Exploration of the Development of Cultural IP Brand Image in Liaoshen Region and the Practical Path of Cultural and Creative Teaching in Universities

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Abstract

The Liaoshen region has diverse cultural resources such as pre Qing culture, red culture, intangible cultural heritage, and industrial heritage, providing a rich foundation for developing local cultural IP. The current cultural and creative teaching in universities generally faces practical problems such as insufficient utilization of regional cultural resources, disconnection between professional teaching and teacher ethics education, and disconnection between curriculum achievements and industry reality. This article takes the course of "Brand Image Design" as a practical carrier, combined with the practical needs of the development of cultural IP in the Liaoshen region, based on the actual teaching reform of art majors in private universities, analyzes the practical difficulties of integrating regional cultural IP into cultural and creative classrooms, explores the integrated teaching implementation path of "resource mining project driven transformation of teacher ethics and cultivation results", attempts to embed the entire process of developing local IP brand image into the course teaching link, integrate cultural inheritance mission and teacher education responsibility into professional practice, achieve coordinated promotion of professional ability cultivation, ideological and political infiltration of courses, and teacher ethics and style construction, and provide a practical paradigm for the reform of cultural and creative courses in similar universities.

Keywords

Liaoshen regional culture, cultural IP, brand image design, cultural and creative education, teacher ethics cultivation, practical education.

1. Introduction

The 20th National Congress of the Communist Party of China proposed to inherit the excellent traditional Chinese culture, promote the deep integration of culture and tourism development, and provide direction for local universities to carry out regional cultural education and cultural and creative teaching reform. Liaoshen, as the core bearing area of northeast culture, has deposited intangible cultural heritage resources such as Qing culture represented by Shenyang Imperial Palace, "six places" red culture, Manchu Paper Cuttings, Liao porcelain and northeast industrial heritage. A large number of high-quality cultural resources need to be creatively transformed through IP branding. College art and design majors, especially brand image design courses, undertake the dual functions of cultivating cultural and creative design talents and disseminating local culture. They not only need to train students in professional skills such as VI system design, brand planning, and IP visual extension, but also implement the fundamental task of cultivating moral character and nurturing students' cultural consciousness and social service awareness in professional practice[1].

At present, many universities focus more on training design techniques in cultural and creative education, and there is insufficient depth in exploring local cultural IP. Classroom projects are mostly virtual propositions, lacking real topics that connect with cultural and tourism venues and local cultural and tourism enterprises. The IP design solutions for teaching output mostly remain at the level of classroom assignments, making it difficult to transform them into social products. At the same time, some art majors simplify the construction of teacher ethics and style into theoretical lectures, which fail to integrate with curriculum practice and project services. Teachers' cultural inheritance and practical education responsibilities in the process of cultural and creative teaching lack effective practical carriers, resulting in the phenomenon of "two skins" between professional teaching and teacher ethics cultivation.

Based on this, this study is based on the teaching reform practice of the "Brand Image Design" course in private universities, taking the development of Liaoshen regional cultural IP brand image as the main line of the course. It connects the entire process of cultural resource research, IP symbol translation, brand visual system development, and project implementation practice, explores the implementation path of integrating cultural and creative teaching with teacher ethics construction, promotes teachers to hone their educational literacy in guiding local IP development practice, guides students to establish cultural confidence in regional cultural redesign, and realizes the coordinated progress of teaching reform, talent cultivation, and local cultural services[2].

2. The Practical Dilemma of Integrating the Development of Cultural IP in the Liaoshen Region into Cultural and Creative Teaching in Universities

2.1. Insufficient Conversion of Regional Cultural Resources into Curriculum Teaching Carriers

The cultural resources in the Liaoshen region are diverse, but many teaching methods only rely on borrowing simple patterns, lacking an interpretation of the cultural spirit core. In the course of "Brand Image Design", some teachers teach local IP design cases, but only directly quote existing cultural and creative product images, lacking a systematic sorting of the cultural logic behind Hongshan culture, Shengjing palace aesthetics, Manchu folk customs, and Liaoning industrial heritage. When students are doing course assignments, they often directly carry architectural patterns and cultural relic patterns for simple labeling processing. They have shallow exploration of the historical stories and humanistic spirit behind the IP, and the designed brand image only has a visual shell, lacking cultural and emotional core, which easily leads to the misunderstanding of homogeneous design. Although the school has a collection of books and digital database resources, it lacks a sorted and adapted Liaoshen cultural IP material library for classroom teaching. Teachers have to spend a lot of time organizing materials before class, which restricts the normalization of regional cultural content into classroom teaching.

