

Exploration of Ideological and Political Education Reform in Architectural Design Theory Courses: A Case Study of the Principles of Landscape Architecture Design Course

Lu Han*

Hubei Engineering University, Xiaogan, Hubei, China
632149838@qq.com

*Corresponding author

Abstract: In order to meet the needs of talent cultivation in the new era, integrating ideological and political education into the classroom has become an important practice for cultivating moral character in universities at present. Currently, theoretical courses in architectural design have prominent cultural attributes and strong practical operability. However, there are still many shortcomings in the methods and practical processes of integrating ideological and political elements into course design. Starting from the characteristics of the course on garden architecture design principles, this paper analyzes the necessity and feasibility of integrating ideological and political education into the curriculum, and proposes specific teaching reform strategies. By optimizing course content, innovating teaching methods, and improving the evaluation system, the paper aims to achieve the organic integration of ideological and political education into the course on garden architecture design principles. This is intended to cultivate outstanding design talents who possess not only solid professional knowledge but also noble moral qualities. The construction of ideological and political education in theoretical design courses is a continuous process of exploration, requiring us to keep abreast of the times, enrich course content, take socialist core values as the guide, and ensure the thorough implementation of the task of cultivating people by virtue and talent.

Keywords: Course Ideology and Politics, Architectural Design Theory, Teaching Strategies, Garden Architecture

1. Introduction

With the continuous development of higher education in the new era, curriculum design has not only focused on the imparting of professional knowledge and skills but has also increasingly emphasized the cultivation of students' ideological and moral qualities as well as comprehensive abilities. The course of garden architecture design bears multiple missions such as cultural inheritance, innovative practice, and social responsibility. In this context, integrating ideological and political education into the course of garden architecture design principles is not only an important practice of cultivating people by virtue, but also a crucial measure to nurture high-quality architectural design talents for the new era. Through the in-depth study of the principles of garden architecture design, students can comprehend the essence of Chinese traditional culture, foster cultural confidence, and national pride. Additionally, garden architecture design practices involve social issues such as natural environmental protection and historical and cultural heritage preservation. Incorporating ideological and political education helps guide students to establish correct ecological, cultural, and value outlooks, thereby enhancing their social responsibility and sense of mission.

2. The Significance of Integrating Ideological and Political Education into Architectural Design Theory Courses

2.1. Optimizing Theoretical Teaching Content

Design theory courses are the foundation of all design practices and the blueprint for improving the professional system and deepening the professional depth. The theoretical foundation determines the

superstructure in teaching, and the breadth and depth of theoretical knowledge can directly affect students' thinking patterns and ideological dynamics. Therefore, the construction of the ideological and political system in the curriculum plays a very important role in establishing students' ideological consciousness. According to the *Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum*, university courses should learn and promote excellent traditional culture, guide students to consciously inherit the spirit of Chinese aesthetic education, enhance their humanistic literacy, and strengthen their cultural confidence [1]. In this context of ideological and political education, architectural design majors make full use of their course advantages to conduct self-examination and explore the connection between professional courses and ideological and political elements. Among them, the course *Principles of Landscape Architecture Design* is a model of the integration of architecture and landscaping. The course sorts out the relationship between architecture, landscape, gardening, and garden architecture, and introduced the construction techniques and design principles of garden architecture. From a cultural perspective, the design of garden architecture contains rich Chinese elements. The earliest history of garden architecture can be traced back to the gardens of the Shang and Zhou dynasties. The development of gardens is actually a growth history of coexistence between people and their living environment. In this long river of history, we not only study architecture and plants, but more importantly, we study Chinese history and traditional culture. In subject teaching, the curriculum emphasizes the integration and application of natural sciences, engineering technology, and humanities and arts, with the core being the coordination of the relationship between humans and the environment. The implantation of ideological and political elements can help us to have a more comprehensive and systematic understanding of Chinese culture and history, elevate theoretical learning content, and cultivate students' humanistic, professional, and cultural literacy in the process of professional knowledge learning. It can solidify professional foundations, expand professional breadth, and help students develop solid professional abilities and profound ideological heights.

