

Research on the Construction Strategies of "Curriculum Ideology and Politics" in Art Colleges from the Perspective of Educational Ecology

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Abstract: *With the continuous deepening of higher education reform in China, "Curriculum Ideology and Politics" (CIP), as an essential component of ideological and political education in the new era, has garnered widespread attention across various types of universities. Art colleges, as institutions focused on cultivating innovative talents, have unique characteristics in their curriculum design and teaching content, emphasizing both artistry and practical application. Therefore, how to effectively integrate ideological and political education into the curricula of art colleges has become an important issue that needs to be addressed. This paper explores the strategies and pathways for implementing CIP in art colleges from the perspective of educational ecology. First, it analyzes the basic concepts and theoretical framework of educational ecology, explaining its significance in the context of CIP. Second, the paper, based on the characteristics of art college curricula, proposes the ecological factors and their interrelations that need to be considered during the implementation of CIP. Finally, based on ecological principles, it presents specific strategies and implementation suggestions for the construction of CIP in art colleges, aiming to provide theoretical support and practical guidance for the deeper development of ideological and political education in these institutions.*

Keywords: *Educational Ecology; Curriculum Ideology and Politics; Art Universities; Educational Strategies; Ideological and Political Education*

1. Introduction

With the continuous development of society and the deepening reform of higher education, Chinese universities have increasingly focused not only on cultivating students' professional skills but also on integrating and enhancing ideological and political education. Against this backdrop, "Curriculum Ideology and Politics" (CIP), as an important component of ideological and political education in the new era, has gradually entered the classrooms of various universities. Particularly in art colleges, where the core mission is to cultivate innovative and practice-oriented artistic talents, integrating ideological and political education presents significant challenges due to the unique nature of these programs. The content and methods of art college curricula often focus on artistic techniques and creative practices, making the integration of ideological and political education a more complex issue. Therefore, how to effectively incorporate ideological and political education into the curriculum of art colleges has become a key challenge that needs urgent attention. "Curriculum Ideology and Politics" emphasizes integrating ideological and political education into the curriculum system of various disciplines, not limited to political theory courses but extending across professional courses through teaching content, methods, and educational tools. The goal is to comprehensively cultivate students' ideological and political literacy. Educational ecology, on the other hand, stresses the interaction and influence of various elements in the educational environment. It proposes that factors such as teachers, students, courses, and social environments should work together, forming a positive interaction to achieve educational goals. From the perspective of educational ecology, the implementation of "Curriculum Ideology and Politics" is not merely a fusion of teaching content; rather, it is a systemic project that requires the organic connection and collective action of all teaching components. This paper aims to explore the strategies and pathways for implementing "Curriculum Ideology and Politics" in art colleges from the perspective of educational ecology. First, it will introduce the basic concepts and theoretical framework of educational ecology and analyze its significance in the application of "Curriculum Ideology and Politics." Next, based on the characteristics of art college curricula, the paper will propose the ecological factors and their interrelationships that need to be considered during the implementation of "Curriculum Ideology and Politics." Finally, drawing on ecological principles,

the paper will offer specific strategies and implementation suggestions for "Curriculum Ideology and Politics" in art colleges, aiming to provide theoretical support and practical guidance for ideological and political education in these institutions. Through a comprehensive discussion of "Curriculum Ideology and Politics" construction in art colleges, this paper hopes to provide valuable insights and references for relevant universities to better implement ideological and political education from the perspective of educational ecology[1].

2. Theoretical Framework and Literature Review

2.1 Basic Concepts and Theories of Educational Ecology

Educational ecology is a theoretical approach to educational research based on the principles of ecology. It emphasizes the interactions and influences among various elements within the educational system, such as teachers, students, curricula, teaching environments, and social factors. The core idea of educational ecology is to view education as a complex, dynamic system in which these elements are interwoven and interact within a specific environmental context, collectively contributing to the achievement of educational goals. Under this theoretical framework, education is not merely the interaction between a single subject (such as a teacher) and a single object (such as a student); rather, it is an ecosystem filled with multiple interactions and complex relationships. The basic concepts of educational ecology include the holistic nature of the education system, the relationship between education and its environment, and the dynamic characteristics of the educational ecosystem. Educational ecology posits that education, as a system, consists of multiple components, such as teachers, students, curricula, educational management, and the social environment. These components do not exist in isolation; instead, they form interrelated and interactive relationships within the complex educational environment. The quality and effectiveness of education are influenced by the collaborative action of these system elements. In educational ecology, the environment is considered a crucial factor that affects educational activities[2]. The environment includes the physical environment (such as teaching facilities, classrooms, etc.), the socio-cultural environment (such as social values, national policies, etc.), and the psychological environment (such as teacher-student relationships, classroom atmosphere, etc.). These environmental factors play a vital role in the progression of educational processes and the achievement of educational goals. Additionally, educational ecosystems are dynamic. Over time, the interactions between elements continuously change. These changes may arise from external environmental factors (such as adjustments in educational policies or shifts in socio-economic development) or from internal changes in the educational subjects (such as shifts in student needs or changes in teaching methods). Therefore, educational ecology emphasizes that the interactions between elements in the educational process are constantly evolving, and this dynamism must be considered in any analysis of educational practices and outcomes.