2.2. Course Projects Tend to Focus on Virtual Propositions, with Limited Channels for Collaborative Practice between Industry and Education

Brand image design is a highly practical course, and IP brand development requires comprehensive consideration of market positioning, audience groups, and communication scenarios. However, in regular classroom teaching, limited by collaborative resources, most course training is mainly based on virtual themed assignments, without connecting with real project tasks from cultural and tourism institutions and enterprises. The IP brand image plan completed by students is only used for course completion assignments, without the opportunity to undergo market demand testing, and it is also difficult to carry out subsequent derivative extension designs. Although some universities have attempted to cooperate with local cultural and creative enterprises, the depth of cooperation is limited, mostly staying at the

level of lectures and visits, and the frequency of real projects entering the classroom is not high. Without a real project driven approach, it is difficult for teachers to guide students' values in practical project guidance, and it is also difficult to implement the educational goals of serving local cultural construction.

2.3. Lack of Integration Carrier between Cultural and Creative Teaching and Teacher Ethics Education, and Single Evaluation System

The construction of professional ethics in art cannot solely rely on special lectures and policy learning, but needs to be implemented through professional practice scenarios. Currently, many universities focus on surface indicators such as classroom discipline and inspection of teaching materials in the assessment of teacher ethics, and rarely include the effectiveness of teachers' participation in regional cultural research, guidance of local cultural and creative projects, and service to local cultural and tourism construction in the assessment reference scope[3]. In cultural and creative classrooms, some teachers focus more on the visual effects and completion of homework techniques, neglecting to guide students to think about the cultural responsibilities and social values behind design. Course evaluation also often adopts a single scoring model for teachers, with evaluation indicators focusing on visual output, lacking consideration for cultural interpretation depth, feasibility of IP solutions, and cultural dissemination value, making it difficult to stimulate the intrinsic motivation of teachers and students to participate in the local IP development practice in Liaoning and Shenyang.

2.4. The Practical Ability of Teachers in Local Cultural and Creative Projects Needs to Be Improved

Integrating regional cultural IP development into brand image design courses requires teachers to not only master the professional abilities of brand planning and IP visual design, but also be familiar with the historical context of Liaoning and Shenyang regions, and possess the dual teacher qualities of connecting cultural and creative industries to carry out project practice. At present, some design teachers are accustomed to the traditional classroom teaching mode and participate less in local cultural and tourism IP horizontal projects. They are not familiar enough with the development process of cultural and creative IP and the market demand of the cultural and creative industry. When guiding students to carry out real IP brand image planning, it is easy to have the problem of emphasizing artistic expression and neglecting market implementation, which hinders the promotion of curriculum reform.

3. The Internal Logic of Integrating the Development of Cultural IP Brand Image in Liaoshen Region into Cultural and Creative Teaching

3.1. Cultural Logic: Regional IP Serves as a Link between Local Cultural Context and Classroom Teaching

The cultural IP of Liaoshen region is a collection of cultural symbols extracted from local cultural relics, folk customs, red memories, and industrial heritage, with historical connotations, recognizability, and dissemination extensibility[4]. Introducing the development of IP brand image into the course of "Brand Image Design" essentially transforms regional cultural resources into teaching content, allowing students to no longer passively receive theoretical knowledge, but to complete the entire set of work as IP planners, including cultural research, symbol deconstruction, brand positioning, and visual system design. Through the complete project process, students can understand the spiritual connotation of Liaoshen culture and achieve the dynamic inheritance of regional culture.

