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# Constructing an Experiential Teaching Model for Environmental Design Workshops in Higher Education Institutions in the Guangdong-Hong Kong-Macao Greater Bay Area

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***Abstract:*** *With the development of society and the change of educational concept, the traditional environmental design education can no longer fully meet the needs of students, and there is an urgent need for a teaching mode that can cultivate students' practical ability. The experiential teaching model of the workshop puts students in a real working environment to experience the design process. This paper will discuss the theoretical basis, significance and existing problems of experiential teaching, and put forward specific strategies for constructing the experiential teaching model of environmental design workshops in universities in the Greater Bay Area. The experiential teaching of workshops is closely combined with the training of talents, and the practical teaching mode of "student-oriented and workshop as carrier" is formed, hoping to provide a new reference mode for practical teaching.*

***Keywords:*** *Guangdong-Hong Kong-Macao Greater Bay Area; Environmental design workshop; Experiential teaching; Mixed online and offline*

## 1. Introduction

The Guangdong-Hong Kong-Macao Greater Bay Area is an important region for economic and technological innovation in China, and core cities such as Guangzhou-Shenzhen-Hong Kong-Macao play a key role in the process of regional integration. Under this background, how to improve the talent training mode of environmental design majors in universities has become the focus of attention. The traditional teacher-lecture-based teaching mode has gradually highlighted its limitations, and the development of the Guangdong-Hong Kong-Macao Greater Bay Area has provided a new opportunity for the promotion and application of experiential teaching mode in environmental design workshops.

Workshop experiential teaching is a student-centered teaching method that emphasizes practical operation, practical experience and problem solving to improve students' learning effect. It combines theoretical knowledge with practical operation so that students can better understand and master the design process.

## 2. Concept and characteristics of experiential teaching mode in workshops

### *2.1 Concept of experiential teaching in workshops*

The Workshop Experiential teaching model is a teaching method that focuses on practice, interaction and cooperation, and helps students gain knowledge and skills in a real environment through the learning of practical projects. Its core lies in the practical operation and teamwork, so that students can "learn by doing" and achieve vertical improvement in learning. Workshop experiential learning is not only an extension of the traditional classroom, but also a platform that provides active participation and immediate feedback. Change the traditional "teacher-oriented, content-based and practical activities as the carrier" approach, and form a "student-oriented and workshop as the carrier" practical teaching model [1]. The purpose of experiential teaching is to make students' will, emotion, attitude and behavior all involved in the whole learning process.

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### *2.2 Main characteristics of workshop experiential teaching mode*

The main characteristics of the experiential teaching mode of workshop include practicability, interactivity, feedback orientation and multi-disciplinary integration. Practicability emphasizes practical operation and practical learning in the workshop. Different from traditional theoretical explanation, the workshop allows students to practice in a real or near-real environment by designing practical design projects and simulated situations, so as to improve their practical ability. Interactivity means that the workshop usually adopts the way of group cooperation to encourage the interaction and collaboration between students, and deepen the understanding of the learning content through mutual cooperation and mutual inspiration. Feedback is a major advantage of the workshop teaching mode. Students can get immediate feedback from teachers and classmates in a timely manner, and quickly understand their own performance and areas for improvement. Multidisciplinary integration is that environmental design is a comprehensive discipline, involving multiple subject areas, such as interior, architecture, landscape design, urban planning, etc. The integration of disciplines enables students to examine issues from multiple perspectives and develop diversified ways of thinking. Flexibility means that the activity design of the workshop can be adjusted according to the interests, learning situations and learning goals of the participants, providing a more personalized learning experience.

## 3. Problems in environmental design education in universities in the Greater Bay Area

### *3.1 Level of educational resources*

Teaching hardware facilities are one of the problems existing in the educational resources of environmental design majors in universities in the Guangdong-Hong Kong-Macao Greater Bay Area. Although some colleges and universities have relatively perfect teaching hardware facilities, there is an obvious lag between the equipment and the actual needs of society due to the delay in updating. This lag directly affects students' grasp of the latest design tools and cutting-edge design concepts, affects their competitiveness and innovation ability in actual design projects, and is difficult to quickly adapt to the needs of the industry when they enter the workplace after graduation, and may even be at a disadvantage in competition.