2.2 Research and Current Development of "Curriculum Ideology and Politics"

"Curriculum Ideology and Politics" (CIP) refers to the organic integration of ideological and political education elements into various courses, breaking the limitations of traditional political theory classes. It enhances students' ideological and political literacy comprehensively through course content, teaching methods, classroom interactions, and other approaches. When this concept was first introduced, it primarily targeted science, technology, engineering, and mathematics (STEM) and humanities courses, emphasizing the integration of ideological and political education content and forms into the teaching process. However, as education reform has deepened, more and more researchers have begun focusing on how art colleges can combine "Curriculum Ideology and Politics" with professional courses to cultivate artistic talents with strong social responsibility and a sense of historical mission. Domestically, research on "Curriculum Ideology and Politics" has formed a certain theoretical foundation and practical experience. On the one hand, scholars generally agree that the implementation of CIP should take multiple dimensions into account. It involves not only adding ideological and political education elements to the teaching content but also optimizing teaching methods and the learning environment to enhance students' ideological and political literacy. Research has shown that integrating ideological and political education into course teaching can not only increase the ideological depth of the course but also stimulate students' sense of social responsibility and historical mission. On the other hand, research on the construction of CIP in art colleges is relatively scarce. The curriculum in art colleges often focuses on developing students' artistic skills, creative thinking, and cultural expression. How to integrate ideological and political education within

such a specialized discipline is a hot issue currently receiving attention in academic circles. Some studies suggest that art courses inherently have advantages for ideological and political education. For example, art works themselves often carry rich social, cultural, and historical backgrounds. Through the teaching of these works, students can be effectively guided to focus on social issues, reflect on life values, and explore moral responsibilities, thus achieving the objectives of ideological and political education[3].

3. Characteristics of "Curriculum Ideology and Politics" in Art Colleges from the Perspective of Educational Ecology

3.1 The Special Nature of Art College Curricula

The curriculum system of art colleges has distinct characteristics, and these characteristics determine the uniqueness of integrating ideological and political education ("Curriculum Ideology and Politics" or CIP) into their teaching processes. First, the curriculum in art colleges typically focuses on cultivating students' artistic skills and creative abilities, which requires the content of courses to be highly practical, personalized, and creative. In such a curriculum system, students are expected not only to master basic artistic techniques but also to develop strong artistic aesthetics and innovative thinking. Therefore, the teaching methods in art college courses often adopt a student-centered approach, emphasizing autonomous learning and individual development. This is significantly different from traditional subject-specific courses. Second, the content of art college curricula often carries rich cultural and social significance. Artistic creation inherently has deep social meaning and cultural value. Artworks often reflect societal changes, social issues, and human emotions, which naturally guide students to think about social responsibility, historical mission, and the relationship between the individual and society. For example, in disciplines like fine arts, drama, and music, the ideological values and social significance conveyed through artworks can serve as key vehicles for CIP. Teachers can guide students to understand the social and cultural context and the ideological implications behind artistic creations through the interpretation and discussion of artworks. Furthermore, art college curricula are highly interdisciplinary. Art education not only involves aesthetics, history, and philosophy but also has strong connections with sociology, psychology, and other fields. During the artistic creation process, students need to pay attention not only to the formal aspects of art itself but also to understand the social background and humanistic meaning behind it. This interdisciplinary nature makes art college curricula inherently suited to integrate ideological and political education, as it allows for a holistic approach to education that incorporates social, cultural, and ethical considerations.

