

Curriculum-Based Ideological and Political Education in Environmental Design and Production: Teaching Practice and Application Achievements Empowering Rural Revitalization

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Abstract

This paper focuses on the practical application of curriculum-based ideological and political education in the course *Environmental Design and Production* to empower rural revitalization. It elaborates on the necessity of integrating curriculum-based ideological and political education into rural revitalization strategies and provides a detailed analysis of the teaching practices involved, including curriculum content optimization and instructional method innovation. The paper presents the course's achievements in talent cultivation, rural infrastructure development, and cultural inheritance, while also addressing the challenges encountered during implementation and proposing corresponding strategies. The aim is to provide valuable references and insights for higher education institutions on how relevant courses can contribute to rural revitalization.

Keywords

Environmental Design and Production; Curriculum-Based Ideological and Political Education; Rural Revitalization; Teaching Practice.

1. Introduction

As a key strategic deployment to solve the "Three Rural Issues" and promote the integrated development of urban and rural areas in China, the Rural Revitalization Strategy carries profound significance. In this process, the discipline of environmental design plays a pivotal role in improving rural living environments and exploring cultural values. As a major reform direction in higher education, curriculum-based ideological and political education integrates ideological and political elements into the *Environmental Design and Production* course, aiming to enhance students' professional competence while cultivating patriotism and a strong sense of social responsibility, thereby providing robust talent support and intellectual resources for the deep implementation of the rural revitalization strategy.

2. The Necessity of Curriculum-based Ideological and Political Education in Environmental Design and Production for Empowering Rural Revitalization

2.1. Responding to National Strategic Demands

The Rural Revitalization Strategy aims to achieve industrial prosperity, livable ecology, rural civilization, effective governance, and affluent life. The environmental design discipline contributes to the goal of livable ecology through rural spatial planning, architectural style improvement, and landscape optimization. By embedding patriotic and socially responsible values into teaching, curriculum-based ideological and political education guides students to

stay aligned with national strategies and actively participate in rural construction, tightly linking professional education to national needs.

2.2. Cultivating Interdisciplinary Talents for Rural Revitalization

The effective implementation of the rural revitalization strategy requires interdisciplinary talents with solid professional skills and sound values. The curriculum-based ideological and political education in *Environmental Design and Production* upholds a holistic education philosophy, transmitting professional knowledge while fostering humanistic concern, teamwork, and innovation. During practical activities, students are encouraged to engage directly with rural communities, addressing real needs and developing service awareness. Through team-based projects, students improve their communication and collaboration skills, meeting the diverse demands of rural revitalization.

2.3. Preserving and Innovating Rural Culture

Rural culture is the soul of rural revitalization. In the teaching process, the course delves into rural history and folk customs, integrating rich cultural elements into design work. curriculum-based ideological and political education emphasizes the importance of cultural confidence, guiding students to respect and inherit rural traditions while promoting creative innovation to revitalize rural culture in contemporary society.

3. Teaching Practice of Curriculum-based Ideological and Political Education in Environmental Design and Production for Rural Revitalization

3.1. Optimizing Curriculum Content by Integrating Ideological and Rural Elements

3.1.1. Mining Ideological Elements

This paper systematically analyzes the key knowledge points of the course to extract embedded ideological content. For instance, when explaining architectural design principles, the traditional Chinese concept of "unity of man and nature" is introduced to cultivate students' ecological awareness and cultural identity. When teaching landscape design, touching stories of designers building accessible landscapes for rural disadvantaged groups are shared to foster a strong sense of humanistic care.

3.1.2. Incorporating Real Rural Case Studies

Real projects and classic cases from rural revitalization, such as rural homestay renovation and public space design, are integrated into the curriculum. In-depth analysis and discussion of these cases allow students to understand actual rural design needs and challenges, encouraging them to embed ideological values into design to achieve a harmonious balance among economic, social, and environmental benefits.

3.2. Innovating Teaching Methods to Enhance Practical Student Engagement

3.2.1. Project-Based Learning

Projects related to rural revitalization serve as major drivers, with students participating in the entire process of design and implementation. For example, the course collaborated with Meixi Village to plan a rural tourism landscape project. Under careful guidance, students conducted research, designed plans, and followed through implementation. This experience enabled students to apply their knowledge flexibly and appreciate the importance of social responsibility and teamwork through collaboration with villagers.