3.2. Teaching Logic: IP Full Process Project Adaptation Brand Image Design Course Capability Objectives

The core teaching content of the "Brand Image Design" course includes modules such as brand research, positioning analysis, logo design, VI visual identity system, IP image extension, derivative product development, and brand communication planning. The complete process of developing cultural IP brands in the Liaoshen region precisely covers all core knowledge points of the course. Taking the intangible cultural heritage IP of Shengjing, the cultural relics IP of museum collections, and the red tourism IP of Liaoning as the real propositions of the course, scattered chapter knowledge points can be connected into a complete project chain, promoting the classroom to shift from "technique training" to "complete project practice", which is in line with the law of cultivating applied talents in art and design majors.

3.3. Educational Logic: IP Practice Builds a Practical Carrier for Integrating Cultural and Creative Teaching with Teacher Ethics Construction

The construction of teacher ethics from the perspective of cultural and creative teaching emphasizes that teachers should use professional practice as a tool to achieve value guidance. Teachers leading students in the development of local IP brand image in Liaoning and Shenyang, and conducting practical research projects to meet the needs of cultural and tourism venues and enterprises, is itself a process of practicing the spirit of educators and fulfilling social service responsibilities. During the project guidance process, teachers should not only control the quality of the design profession, but also guide students to respect historical culture and establish a sense of responsibility for cultural inheritance. Through research and design practice, students cultivate a strong sense of patriotism, thereby achieving a three in one educational effect of professional teaching, cultural inheritance, and professional ethics cultivation.

4. Empowering the Practice Path of Cultural and Creative Teaching in Universities with Liaoshen Regional Cultural IP - Taking the Course of "Brand Image Design" as an Example

Combining the four in one model of "platform co construction+project drive+dual teacher guidance+achievement transformation" in the project, taking the "Brand Image Design" course as the carrier, a five step practical path of "cultural resource reserve - real project introduction - classroom teaching implementation - diverse subject evaluation - achievement socialization transformation" is constructed, and teacher ethics cultivation and dual teacher ability cultivation are integrated throughout the entire teaching process.

4.1. Jointly Build the Liaoshen Regional Cultural IP Teaching Resource Library and Consolidate the Foundation of Curriculum Teaching

Collaborate with local museums and intangible cultural heritage protection centers to sort out cultural resources in four major areas: Liao Shen Qing culture, red culture, Manchu intangible cultural heritage, and industrial heritage. Select cultural relics patterns, folk symbols, and historical stories suitable for IP development, and build a digital IP teaching resource library suitable for classroom teaching. The resource library is not just a collection of image materials, but also supplements textual materials such as historical background, cultural connotations, existing cultural and creative development shortcomings, and target audience analysis, providing research materials for course project training. Before class, teachers rely on the resource library to conduct collective teaching and research, jointly discuss ideas for translating cultural symbols, and avoid using only visual symbols in the classroom while neglecting the interpretation of cultural connotations. The resource library is synchronously opened to

students as the basic material for course research, course assignments, and course assignments, solving the practical problem of scattered regional cultural materials in teaching.

4.2. Introduce Real IP Development Projects and Promote Project-based Classroom Teaching Models

Change the current situation of virtual proposition based courses in the past, actively collaborate with local cultural and tourism venues and enterprises, and introduce the real topic of IP brand image development in the Liaoning Shenyang region into the "Brand Image Design" classroom. Divide tasks into groups to fully replicate the workflow of enterprise IP brand development: In the first stage, conduct on-site research, organize students to visit museums and intangible cultural heritage sites, complete cultural resource research and audience research, and output research reports; In the second stage, IP positioning planning will be completed, and the IP brand positioning and story narrative framework will be clarified in combination with cultural and tourism scenes; The third stage involves designing the core IP image, logo, color system, and VI visual system; The fourth stage is to complete the design of IP derivatives and extension of communication materials. Teachers track the progress of group projects throughout the process, provide guidance on cultural symbol translation, brand positioning, and market adaptability, guide students to think about how IP design can serve local cultural and tourism communication, and integrate the value of cultural inheritance into every teaching process. During the implementation of the project, teachers simultaneously completed their own research and accumulation of Liaoshen culture, improved their dual teacher competence in serving local project practices, and achieved mutual growth in teaching and learning.

