to express your opinion (Figure 4, Figure 5), and at the same time deepen the memory of new knowledge, and even remember it for a lifetime. At the same time, the assignments and exams of landscape architecture design courses are mostly design projects. All kinds of schemes are relatively subjective contents, which are the expression of students' design ideas and creativity. There are certain criteria for evaluation, but there is no absolute correct answer.



Figure 4. Students question each other.



Figure 5. Student proofreading.

#### 4.4. Grow in Projects and Competitions

Through different combinations of personnel, students can form a variety of forms of study groups to discuss together, brainstorm, perform their own duties, exchange and study with each other; In addition, by participating in different types of project tasks and design competitions, students can stimulate design inspiration in tight time and environment, create works of a certain level, grow faster, expand students' horizons, enhance students' learning motivation, and invest in the next stage of learning with greater motivation after winning awards and reflection.

#### 4.5. From Knowledge Transfer to the Cultivation of Comprehensive Ability

The traditional teaching is to attend classes, do homework, and take examinations, mainly focusing on the imparting of knowledge, while in today's era, the requirements for talents are constantly improving and changing. Therefore, in the teaching, important DIE teaching methods such as characteristic atmosphere creation, scene reproduction and role playing are used to constantly motivate students' enthusiasm and imagination, make them think and act in the role, transform existing experience into new experience, and pay attention to cultivating students' rational design thinking ability. Strengthen students' awareness of communication and cooperation, active learning, critical thinking and innovative ability training, so as to improve students' comprehensive ability and adapt to future work better and faster.

#### **4.6. Three "Cause" Method**

##### **4.6.1. Teach Students According to Their Aptitude**

Before or during the class, students' preferences, habits and growth background can be fully understood through certain games, so that different teaching methods and contents can be adopted according to the characteristics of different students, so as to better group and set appropriate interactive links.

##### **4.6.2. Change Teaching According to the Time**

Nowadays, with the rapid update of science and technology and information, teachers should constantly update the teaching content and teaching methods in a timely manner, and expand professional teaching by combining current affairs, information means and the content of students' interest.

##### **4.6.3. Learn for Fun**

According to the interests of students, timely adjust the teaching content and teaching methods, mobilize the enthusiasm and initiative of students, in order to better activate the classroom atmosphere, so that students have a good impression on the teacher, the course and the classroom, in order to better generate learning interest.

## **5. The Innovation of "Classroom Revolution"**

### **5.1. Establishing a New Type of Teacher-Student Relationship**

In traditional teaching, "teachers should preach and teach to solve doubts", which thinks that students should listen to teachers. However, children growing up in the modern environment prefer to learn in the democratic and harmonious relationship between teachers and students. In the classroom of DIE teaching, students no longer need to worry about being criticized by teachers, teachers no longer need to complain about students' mistakes, put down their guard, and naturally learn in the drama experience, thus establishing a new relationship between teachers and students. (1) Teaching and learning: Teachers' "teaching" can promote students' "learning", teachers can learn from students, students can surpass teachers; (2) Psychological compatibility: teachers and students are psychologically coordinated, in the teaching process is a close relationship between teachers and students, emotional harmony, equal cooperation.

### **5.2. Break the Traditional Classroom Layout**

In the traditional classroom, the teacher is on the podium and the students are listening under the stage. However, the classroom layout of nearly 1,000 years can be changed in today's era? Many foreign schools no longer have a podium, but teachers and students speak together, teachers and students talk to each other, students walk through the

classroom and outside the classroom, these are commonly used methods of teaching drama, but also need to adjust the classroom layout and equipment accordingly.

### **5.3. The Application of DIE to College Design Courses**

Drama teaching in general education is mostly used in preschool education and children's education, mainly involving liberal arts subjects such as Chinese, foreign language and law, and few cases and studies have been applied to college design courses. This study expands the application field of DIE teaching methods, and the teaching mode of "DIE + landscape architecture design" used is superior to the traditional teaching mode in many aspects. It will also promote the integration of knowledge from various disciplines.

## **6. Teaching Design of Landscape Architecture Design Course**

(1) Enable students to feel the space as a three-dimensional object, so as to design creative three-dimensional composition works.

(2) The use of scene performance, practical experience, story reasoning in Ergonomics, so that students can experience the reasonable and unreasonable use of ergonomics in real life through their own experience, in order to design more ergonomic works.