Although the concept of production-education integration and school-enterprise collaboration has been proposed for many years, the effect has not reached the expectations, and there is a large room for improvement. Improving the integration of production and education has become a more urgent task at present. At present, the forms of cooperation between many universities and enterprises are relatively simple, mainly focusing on internship and graduation design, and lack of deep-seated cooperation mechanisms and long-term cooperation platforms [2]. The low participation of enterprises in college education has resulted in a disconnect between the teaching content and the actual production needs, and it is difficult for students to quickly adapt to the workplace environment after graduation. In addition, the information exchange between schools and enterprises is not smooth, so that colleges and universities can not timely understand the latest trends and needs of enterprises, which intensifies the disconnect between talent training and market demand.

### *3.2 Teacher teaching*

The education of environmental design in colleges and universities in Guangdong-Hong Kong-Macao Greater Bay Area is mainly reflected in the quality of education and the career development of students. The lack of professional tutors in teaching is a prominent problem. Many colleges and universities mainly rely on academic teachers in curriculum and teaching arrangements, and lack professional tutors with rich experience in practical fields. Although theoretical courses play an important role in academic education, the particularity of environmental design determines that practical teaching is indispensable.

The same problems exist in environmental design education, such as the single training of professional direction, the lack of flexibility in curriculum, and the difficulty in understanding the latest trends of industry development. Course content is often too fixed and lacks flexible adjustment and updating mechanisms to integrate with the latest industry dynamics and technological developments.

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### *3.3 Students' personal level*

The problems at the individual level of students are closely related to students' learning ability and personal efforts

Yes. Many students majoring in environmental design lack a clear understanding of their career orientation and development path at school. This problem is related to the lack of vocational guidance and vocational education in colleges and universities. On the other hand, it also reflects that students' autonomy and initiative in career planning are not strong, and their blindness and randomness in employment.

## 4. Significance of experiential teaching mode of environmental design workshop

The experiential teaching mode of environmental design workshops is a kind of learning mode that integrates collective participation, experience and interaction gradually emerging in recent years. The experiential teaching mode of workshops combines single theoretical knowledge with technical practice, and plays a prominent role in improving students' practical ability, enhancing theoretical and practical knowledge, and stimulating creativity and innovation consciousness [3]. Students are able to apply their knowledge in real work situations and gain a deeper learning experience. Secondly, the workshop experiential teaching mode can make full use of the rich educational resources, social resources and practical opportunities in the Greater Bay Area's environmental design education to improve the teaching quality and the comprehensive quality of students. In particular, in the context of the internationalization and modernization of the Guangdong-Hong Kong-Macao Greater Bay Area, experiential teaching mode can more quickly and efficiently acquire the most cutting-edge design concepts, enhance students' international vision and adaptability, and provide an effective way to train environmental design talents with comprehensive competitiveness.

## 5. Specific strategies for building experiential teaching mode of environmental design workshops in universities in the Greater Bay Area

### *5.1 Improve course design and teaching objectives*

In constructing the experiential teaching of environmental design workshops in universities in the Greater Bay Area, curriculum design and the formulation of teaching objectives are the key links for the successful implementation of the model. First of all, curriculum design should fully consider regional characteristics and industrial needs, combine the unique cultural background and economic development trend of the Guangdong-Hong Kong-Macao Greater Bay Area, and set up forward-looking and practical curriculum content. Specifically, course modules can cover cutting-edge topics such as ecological design, sustainable development, and smart home, and enhance students' comprehensive design ability and innovative thinking through interdisciplinary and comprehensive application.

The key of experiential teaching model is to deepen students' understanding of the knowledge and their ability to use it on the basis of students' personal experience and practical operation when making teaching objectives. The establishment of teaching objectives should not only pay attention to the imparts of theoretical knowledge, but also focus on the cultivation of students' practical ability. The main teaching objectives include three aspects: first, to enhance students' practical ability of complex environment design projects, so that students can independently analyze, design and implement projects; Second, improve students' interdisciplinary collaboration ability, complete design tasks through teamwork in workshops, and cultivate students' communication and collaboration ability; Third, strengthen students' sense of social responsibility and sense of sustainable development, so that students can fully consider the impact of environment, society and economy on sustainable development in the design, so as to achieve the purpose of cultivating students' sense of sustainable development and practical ability.