3.2 Challenges in Implementing "Curriculum Ideology and Politics" from the Perspective of Educational Ecology

From the perspective of educational ecology, the implementation of "Curriculum Ideology and Politics" (CIP) faces several challenges, particularly in the context of art colleges, where these challenges are even more complex and diverse. Educational ecology emphasizes the interaction and interdependence of various elements within the educational environment. The implementation of CIP is not just about embedding ideological and political content into the curriculum; it also requires considering the constraints of CIP construction from systemic, dynamic, and holistic perspectives. First, the curriculum of art colleges is inherently specialized and practice-oriented[4]. Many courses focus on skill training, artistic expression, and creative practice, which creates certain difficulties in integrating ideological and political education with professional courses. In art education, the core objective is to cultivate students' artistic creation abilities and professional skills. The challenge lies in how to effectively integrate ideological and political education into this process without disrupting students' creative thinking and professional development. If the integration of CIP is too rigid or overly theoretical, it may provoke resistance from students and negatively affect the teaching outcomes. Second, the "environmental factors" mentioned in educational ecology also present significant challenges in the context of CIP implementation in art colleges. The teaching environment in art colleges typically emphasizes the development of students' individuality and innovation. This environment demands that teachers possess a high degree of autonomy and creativity. Traditional models of ideological and political education may not meet these special requirements and may necessitate more flexible and innovative teaching strategies. However, many art colleges still rely on traditional models of ideological and political education, which emphasize theoretical indoctrination in classroom settings while overlooking the individualized and innovative needs of art courses. This

makes the implementation of CIP even more challenging. Furthermore, educational ecology emphasizes the dynamism of the educational process. The implementation of CIP is not only influenced by the teaching subjects (such as teachers and students) but also by the dynamic interactions between various factors within the educational system[5]. These interactions may change over time due to shifts in educational policies, changes in student demographics or needs, and the evolving nature of the curriculum itself. Thus, the implementation of CIP must be continually adapted to these dynamic changes, requiring constant adjustments and improvements to ensure its effectiveness.

4. Construction Strategies for "Curriculum Ideology and Politics" in Art Colleges from the Perspective of Educational Ecology

4.1 Collaborative Advancement of Multiple Stakeholders

From the perspective of educational ecology, the implementation of "Curriculum Ideology and Politics" (CIP) is not the task of a single entity but requires the coordinated action of multiple stakeholders. In art colleges, the construction of CIP requires the joint participation of teachers, students, school administrators, society, and families to form a dynamic, collaborative educational ecosystem. The involvement and interaction of each stakeholder are essential to the successful implementation of CIP. First, teachers, as the primary implementers of CIP, play a crucial role in the course teaching process. In art colleges, teachers are not only expected to have professional knowledge and teaching skills but also to possess a certain level of ideological and political education literacy[6]. Teachers should actively take on the responsibility of ideological and political education, integrating CIP elements into course content and teaching methods rather than treating it as a separate or supplementary component. Moreover, art college teachers need to innovate teaching methods based on the characteristics of their subjects and the needs of students. They should adopt diverse teaching strategies, such as case analysis, thematic discussions, and the appreciation of art works, to deeply integrate ideological and political education with professional artistic knowledge. This way, students will naturally encounter and understand concepts such as social responsibility and historical mission during the creative process. Secondly, students, as the core audience of CIP, must actively participate in the construction and implementation of CIP. Students in art colleges often possess strong individuality and creativity, and they frequently seek self-expression and artistic innovation through their professional studies. Therefore, the implementation of CIP should respect students' autonomy and creativity while focusing on cultivating their ideological and political literacy in conjunction with their professional interests and creative direction. Schools can organize diverse extracurricular activities, social practices, and art exhibitions, guiding students to experience and understand CIP concepts in real-world contexts[7]. These activities will help students engage with the values of social responsibility and historical consciousness through their artistic endeavors and everyday experiences. Additionally, school administrators, society, and families all play supportive roles in promoting the integration of ideological and political education within art college curricula. Effective collaboration among all stakeholders ensures that the ecosystem of education remains dynamic and responsive, contributing to the comprehensive development of students as both professionals and responsible citizens.

4.2 Innovation in Teaching Content and Methods

In the construction of "Curriculum Ideology and Politics" (CIP) in art colleges, innovating teaching content and methods is a key component for effectively integrating ideological and political education. Educational ecology emphasizes the dynamism and interactivity of the educational environment, so the content and methods of teaching must adapt to the characteristics of art disciplines, student needs, and social changes[8]. The goal is to maintain the original characteristics of art education while making ideological and political education more timely, engaging, and practical. First, innovation in teaching content should focus on deeply integrating ideological and political education with art professional knowledge. The special nature of art courses requires that the teaching content go beyond traditional political theory. Instead, it should naturally incorporate the core concepts of ideological and political education through the analysis of art works, art history, and cultural context. For example, in fine arts courses, teachers can guide students to analyze the social background and cultural values behind classic art works, discussing the sense of social responsibility and historical mission reflected in the creative process. In music, drama, and other courses, teachers can initiate discussions on the content of the works, sparking students' deep reflections on social issues, humanistic care, and moral responsibility[9].