(3) In all kinds of site design courses, the use of expert clothing, report scene simulation, model making, project team simulation, expert consultation, mutual diagnosis, so that students can learn design in real experience.

(4) Lead students to participate in various design competitions during practical training and practice classes, create a sense of urgency through project participation and experience, promote the outbreak of short-term inspiration, accelerate the growth rate of students, and cultivate the ability of team communication and cooperation [6].

## **7. Implementation Results**

### **7.1. Students' Learning Enthusiasm Is Improved, and Teaching Quality Is Improved**

This teaching method is relatively novel. Students actively participate in the task in class and have a strong sense of experience, which makes learning not boring and gives play to students' subjective initiative. After class, I actively asked questions and participated in various design competitions, gained knowledge from various tasks, and had a strong sense of satisfaction. The completion degree and quality of design tasks were significantly improved.

### **7.2. Better Relationship Between Teachers and Students**

Through this "classroom revolution", students, students and teachers form a complete teaching system to jointly complete each teaching "performance", jointly create a

"performance scene" of teaching and learning, and pass on design methods, thinking, steps, techniques, etc., through different activities, rather than talking and listening rigidously. In practice, games and situations, the general sense of confrontation between teachers and students is resolved, the communication between teachers and students is promoted, and the relationship between all people is more harmonious.

### ***7.3. Stimulate Creative Thinking***

Students are no longer confined to sitting in the audience, but constantly on the stage to be "teachers"; Learn to question others' opinions; Form groups at any time to discuss together; Use props, drawing tools to complete tasks, etc. Students are very busy in class, constantly participating in various tasks and playing different roles, which can stimulate students' creative thinking and design inspiration [6].

### ***7.4. Students Are Better at Learning Under Influence***

DIE teaching promotes the integration of knowledge of various disciplines. Under the influence of comprehensive dramatic teaching scenarios, students will take the initiative to like such teaching methods, and are more willing to find the fun of courses, so as to increase their involvement, naturally dig out their learning motivation, clarify their learning goals, and learn self-management and independent learning. The teacher will play the role of "director" to assist and guide.

## **8. Conclusions and Suggestion**

In short, the application of DIE in landscape architecture design teaching in colleges and universities is the progress of educational concept and teaching mode, which can enrich the implementation of classroom revolution, not only improve students' creativity, imagination and cooperative spirit, but also effectively improve students' ability to adapt to society, promote the development of their potentials in all aspects, and enhance their humanistic quality. How to better promote the teaching method of "DIE + Landscape architecture design" needs to effectively sort out the teaching methods and measures that can be used for promotion [7, 8].

### ***8.1. Dramatization of Teaching Methods***

Drama is a broad and profound art category, and the training methods of different drama categories are also different, so it is necessary to highly summarize, effectively sort out and selectively learn their training methods. At this stage, the dramatization teaching method is mainly used in some courses of landscape architecture design. How can we summarize this method into a specific method that other teachers can easily grasp? It is necessary to combine the characteristics of different courses and majors, and make many attempts and in-depth discussions with teachers of each course [9]. Through practice feedback, summary, improvement to enrich and improve the dramatic teaching

methods suitable for other courses of landscape architecture design [10]. In addition, some professional courses are suitable for a certain kind of teaching mode, which requires teachers to explore this mode in depth, learn other dramatic and artistic training methods, and develop new dramatic teaching methods, so as to continuously enrich dramatic teaching method in breadth and depth. This is a long and continuous development process, and there is still a long way to go [11].

### ***8.2. Strengthen the Training of Dramatic Teachers***

Teachers who can use drama teaching should not only have professional teaching knowledge, but also theoretical knowledge and practical ability of pedagogy and drama performance, and the ability to integrate multidisciplinary knowledge, but also have good ability to organize and control the classroom [12]. At present, there is no such major, curriculum and teacher training in the traditional teaching system in China. Therefore, the education department can make use of local drama resources to train in-service teachers on drama education and drama performance. In addition, normal colleges can cooperate with drama colleges to allow drama graduates or teachers and students aspiring to engage in drama education to set up drama education related courses for normal students [13].

### ***8.3. Sufficient Attention Should Be Paid to Drama Education in the Curriculum Setting of Colleges and Universities***

The elective course of drama can be carried out in the public art education course of colleges and universities. Nanjing Normal University, Beijing Normal University and Fudan University offer elective courses related to drama, film, television and performance earlier. They combine drama theory, appreciation, criticism, performance and creation, which are highly favored by students [14]. They not only increase students' knowledge of drama and art, but also contribute to the application of drama in various courses [15].