2.2. Strengthening the Connection between Theory and The Times

The course content of *Principles of Landscape Architecture Design* is based on theory and practical application. By connecting theory with practice, social hotspots, historical allusions, professional cases, project examples, and other content are timely added to the course design to guide students to think about social issues from a professional perspective and implement the transformation from theoretical knowledge to practical projects. Course ideological and political education breaks the traditional one-way teaching mode, with professional knowledge as the core and ideological and political points as the link, returning the classroom to students, exploring students' ability for independent learning and active thinking, and helping to cultivate well-rounded applied talents. The key points of ideological and political education can be approached from current affairs hotspots, sustainable development strategies, and human needs, discussing the connection between the needs of the times and theoretical knowledge, encouraging students to care about social livelihoods, observe social dynamics, capture social issues, apply design thinking to practical projects, and contribute to disciplinary strength through social investigation and research, scientific research projects, subject competitions, social services, and other means. Design is time sensitive, with the core of serving the people. The direction of design is guided by politics, and incorporating ideological and political education into the classroom can integrate contemporary information and strategies into modern design, providing direction for future architectural design projects.

2.3. Cultivating Students' Character and Mentality

Drawing on Eigen's deep learning theory, in the process of teaching and learning, the moral and value significance hidden under the symbols and inner structure of the surface of knowledge is deeply related to the learners' personal experience and life experience, so as to excavate the ideological elements and moral connotations condensed in the knowledge, and to promote the spiritual moulding of the learners' individuality through the transformation [2]. Therefore, in the process of teaching, we should insist on taking students' development as the centre and educational objectives as the guide, continuously improve the teaching content, gain insight into the value and significance of the ideology and politics embedded in the professional practice and the development of disciplines, and pay attention to the cultivation of students' qualities of mind and heart. In the design of classroom teaching, "professional prominence, ideological and political synchronisation" is achieved, and the elements of ideological and political education embedded in the teaching content and teaching methods of the courses are fully explored, so that the cultivation and shaping of students' ideology is carried out

throughout the whole aspect and process of teaching [3-4].

3. Overall Design Ideas and Strategies for Curriculum Civics

3.1. Digging Deep into the Elements of Course Civics and Politics, Optimising and Perfecting the Teaching Content

Principles of Landscape Architecture Design is the theoretical basis of landscape architecture design course, the course structure is divided into theoretical research and practical application of the two major parts, the main content includes garden, garden architecture, garden architecture design principles, garden architecture design basis, garden architecture monomer design, garden architecture group design, design of garden architecture vignettes (Figure 1). The theoretical part of the literary texts, poems and paintings, film and television works as a form of introduction of the elements of the Civics, in the viewing process to improve students' humanistic qualities and establish cultural self-confidence and national pride, the appreciation of the theoretical cases can allow students to understand the Oriental art, enhance the aesthetic qualities, and then play a role in the inheritance of Chinese art and culture. The practical application part focuses on the study of traditional construction methods, empathising with traditional craftsmanship, cultivating students' rigorous attitude to work, inspiring inheritance and innovation, and cultivating students' sense of social responsibility, mission and value as well as building up a disciplined and law-abiding work ethic through the study of practical projects. Therefore, the main focus of the Civic and Political elements of the course is on cultural heritage and innovation as well as the establishment of professional ethics and the cultivation of a sense of social responsibility, and through the input of the Civic and Political elements, students are guided to learn to analyse problems and solve them by professional means. The teaching content is expanded horizontally and dug deep vertically, expanding the teaching resource base in a comprehensive and systematic way, enriching the teaching content and enriching the teaching methods, so that students can establish a correct outlook on life, worldview and values in the teaching process in a gradual and subtle way, thus building a good comprehensive quality.

3.2. The Three in One Objective of Curriculum Ideological and Political Education Training

The course content of *Principles of Landscape Architecture Design* fully integrates art, culture, and technology, cultivating students' comprehensive abilities from knowledge objectives, ability objectives, and quality objectives (Figure 1).