3.2.2. Scenario-Based Teaching

Realistic scenarios closely related to rural revitalization are carefully designed to immerse students in authentic rural environments and cultures. Advanced technologies like Virtual Reality (VR) and Augmented Reality (AR) are utilized to simulate real rural settings for design practice. Additionally, field visits to model villages for rural revitalization allow students to witness rural transformation firsthand, sparking creativity and enthusiasm.

3.3. Strengthening Faculty Development to Improve Curriculum-based Ideological and Political Education Capabilities

3.3.1. Conducting Teacher Training

Regular training sessions on curriculum-based ideological and political education are organized, featuring expert lectures and guidance from ideological educators and rural revitalization professionals. The training covers political education theory, policy interpretation, and instructional methods, aiming to improve faculty's ideological literacy and ability to integrate curriculum-based ideological and political education into professional teaching.

3.3.2. Encouraging Faculty Participation in Rural Practice

Faculty are encouraged to actively participate in rural revitalization projects to accumulate practical experience. By engaging in real-world projects, teachers gain a deeper understanding of rural needs and effectively incorporate these insights into teaching, making course content more practical and setting examples for students on how to serve rural communities.

4. Application Achievements of Curriculum-based Ideological and Political Education in Environmental Design and Production for Rural Revitalization

4.1. Talent Development Achievements

Through a teaching model combining curriculum-based ideological and political education with rural revitalization practice, students' professional abilities have significantly improved. Their works have won awards in various competitions. For instance, at the Milan Design Week's Exhibition of Excellent Works by Chinese University Teachers and Students in Design, student projects themed on rural revitalization received high recognition, demonstrating excellence in design concepts, technical execution, and cultural depth. Many graduates have chosen to dedicate themselves to rural revitalization, becoming core contributors to rural development. They apply professional knowledge to promote rural progress and actively spread modern concepts and culture, encouraging broader participation in rural construction.

4.2. Rural Construction Achievements

Student-designed and implemented rural renovation projects have achieved notable results. In Meixi Village, for instance, a public space renovation project transformed a dilapidated village square into a beautiful leisure area through scientific layout and high-quality landscaping. In homestay design, harmony between architecture and the natural environment was emphasized, greatly enhancing appeal and supporting local tourism development.

4.3. Cultural Inheritance and Innovation Achievements

In course practice, students deeply explored local history and folk traditions, incorporating rich traditional cultural elements into environmental design. In rural architecture restoration, historically significant buildings were preserved and repaired, ensuring the continuity of architectural heritage. In landscape design, local customs such as traditional festivals and folk crafts were creatively embedded, allowing rural culture to flourish and evolve.

5. Challenges and Coping Strategies in Curriculum-based Ideological and Political Education for Rural Revitalization

5.1. Challenges

5.1.1. Difficulty in Integrating Teaching Resources

Curriculum-based ideological and political education in *Environmental Design and Production* requires integrating diverse resources, including rural projects, ideological materials, and professional teaching content. However, coordination across departments poses challenges, resulting in scattered resources and insufficient sharing mechanisms.

5.1.2. Inadequate Evaluation System

The current assessment framework focuses mainly on students' professional knowledge and skills, with limited evaluation of ideological understanding and rural practice abilities. The lack of scientific and comprehensive evaluation indicators hinders accurate assessment of students' performance in curriculum-based ideological and political education and rural revitalization practice.

5.2. Coping Strategies

5.2.1. Enhancing Resource Integration and Sharing

Establish collaborative mechanisms among universities, governments, enterprises, and rural communities to create shared teaching resource platforms. These platforms facilitate efficient allocation and sharing. For example, long-term partnerships between schools and villages can offer abundant project resources to students while universities provide technical support and talent development for rural areas.

5.2.2. Improving the Assessment and Evaluation System

A diversified evaluation system should be established, encompassing ideological awareness, professional knowledge, practical competence, and innovation. Clear indicators should be set, such as student performance in rural projects, comprehension and application of ideological content, and social value of design outputs. Both formative and summative evaluations should be combined for a comprehensive and objective assessment of learning outcomes.

6. Conclusion

Curriculum-based ideological and political education in *Environmental Design and Production* has achieved remarkable application results in empowering rural revitalization. It has cultivated professionals with both technical competence and social responsibility, while contributing significantly to rural environmental improvement, economic development, and cultural inheritance and innovation. Nonetheless, challenges remain. Addressing these through better resource integration and improved evaluation systems is essential. Looking ahead, efforts should be made to continuously strengthen curriculum-based ideological and political education construction, explore innovative teaching paths, and establish a talent training system tailored to rural revitalization, injecting lasting momentum into the strategy and enhancing its effectiveness and depth.

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