

Research on the Teaching of Environmental Design Majors Based on the Construction of Course Ideological and Political Ecological System

Pei Wang

Liaoning Communication University, Shenyang, Liaoning, 110136, China

Abstract. This thesis focuses on the research of constructing a course-based ideological and political education ecosystem for environmental design-related majors. Against the backdrop of the times and policies, it highlights the significance and urgency of ideological and political education in environmental design courses. By analyzing the current teaching situation, student characteristics, and industry features of this major, it explores the challenges faced by course-based ideological and political education. Subsequently, it proposes the construction of a course-based ideological and political education ecosystem with a structure of "soil layer + root and branch layer + fruit layer and support system" to achieve all-round, all-staff, and all-pathway educational and teaching practices, and cultivate environmental design talents with both professional skills and good values.

Keywords: Curriculum-based Ideological and Political Education; Environmental Design; Teaching Research.

1. Background

At present, China is in a critical period of realizing the great rejuvenation of the Chinese nation, and the country has put forward fundamental requirements for higher education, such as "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people". General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities: "We should make good use of classroom teaching as the main channel, strengthen ideological and political theory courses through improvement, enhance the affinity and pertinence of ideological and political education, meet the needs and expectations of students' growth and development, and other courses should guard a good channel and cultivate a good responsibility field, so that various courses and ideological and political theory courses can move in the same direction and form a synergistic effect. [1] The notice from the Ministry of Education and ten other departments on the issuance of the "Work Plan for Comprehensively Promoting the Construction of 'Great Ideological and Political Courses'" (2022) emphasizes the need to "strengthen the main channel for ideological and political education in courses", promote the systematic integration of ideological and political elements into professional courses, require "exploring innovative models and methods of ideological and political education in courses", and encourage the construction of a collaborative education system, which is highly consistent with the emphasis on systematicity and synergy in the "ecosystem". These policies collectively point to the fact that ideological and political education in the curriculum is not a "label" or "two skins", but a complex project that requires systematic design, overall promotion, and continuous optimization. It is necessary to build an "ecosystem" with coordinated goals, linked elements, and dynamic development.

2. Current Situation of Ideological and Political Education in Environmental Design Courses in Universities

Environmental design and related majors have strong interdisciplinarity, integrating knowledge from multiple disciplines such as aesthetics, engineering, sociology, ecology, etc. Breaking down professional barriers is an inevitable requirement for their development.

2.1 Teaching Characteristics of Environmental Design Related Majors

In terms of instructional design, project-based learning (PBL) is dominant, emphasizing learning driven by real projects, cultivating problem-solving skills and innovative thinking. In the teaching process, there is a lot of implicit knowledge transmission, and skills, aesthetics, and creativity are often taught through non-verbal methods such as demonstration and practice. Moreover, the evaluation of achievements emphasizes creative expression, with diverse standards that are easily influenced by subjective factors. Based on this, the urgency of ideological and political education in the curriculum is mainly reflected in three aspects: first, value infiltration is needed in practical activities; second, implicit education needs to be explicitly designed; third, the evaluation system needs to integrate ideological and political dimensions. Through the course of ideological and political education, students can deeply understand the close connection between art, society, and culture, abandon utilitarian mentality, and learn to integrate correct historical, ethnic, national, and cultural views into their creations, so that their works not only have artistic value, but also can lead social trends and reflect the requirements of the times. [2]

2.2 Characteristics of Environmental Design Related Majors

Art and design students tend to have emotional thinking and excel in visual and narrative information, but their rational reasoning is relatively weak. Developing innovative thinking in art and design, comprehensively enhancing students' artistic aesthetic appreciation ability, social responsibility perception level, and innovative thinking ability, breaking through traditional thinking patterns, improving ideological and political literacy, and effectively cultivating students' teamwork spirit and innovative thinking ability. [3] Under the impact of multiculturalism, students' values are easily influenced, and it is necessary to strengthen national consciousness and cultural discernment, and resist historical nihilism.

2.3 Industry Development Characteristics

Industrial upgrading is accelerating, and art and design are transforming from "beautifying craftsmen" to "innovative policy makers", undertaking national strategic tasks such as cultural output and ecological governance. Ethical risks are highlighted, and excessive commercialization has caused many problems. International competition is also becoming increasingly fierce, and design has become the focus of national soft power competition. It is urgent to establish a Chinese design discourse system. In this context, the urgency of curriculum ideological and political education is reflected in serving national strategic needs, benchmarking goals such as "Beautiful China" and "Rural Revitalization", and cultivating design talents with patriotism; Cracking the ethical dilemma in the industry and integrating the concepts of "sustainable design" and "fair design" into ideological and political education; Strengthen cultural subjectivity awareness, guide students to tell Chinese stories well through design, and promote the transformation of "Chinese design" from "following" to "leading".

3. Challenges Faced by Ideological and Political Education in Courses Related to Environmental Design

Firstly, the deepening demand for professional teaching reform has made it difficult for the traditional skill based training model to meet the demands of the times for versatile, innovative, and talented individuals with both moral integrity and professional competence. Project based teaching (PBL) has become an important direction for professional teaching reform due to its authenticity, comprehensiveness, and practicality. How to integrate the ideological and political elements of the curriculum into the entire process of project practice like salt in water, rather than rigid preaching, is an urgent problem that needs to be solved. The concept of "ecosystem" provides a framework for the organic integration of curriculum ideological and political objectives, professional projects, teaching resources, evaluation feedback, and other elements.

Secondly, there is a dilemma of fragmented and integrated educational resources. The elements of ideological and political education in courses are widely present in professional theory, design practice, historical culture, ecological ethics, and current affairs policies, but often lack systematic organization and effective carriers, leading to difficulties for teachers to "find rice to cook". Building a high-quality 'course ideological and political material library' is the infrastructure that supports the operation of the ecosystem, and it is also a weak link in the current ideological and political construction of many universities' courses.