(1) Knowledge objective: Through theoretical knowledge learning, students will understand and master the basic principles and methods of landscape architecture design, become familiar with the elements and key points of traditional Chinese landscape design, clarify the process and basis of modern landscape architecture design, explore the methods and manifestations of modern translation of traditional elements, establish a systematic theoretical knowledge system for students, and provide design foundation and basis for landscape architecture design courses.

(2) Objectives: Through a variety of teaching activities, the educators cultivate students' keen observational skills; using practical projects, they guide students in teamwork and hands-on skills; employing interactive questioning methods, they foster students' ability to actively identify problems and think independently; and utilizing a multi-level, gradually advancing classroom design, they enhance students' learning interest, thereby improving their intrinsic motivation. By systematic learning, the goal is to develop well-rounded, application-oriented talents.

(3) Quality objective: Utilizing literary and artistic stories, the educators cultivate students' cultural literacy in the classroom. Using theoretical research, technological innovation, design psychology, and other professional knowledge, they cultivate students' professional competence. By employing the ecological perspective of sustainable development and the overall view of cultural development and inheritance, they cultivate students' humanistic literacy for scientific development. Using case analysis and project implementation, they also cultivate students' rigorous, practical, self-disciplined, and law-abiding moral qualities.

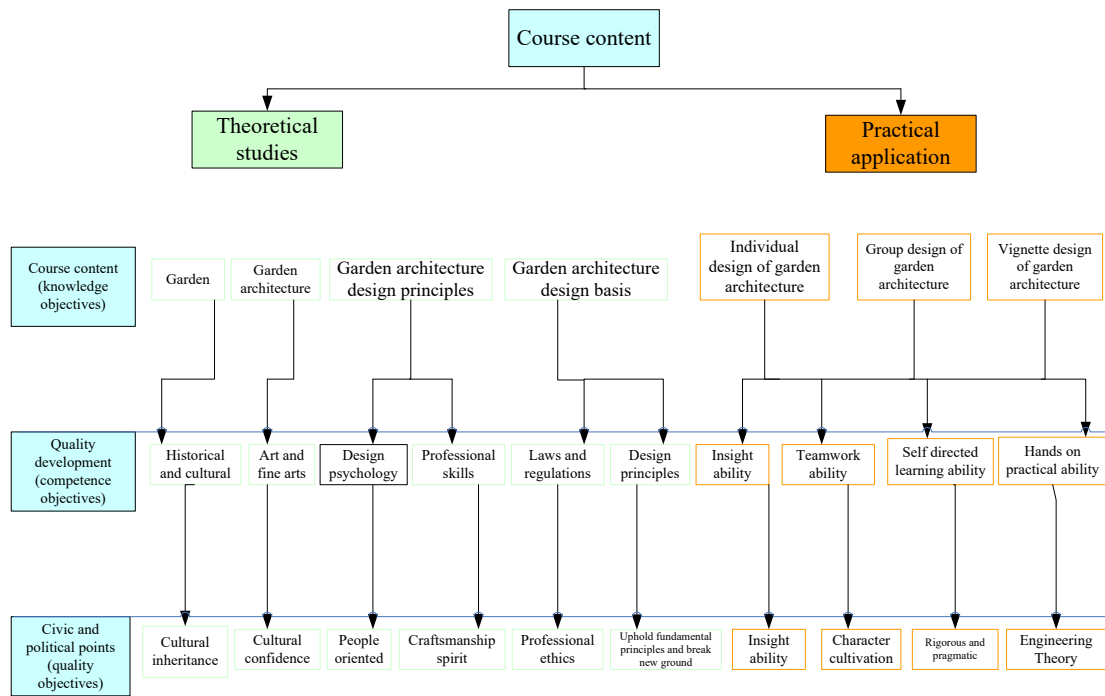


Figure 1: Framework Diagram of Course Ideological and Political System

3.3. Optimizing the Integration Mode of Ideological and Political Education into the Curriculum, and Jointly Build Teaching Design with a Dual Track Approach

The significance of education lies in guidance and inspiration. The advancement of curriculum content requires rigorous logic and natural guidance. Good guidance methods can not only enhance students' interest in learning, but also the best key point for integrating ideological and political education. In the course design of *Principles of Landscape Architecture Design*, the teacher is guided by heuristic questions and arranges them in three stages: analysis and discussion, practical application, and summary report. Students are encouraged to think independently and ask questions proactively, and teachers and students explore and jointly build an ideological and political framework in teaching wit.