This content innovation, rooted in the discipline's characteristics, not only enhances the relevance and effectiveness of ideological and political education but also provides students with a richer cultural nourishment and intellectual inspiration within their professional studies. Second, the innovation of teaching methods is another crucial factor for the successful implementation of CIP. Traditional methods of ideological and political education often focus on theoretical indoctrination and classroom lectures, which may lead to student resistance and stagnation in thinking. Since students in art colleges tend to be more sensory and creative, teachers should consider students' active participation and autonomy when designing teaching methods. Diverse teaching strategies, such as case studies, project-based learning, interactive discussions, and collaborative art projects, can be employed to encourage deeper engagement with the content and foster critical thinking. By integrating hands-on, experiential learning opportunities with ideological and political education, teachers can create a learning environment that is both stimulating and relevant to students' personal and professional growth. This method-focused innovation ensures that the teaching of ideological and political education aligns with the active, creative nature of art education, making it more engaging, meaningful, and practical for students[10].

4.3 Establishing a Sound Evaluation and Feedback Mechanism

From the perspective of educational ecology, the implementation of "Curriculum Ideology and Politics" (CIP) not only relies on the innovation of teaching content and methods but also requires an effective evaluation and feedback mechanism to ensure its implementation and continuous optimization. As a crucial component of the educational ecosystem, the evaluation and feedback mechanism helps teachers understand the improvement of students' ideological and political literacy and provides data support and theoretical foundations for adjusting and refining CIP. First, the evaluation of CIP should comprehensively consider multiple dimensions, including students' knowledge mastery, thinking patterns, emotional attitudes, and behavioral changes. Traditional evaluation mechanisms often focus on knowledge transfer and skill acquisition. However, the evaluation of CIP should focus on the holistic development of students' ideological and political literacy. Specifically, the evaluation can include regular quizzes, students' classroom performance, the reflection of ideological qualities in their artistic creation process, and their engagement in social practice activities. Additionally, students' understanding and reflection on course content, as well as their expression of values in their creations, can be used to assess the effectiveness of ideological and political education. Second, the evaluation should emphasize both process and dynamism[11]. The construction of CIP in art colleges is a long-term and dynamic development process and cannot solely rely on final exam results for assessment. A continuous feedback mechanism should be established to regularly collect students' feedback during the teaching process. Methods such as classroom discussions, surveys, and teacher self-reflection can be employed to understand students' ideological changes, learning challenges, and their understanding of CIP in a timely manner. This process-oriented evaluation helps teachers adjust their strategies during the teaching process, avoiding deviations or formalization in CIP implementation. Moreover, the feedback from evaluation results should promote mutual growth for both teachers and students[12]. After the evaluation results are collected, teachers should engage in individual or group feedback sessions with students, helping students recognize their progress, clarify misunderstandings, and provide further guidance for their personal and ideological development. This two-way feedback ensures that both students' learning outcomes and teachers' teaching practices are continually refined and improved.

5. Conclusion

This paper, from the perspective of educational ecology, explores the strategies and implementation pathways for the construction of "Curriculum Ideology and Politics" (CIP) in art colleges. By analyzing the basic theories of educational ecology and combining them with the unique characteristics of art college curricula, key strategies are proposed, including the collaborative advancement of multiple stakeholders, innovation in teaching content and methods, and the establishment of a sound evaluation and feedback mechanism. These strategies not only facilitate the deep integration of ideological and political education with art professional teaching but also promote the comprehensive enhancement of students' ideological and political literacy. However, the implementation of CIP still faces certain challenges, especially in art colleges, where balancing the integration of ideological and political education with specialized courses and avoiding a one-size-fits-all approach remain critical issues for future research. Through continuous optimization of teaching content, innovation in teaching methods,

and improvement of evaluation mechanisms, CIP will better serve the educational goals of art colleges, driving the holistic development of students and the enhancement of their sense of social responsibility. In summary, the construction of CIP in art colleges requires relying on the theoretical framework of educational ecology, comprehensively considering various factors, and promoting the systemic, innovative, and effective nature of CIP.

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