4.3. Refactoring Course Teaching Content to Achieve Bidirectional Infiltration of Professional Teaching and Teacher Ethics Cultivation

Reorganize the course teaching units and embed Liaoshen IP development into the original course modules. Add the practice of regional cultural research in Liaoning and Shenyang in the brand research chapter; Conduct modern translation training on local cultural symbols in the IP image and VI system design chapter; In the chapter on brand communication, discuss the new media communication path of Liaoshen IP[5]. Classroom teaching not only teaches software operation and composition aesthetics, but also adds case studies to analyze the cultural responsibilities behind excellent local cultural and creative projects. Teachers combine their own experience of participating in local cultural service projects in the classroom to explain the cultural mission of artists, and integrate teacher ethics education into professional classrooms in a subtle way, avoiding the separation of teacher ethics education and professional courses. At the same time, we regularly invite cultural and creative researchers and designers from cultural and creative enterprises to join the classroom for joint teaching, promote dual teacher co teaching, and make up for the lack of practical experience among teachers in the industry on campus.

4.4. Build a Diversified Comprehensive Curriculum Evaluation System that Balances Professional Competence and Educational Effectiveness

Break the single scoring model for teachers and establish a diversified evaluation mechanism of "teacher evaluation+group mutual evaluation+third-party evaluation by cultural and cultural/enterprise experts". The evaluation indicators are divided into three dimensions: the first is the professional and technical dimension, which examines the IP brand image, the integrity of the VI system, and visual performance; The second dimension is cultural interpretation, focusing on evaluating students' depth of understanding of Liaoshen regional culture and whether the translation of IP symbols respects the authenticity of historical culture; The third dimension is the practical value, evaluating the market adaptability and

dissemination potential of IP solutions. At the same time, incorporating teachers' guidance on local cultural and creative projects and the results of regional cultural research into teachers' teaching assessment references, and using the effectiveness of serving local cultural practices as a supplementary basis for evaluating teacher ethics and dual teacher qualities, in order to motivate teachers to actively engage in teaching reform practices empowered by regional culture.

4.5. Open up the Channel for Transforming Achievements and Promote the Socialization of Classroom IP Design Works

After the course, select excellent Liaoshen IP brand image plans and promote the transformation of results from classroom assignments to practical cultural and creative solutions. Excellent solutions can be recommended to partner cultural and tourism enterprises as reference for IP development, and some IP images can be applied to cultural and creative peripherals and cultural and tourism promotional materials; Organize students to participate in provincial-level cultural and creative design competitions to promote improvement and refine IP solutions. Teachers lead students to organize course practice cases, form a collection of teaching cases, and summarize local IP development teaching experience. In the process of transforming achievements, further strengthen the social service awareness of teachers and students, enable them to truly experience the practical value of cultural and creative design services for local cultural construction, and incorporate teacher ethics construction into social service practice.

5. Reflection on Teaching Practice and Guarantee Strategies

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6. Conclusion

The development of regional cultural IP brand image provides a new entry point for the reform of cultural and creative teaching in universities, and also finds an effective practical carrier for the construction of professional ethics in art majors. Based on the rich regional cultural resources of Liaoning and Shenyang, the complete process of developing local IP brands is embedded into cultural and creative courses such as "Brand Image Design". Through resource library construction, real project driven classroom teaching, diversified evaluation, and socialized achievement transformation, it can solve the practical problems of insufficient exploration of regional culture in cultural and creative teaching, and the separation of professional teaching and teacher ethics education in the past. In this teaching model, students acquire professional skills in brand design through IP design practice and establish a sense of identification with local culture; Teachers fulfill their educational mission and enhance their dual teacher competence in guiding local IP development and serving local cultural

construction. In the future, art and design majors in universities should further deepen the collaboration between schools, libraries, and enterprises, continuously explore the teaching value of regional cultural resources, implement moral education and talent cultivation through professional practice, and cultivate cultural and creative talents with professional abilities and cultural responsibilities for the inheritance and innovation of local culture.

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