The entry point of ideological and political elements is guided by the knowledge points of each chapter of the course, and various methods such as topic introduction, problem introduction, case introduction, discussion introduction, and practice introduction are used to integrate ideological and political elements, elevating the knowledge connotation from point to surface. For example, in the second section of Chapter 2 on the characteristics of garden architecture, the course design is based on the classic work *Yuan Ye* and the Tang Dynasty Furong Garden as a case study. Extracting quotes from *Yuan Ye* such as "In any garden foundation, the main hall should be prioritized, with a focus on taking in the scenery, especially towards the south", "With lofty eaves and spacious beams, windows are placed next to the void, allowing for the vast expanse of water and the beauty of all four seasons", and "Though crafted by man, it seems to be naturally created", we can analyze and summarize four key characteristics of traditional garden architecture. Then by examining excerpts from the documentary *Great Power Construction*, we can learn about the design scheme and construction process of the Tang Paradise. By studying ancient examples and relating them to modern times, students are guided to discover that the characteristics of garden architecture from 400 years ago are also reflected in contemporary landscaping. Mr. Meng Zhaozhen, an academician of the Chinese Academy of Engineering, once said in an interview that one of the most important principles in designing gardens is 'studying the present must learn from the past; no ancient is not the present.' The old man emphasized the importance of learning from the past and suggested that while absorbing traditional achievements, we also need to develop and innovate. He noted that maintaining tradition while innovating has become the law of inheritance for modern gardens and an important principle for us to be able to pass on Chinese culture. Through quoting ancient texts, videos and famous quotes, the class cleverly integrates the ideological and political point of "keeping the right and innovating" into the curriculum system, triggering the resonance of students' thoughts. The selection of the ideological and political elements in the design of this class is closely related to the content of the subject, and the logic of the design is clear and lucid. Reasonable teaching design allows professional knowledge and the ideological and political

viewpoints to be seamlessly connected, so as to achieve the effect of educating people in a silent manner.

Designing a theory class with fewer hours in the teaching schedule and ensuring effective output of knowledge points within the available time posed a greater challenge to the course design of the class. Therefore, in terms of teaching methods, we adopt the mode of online pre-study before class, offline guidance during class, and dual-line consolidation after class, forming online and offline “dual-line co-construction”, so as to enrich the course resources and teaching methods (Figure 2). Online preview mainly involves selecting and previewing online resources in advance based on course content requirements, for example, in the section on basic concepts in Chapter 1, Section 2, teachers can enhance students' sense of immersion by selecting MOOC videos and watching the disciplinary film *Garden*, allowing students to clarify their knowledge points, feel the charm of Chinese gardens, enhance their interest in traditional culture, cultivate their exploratory spirit, and help them establish cultural confidence and national pride. Planting seeds in students' hearts through course preheating and lay the groundwork for offline teaching. The offline teaching method is the most traditional and flexible. In class, comparative teaching methods can be used, such as comparing the differences between landscape architecture and other buildings, summarizing the core differences between the two and extending the methods and properties of landscape architecture use. Through comparison, students can be guided to identify problems and summarize their abilities. In addition, problem-based teaching can also be used to stimulate thinking and guide students' ability to think independently through questioning. Using heuristic teaching methods and classroom analysis to stimulate students' initiative and enthusiasm for learning. Finally, the case-based teaching method is used to enhance students' understanding of knowledge points through case studies, allowing them to easily absorb ideological and political key points. Multiple teaching methods are interspersed to fully stimulate students' learning enthusiasm and enable frequent interaction between teachers and students in the teaching wit mode. After class, practical projects are usually the core, with online resources as assistance, guiding students to independently consult and complete post class exercises or course projects, allowing the "dual line" teaching to transform energy in course design.