When designing the course, we should determine the teaching theme according to the actual needs and interests of different students. In the course setting, we should adhere to the principle of gradual progress, from easy to difficult, from shallow to deep to increase the difficulty and depth of the design project, and pay attention to the systematic course.

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### *5.2 Diversified teaching methods*

Effective teaching methods are the key to the success of the experiential teaching mode in workshops. Through the use of diversified teaching methods, stimulate students' interest in learning, to achieve the maximum learning effect. The teaching methods of the workshop experiential teaching mode can be as follows. First, project-based learning. The primary task of carrying out practical teaching in workshops is to determine teaching projects, and carrying out teaching activities with real projects is the premise and basis of workshops [4]. In project-based learning, students can be divided into groups, and each group is responsible for a specific design project. From the initial research of the project to the completion of the final design scheme, the whole process is carried out under the guidance of teachers. For example, students can participate in design projects, go on field trips, analyze problems and propose solutions, and acquire theoretical knowledge in practical operations. The second is problem-oriented learning, in which students learn by setting specific problems and solving them while teachers provide guidance and feedback. Teachers can design some open questions and let students find answers through independent research and discussion. For example, questions such as "How to integrate traditional Lingnan garden elements in modern environment design" can be raised, and students can finally form their own design scheme through consulting information, discussion and design. In the teaching process, teachers should flexibly use diversified teaching methods and methods, adjust and optimize teaching strategies according to the actual situation of students and teaching objectives, and ensure the best teaching effect.

### *5.3 Optimal allocation of teaching resources*

(1) University linkage to maximize the utilization of educational resources

In order to better realize the experiential teaching mode of workshops, universities in the Greater Bay Area need to actively promote educational exchanges and cooperation. By establishing partnerships among institutions of higher learning in the Guangdong-Hong Kong-Macao Greater Bay Area, sharing teaching resources and practices, and effectively utilizing the region's abundant educational assets, the goal is to maximize resource efficiency and enhance the overall quality of the teaching system in the area.[5].

First, by fostering educational exchanges and collaboration among universities, a close cooperative relationship can be established, leading to the optimal allocation of educational resources and diversified student training in the Guangdong-Hong Kong-Macao Greater Bay Area. Universities in the Greater Bay Area can jointly develop cross-school elective courses, organize joint workshops and design projects, promote students' learning and growth in a diversified experiential teaching environment, and promote the collision of academic ideas and the improvement of innovation ability through the organization of joint seminars and academic exchange activities [6].

(2) Online and offline collaborative teaching

In higher education institutions in the Guangdong-Hong Kong-Macao Greater Bay Area, the demand for environmental design applied education has become increasingly prominent, and the innovation and optimization of design teaching mode has become a trend. Based on this, it has become an important measure to build an industry-university-research cooperation training platform based on online and offline mixed workshop experiential teaching model. The Greater Bay Area has a wide range of universities and design institutions, covering many cities such as Guangzhou, Shenzhen, Hong Kong and Macao. This relative geographic dispersion makes the traditional offline workshop mode limited when carrying out cross-campus and cross-border cooperation. However, through the online platform, universities in the Guangdong-Hong Kong-Macao Greater Bay Area can break this geographical restriction, share high-quality university education resources, teaching content and project cases, and maximize the utilization of educational resources in the region. At the same time, the online platform can provide students with a flexible learning environment, access to cutting-edge design concepts anytime and anywhere, and carry out cross-campus and cross-border team cooperation to enhance learning interaction and participation [7].

The core of the workshop model of mixed online and offline teaching is to use the advantages of digital technology and physical space to spread advanced design concepts more widely. The online platform provides students with flexible and rich learning resources, enabling higher education students in the Guangdong-Hong Kong-Macao Greater Bay Area to freely acquire knowledge in time and space. At the same time, offline practice ensures the practical application of design thinking and promotes the

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improvement of practice. This model can not only improve students' learning efficiency, but also spread educational ideas in a wider range.

