

# INTERSECTING SELF-REFLECTION AND SKILL DEVELOPMENT IN LANDSCAPE ARCHITECTURE PEDAGOGY

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### 1 ABSTRACT

*Current landscape architecture education seeks to equip students with know-how and confidence in designing landscapes with a primary focus to make students “work ready” (Dee, 2010; Steinitz, 1990). Although this pedagogical approach is important, it emphasizes an exterior world of form, function, aesthetics and environment with little attention towards enabling students to acquire abstract knowledge of “how best to design” (Murphy, 2005, 35). This paper investigates one approach towards synthesis and evaluation learning (Anderson, 2001) of personal values through cultural landscape theory and graphic design. To determine the lessons effectiveness, data were compiled from students’ surveys, in-class critiques and class evaluations. Results suggest students cultivated deeper self-awareness, gained greater sensitivity of classmate viewpoints, and expanded their theoretical and technical knowledge. These findings illustrate self-reflective pedagogic method has potential to enrich design courses with higher cognitive learning.*

#### 1.1 Keywords

social constructivism, values, cultural landscape, education