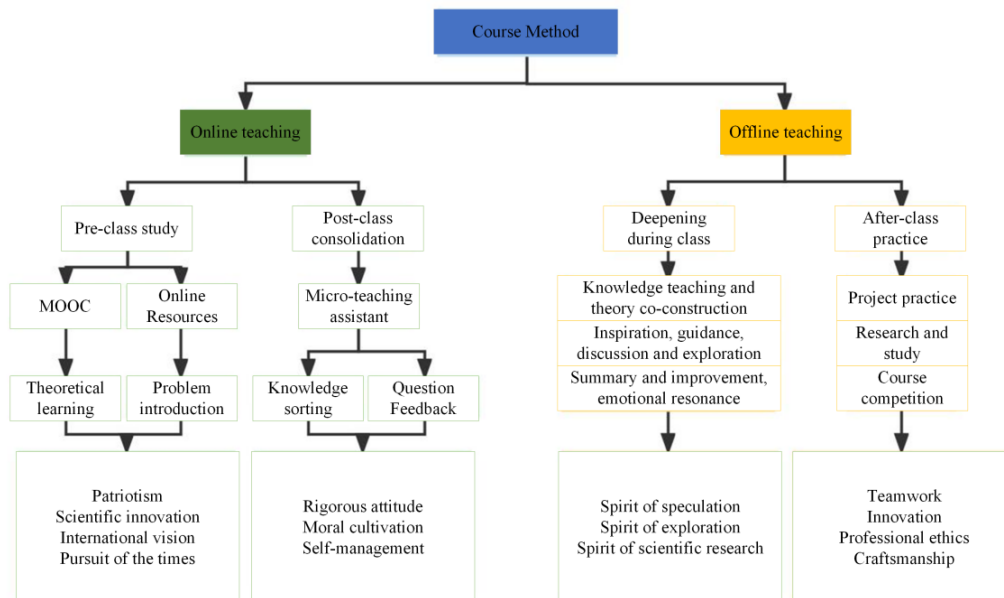


Figure 2: Framework Diagram of Ideological and Political Teaching Methods in the Course

3.4. Refining the Curriculum Evaluation System, the "Four Dimensional Co Creation" Ideological and Political Evaluation System

The evaluation system of professional courses is an important basis for judging the value of the course teaching process and results, and the teaching evaluation system is also an important link in regulating teaching management and ensuring teaching quality [5]. This course attaches great importance to process evaluation, emphasizing students' performance in various aspects of teaching design, and jointly creating a teaching evaluation system from four aspects: professional theory, project implementation, comprehensive literacy, and course ideological and political education (Figure 3).

Professional theories are evaluated in the form of exam questions, which extend some ideological and political content on the basis of knowledge points. In addition to professional knowledge, the focus is on assessing students' absorption of ideological and political points. The practical operation of the project focuses on testing students' hands-on ability, as well as their ability to analyze and solve problems. Through practical operation, students' sensitivity to ideological and political content is evaluated, and the design of content reflects students' understanding and presentation of ideological and political content. The assessment of comprehensive literacy mainly focuses on the process of curriculum learning, comprehensively evaluating students' learning attitude, teamwork ability, innovative thinking ability, knowledge transformation ability, etc., in order to cultivate students' independent and self-reliant comprehensive qualities through evaluation and promotion of learning. The evaluation of ideological and political education in courses includes all evaluation stages, with strong comprehensiveness, wide coverage, and a more comprehensive evaluation framework. On the contrary, the integration of ideological and political education evaluation has also enhanced the comprehensiveness of professional theoretical course evaluation, promoted the reform and improvement of the evaluation system, stimulated students' learning motivation, and promoted the continuous development of positive energy in the classroom.