Finally, the collaborative education mechanism needs to be improved. The effective implementation of ideological and political education in courses requires collaboration among professional course teachers, ideological and political education teachers, industry mentors, and student work teams. How to break down barriers and form a joint force for educating people is the key to building a healthy "ideological and political education ecology". The construction of an "ecosystem" is precisely to solve the problems of isolated elements and insufficient collaboration, and to achieve endogenous aggregation and positive interaction of educational forces.

4. The Construction of Course Ideology and Politics Ecological System

The construction of ideological and political ecological system in environmental design related professional courses integrates the structure of "soil layer+root layer and branch layer+fruit layer and supporting system" to achieve comprehensive, all staff, and full path education and teaching practice in the teaching process.

4.1 Soil Layer: Core Concept and Value Foundation Construction

The construction of the "ecological system" of ideological and political education in the curriculum will be based on the cultivation of morality and the guidance of values, and will achieve a deep and organic integration of ideological and political education and professional education through four levels. The basic "soil layer" focuses on the construction of value foundation and cultural heritage, covering four core contents: firstly, strengthening patriotism and mission responsibility, guiding students to connect design services with national strategies (such as rural revitalization and cultural power) and people's livelihood needs; The second is to promote the innovative transformation of excellent traditional Chinese culture, explore the wisdom of traditional creation (such as the philosophy of "harmony between man and nature"), and oppose the symbolic appropriation; Thirdly, integrating socialist core values into design evaluation and practical topic selection; The fourth is to strengthen the bottom line of professional ethics and design ethics, emphasizing social responsibility and sustainable concepts.

4.2 Root Layer and Branch Leaf Layer: Curriculum Reconstruction and Teaching Method Innovation

Through the reconstruction of the curriculum system, the seamless integration of ideological and political elements in the curriculum is achieved. The curriculum objectives clarify the dimensions of ideological and political education, and basic courses integrate traditional aesthetics and sustainable orientation; Combining professional core courses with directional characteristics (such as product design focusing on the needs of vulnerable groups, environmental design emphasizing ecological justice); Practical PBL courses focus on solving real social problems. The "branch and leaf layer" innovates teaching methods and educational fields: using diversified methods such as case teaching, situational simulation, and narrative teaching, it transforms design ethical dilemmas into speculative training. According to the requirements of ideological and political education in the curriculum and the core competency standards of art and design students, relevant online resources, excellent works, materials, and materials can be collected. Institutions with artistic characteristics and relatively complete ideological and political work can be selected to participate in design projects such as art beautification and advertising planning. [4] To enhance students' language expression and logical

thinking abilities in a targeted manner, students can be required to provide oral reports on their design projects and research results during the professional course assessment process, including learning outcomes such as design ideas, production processes, encountered problems, and solutions. [5]

4.3 Fruit Layer and Supporting System: Evaluation Mechanism and Sustainable Development Guarantee

Through the participation of teachers, students, industry, and society, a dynamic evaluation feedback system is constructed to assess effectiveness from four dimensions: value cognition, judgment, practice, and behavioral performance. Emphasis is placed on process reflection and dual track verification of results. Establish a mechanism for tracking graduates and observe the internalization effect of value over the long term. The evaluation results provide feedback for teaching improvement, resource allocation, and policy optimization, driving the continuous evolution of the ecosystem. At the level of providing operational support for the support system, interdisciplinary teams will be formed and training on ideological and political abilities in courses will be strengthened. Case libraries and red practice bases will be established in terms of resources, and the effectiveness of ideological and political education in courses will be included in the assessment system to ensure that the "salt" of ideological and political education is deeply dissolved in the water of design education.

5. Conclusion

The paper systematically explores the ideological and political ecosystem of environmental design courses from conceptual construction to teaching practice. The construction of this ecosystem helps to deeply integrate ideological and political elements into the entire process of environmental design education, enabling students to establish correct values and social responsibility while mastering professional skills. In the future, this model is expected to be constantly improved in practice, provide useful reference for the ideological and political construction of more professional courses, help colleges and universities to cultivate more excellent design talents to meet the needs of the times, and promote the organic integration of design education and ideological and political education to a new height.

References

- [1] At the National Conference on Ideological and Political Work in Colleges and Universities, it was emphasized that ideological and political work should be integrated into the entire process of education and teaching to create a new situation for the development of higher education in China. [J]. Practical Thought Theory Edition, 2017 (2): 30-31.
- [2] Guan Jiule, Liu Haodi Research on the Path of Ideological and Political Construction in Higher Vocational Art and Design Majors under the Background of "Great Ideology and Politics" - Taking Product Art and Design as an Example [J]. Huazhang, 2025, (03): 99-101.
- [3] Zeng Fangge New exploration of integrating ideological and political elements into the teaching of art and design courses - based on the practice of "Catering Cultural Space Design" [J]. Journal of Tongling University. 2024, 23 (4): 120-124.
- [4] Research on the Construction of Curriculum System for Art and Design Majors in Vocational Colleges under the Background of Zhang Zhang's "Comprehensive Ideological and Political Education" - Taking Guangxi Mechanical and Electrical Vocational and Technical College as an Example [J]. Journal of Guangxi Vocational Normal University. 2024, 36 (1): 97-104.
- [5] Mu Baoning, Zhang Xiaowei Research on the Reform of Ideological and Political Education in Design Majors of Higher Vocational Colleges Based on the Three Dimensional Dimensions of "Artistic Virtue, Artistic Ability, and Artistic Action" [J]. Journal of Shaanxi Youth Vocational College. 2023 (2): 17-20.