Greater inclusiveness, diversity and openness are also aimed at better serving the diverse needs of the Guangdong-Hong Kong-Macao Greater Bay Area. Through the construction of online and offline mixed workshop experiential teaching, it can attract students and teachers from different cultural backgrounds and subject areas, form a diversified creative group, promote cross-cultural and interdisciplinary learning cooperation, and generate more innovative design results.

(3) Integration of production and education to help the innovative development of education

To promote the optimal allocation of educational resources, school-enterprise cooperation and social resource utilization are also important aspects. School-enterprise cooperation is an important carrier for both schools and enterprises to give full play to their respective advantages and develop education together. Based on the principle of "co-construction, co-operation, co-education and sharing", both schools and enterprises should actively improve the construction of training bases integrating production and education, and cultivate high-quality talents needed by enterprises by combining teaching and practical training [8]. In terms of school-enterprise cooperation, the Guangdong-Hong Kong-Macao Greater Bay Area has many high-quality resources, bringing together many well-known enterprises, design companies and planning institutes. By strengthening the in-depth cooperation with these enterprises, the workshop can not only introduce the latest industry information, but also optimize the curriculum and teaching content of colleges and universities, forming a positive interaction between colleges and enterprises. By jointly developing practical and innovative courses and projects, universities can learn and apply their expertise in environmental design to real enterprise projects. This not only enhances the practicality and attractiveness of the course, but also enhances the students' ability to solve practical problems. For example, enterprises can provide actual project cases as teaching materials, and arrange students to participate in all aspects of the project from preliminary research, design concept to project implementation and feedback. In this process, students can also understand and master all aspects of environmental design.

By integrating social resources from multiple channels such as industry, universities, enterprises and the government, we can build a diversified collaboration platform to achieve the deep integration of industry, university and research, and ensure that the teaching content matches the needs of the industry. This not only provides students with more realistic design practice opportunities, but also injects new vitality into the industrial development of the Greater Bay Area.

### *5.4 Evaluation and feedback mechanism*

In order to realize the purpose of experiential teaching, establishing a set of scientific and reasonable evaluation and feedback mechanism is one of the important contents of building the experiential teaching mode of environmental design workshops in universities in the Greater Bay Area. First of all, the evaluation system should be constructed from multiple aspects, that is, students' self-evaluation, peer evaluation, teacher evaluation and other ways to comprehensively assess students' learning status. Secondly, the evaluation results are timely and effective feedback and analysis; Finally, it is necessary to track the students' learning status in a targeted way.

The presentation of project results gives students the opportunity to present their design works in real situations, receive direct feedback and suggestions from teachers and classmates, and improve students' practical application and improvement ability of design works. By reflecting on their own performance in the project, students can identify their own strengths and weaknesses, and cultivate self-reflection and independent learning ability. Students evaluate each other, promote communication and cooperation among students, and cultivate teamwork and critical thinking. Teacher evaluation evaluates students' overall performance from a professional perspective, including the innovation of design ideas, the feasibility of programs and the comprehensiveness of performance, to ensure the professionalism and authority of evaluation. The improvement of the evaluation system is indispensable to the timely feedback mechanism, and timely feedback is also an important part of the evaluation mechanism. In the process of the project, teachers should provide timely and specific feedback through regular review and individual guidance, so as to help students constantly improve the scheme in the design process and enhance the learning effect.

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## 6. Conclusion

It is of great significance to construct the experiential teaching mode of environmental design workshops in universities in the Greater Bay Area for the training of environmental design professionals. Through design practice in the real environment, students can improve their practical operation ability and transform theory into practical skills. The Guangdong-Hong Kong-Macao Greater Bay Area is rich in educational and social resources. Through the experiential teaching of mixed online and offline workshops, universities and enterprises cooperate to provide diverse and practical learning experiences, and provide diversified learning platforms for students. The experiential teaching mode of the workshop conforms to the development of The Times, improves the comprehensive quality and practical ability of students, and cultivates more excellent design talents for regional economic and social development.

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