### ***8.4. Drama Practice Extends Beyond the Classroom***

To promote educational drama and expand its benefits, drama activities can be incorporated into the cultural construction of college campuses, and students can be encouraged and supported to establish drama, performance and art clubs. Under the support and guidance of the Student Union, publicity Department and other departments, we will carry out rich drama activities to mobilize creative enthusiasm, enthusiasm and imagination, so as to obtain a sense of achievement. The Kennedy Center's annual College Theater Festival has attracted about 200,000 students, with more than 1,000 plays submitted. Students with a certain drama foundation will be conducive to the development of educational drama teaching and the improvement of various abilities [16].

## Acknowledgments

This article is New Era China Institute of Vocational Education 2023 Vocational Education Project (SZ23B44); The Shanghai Vocational College of Arts and Crafts "Double High Plan" Construction Project (2023-A-3-4-3); Jiangsu Province Education Science "14th Five-Year Plan" annual project 2021 (D/2021/01/34); The Supply and Demand Docking Employment Education Project of the Ministry of Education (20220103114) (20230113004); Nantong City Sixth Jianghai Talent Training Project (2022II-292); The Second Batch of National Vocational Education Teacher Teaching Innovation Team Research Project (Z12021120202) one of the phased results.

## References

- [1] W. Cen. Educational significance and teaching strategy of educational drama. Department of Contemporary Education, 2010 (17), pp. 7.
- [2] S. N. Gong, R. H. Chen, N. B. Innovative application of DIE in college teaching. Educational Teaching Research, 2017 (5), pp. 10-16.
- [3] H. Z. Sun. The status and role of drama in education [J]. Dramatic Arts, 2002 (1), pp. 1-6.
- [4] S. N. Gong, Y. N. Li. Research on teaching innovation of university Environmental design based on DIE. Drama House, 2018 (11), pp. 124-126.
- [5] S. N. Gong, R. H. Chen. Evaluation of blended teaching effect of Landscape architecture design major based on Kirkpatrick Model. Architecture and Culture, 2023 (10), pp. 230-233.
- [6] S. N. Gong, R. H. Chen, Y. H. Wu. Research on the construction of SPOC mixed Teaching Effect evaluation model for college Art design majors based on Kirkpatrick model. Beauty and Times (I), 2022 (12), pp. 142-147.
- [7] X. Y. Zhang. Education for the body, drama for the use? -- On the Triple consciousness of educational drama Exploration [J]. Contemporary Educational Science. 2023 (10), pp. 13-21.
- [8] M. Su. Three-dimensional Integration of Drama Performance and Classroom Teaching [J]. Educational Theory and Practice, 2023, 43 (26), pp. 48-52.
- [9] S. N. Gong, S. M. Yin, C. Y. Zhu, J. S. Zou. Discussion on SPOC mixed teaching design of college Art design curriculum. Western Quality Education, 2023, 9 (3), pp. 5-8+17.
- [10] R. X. Hong. Reflections on Educational Drama: Characteristics, Evolution and Localization Controversy [J]. Dramatic Arts, 2023 (03), pp. 1-11.
- [11] S. H. Xu. Educational Drama makes the classroom "alive" -- A case study of "Being a Responsible Person" teaching [J]. References in Middle School Political Teaching, 2023 (10), pp. 34-36.
- [12] C. C. Sun. A Study on the Characteristics and Functions of educational drama Development [J]. Jiangxi Social Sciences, 2023, 43 (02), pp. 100-107.
- [13] M. S. Yan. The effect of symbolic Interaction Theory on educational drama education [J]. Beijing Social Sciences, 2022 (08), pp. 83-93.
- [14] Z. Xu, Y. Ling. The Times Call for Aesthetic Education Drama [J]. Chinese Drama, 2022 (03), pp. 87-89.
- [15] H. M. Zhou. Educational Drama: Making Classroom Teaching move from clever to profound [J]. Reference for Middle School Political Teaching, 2022 (02), pp. 18-21+17.
- [16] M. S. Yan, D. D. Tuo. Return to Humanity: A Theoretical Exploration of Integrating "Educational drama" into Humanistic Education [J]. Modern University Education, 2021, 37 (06), pp. 29-36+111.