The curriculum evaluation system has shifted from a single outcome evaluation to a "four-dimensional" evaluation system that integrates comprehensive literacy, project implementation, professional theory, and curriculum ideological and political education, emphasizing the coverage and influence of ideological and political education in the teaching process. Establishing an evaluation and assessment system guided by the goals of ideological and political education. During the teaching process, teachers can use smart teaching models to arrange pre-class preparation, in-class discussions, and post-class exercises on online platforms, and use big data methods to record students' learning processes, forming a daily process management. The assessment content has shifted from basic objective questions to diverse subjective questions, strengthening the flexibility and breadth of thinking of the content. The selection of practical projects can be more related to red culture, traditional culture, and social reform projects, which can promote students' ideological awareness and professional cultivation in the practical process. At the same time, teachers can use the curriculum evaluation system to summarize the problems that exist in the teaching process and help promote teaching reform in an orderly manner.

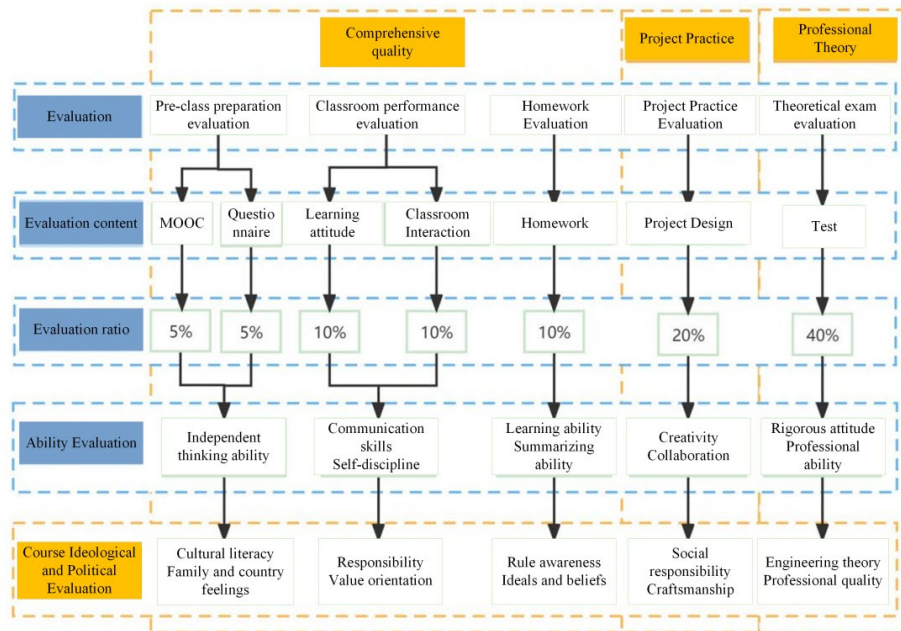


Figure 3: Design of Course Ideological and Political Evaluation System

4. The Effect and Reflection of Curriculum Ideological and Political Construction

The course of *Principles of Landscape Architecture Design* has achieved initial results in the process of ideological and political reform in the curriculum. According to the students' class status,

homework, and assessment evaluation, the addition of ideological and political education in the course has greatly increased students' interest in the course content. During the teaching process, students can clearly feel their involvement and feedback. In the classroom, students can actively think and discuss problems, and the completion rate of homework is relatively high, forming a good learning atmosphere. Based on feedback from subsequent design courses, multiple sets of landscape architecture design course assignments have been shortlisted for national level competitions. In projects such as innovation and entrepreneurship for college students and social practice for college students, this year's students have strong organizational, teamwork, and proactive thinking abilities. Through their progress, they have deeply experienced the necessity of integrating ideological and political education into the classroom, and have strengthened their determination and motivation to continue implementing ideological and political reform in the curriculum.

5. Conclusion

Cultivating high-quality talents for the country is the responsibility and mission of universities, and curriculum ideological and political education is an important practice that combines talent cultivation with the future development of society. Design serves society, and practitioners of design need to possess excellent professional ethics, good moral character, and rigorous professional conduct. Architectural design theory courses are the basis of design, and the correct guidance of values plays a crucial role in the future design industry. Therefore, the ideological and political construction of design theory courses needs to be continuously explored. In the process of promotion, it should closely follow the theme of the times, enrich the ideological and political content of the courses, adhere to the guidance of socialist core values, and take root the task of cultivating morality and talents.

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