

Research on Strategies for Cultivating Ideological and Political Literacy in Design Students

Hui Wang

342901XXXXXXXX6035

Abstract: This paper explores strategies for effectively cultivating ideological and political literacy in design students, including collaborative education between counselors and professional teachers, course ideological and political design, and innovative teaching modes. Through theoretical research and practical case analysis, a series of specific implementation strategies are proposed. Firstly, the collaboration between counselors and professional teachers is key to achieving the organic integration of ideological and professional education. Secondly, scientific course design is the core of course ideological and political education, requiring the integration of social backgrounds and ethical issues into teaching objectives and content. Thirdly, innovative teaching modes such as flipped classrooms and project-driven teaching can improve the effectiveness of ideological and political education. Fourthly, establishing a systematic ideological and political education resource database provides necessary support and assistance to teachers. Finally, through practical education and a scientific evaluation and feedback mechanism, students' sense of social responsibility and practical abilities are further enhanced. This study provides reference and guidance for ideological and political education in design majors.

Keywords: Design Major; Ideological and Political Literacy; Course Ideological and Political Education

1. Introduction

As a comprehensive and interdisciplinary field, design majors not only cultivate students' artistic innovation ability and professional skills but also bear the responsibility of ideological and political education^[1]. With the development of the times, higher education has put forward higher requirements for ideological and political education, demanding that all disciplines integrate ideological and political elements into their teaching to achieve comprehensive, whole-process, and all-round education. Therefore, exploring how to effectively cultivate students' ideological and political literacy in design majors is of significant theoretical and practical importance.

2. The Necessity of Course Ideological and Political Education in Design Majors

The characteristics of design majors determine their unique advantages and challenges in ideological and political education. First, design majors involve multiple fields such as social sciences and natural sciences, emphasizing the combination of engineering and art, making it a practical major connected to the market. Second, the courses in design majors are characterized by creativity, applicability, interdisciplinarity, cooperation, cutting-edge nature, and aesthetics. Therefore, while cultivating students' professional skills, design majors also need to focus on fostering students' sense of social responsibility and patriotism^[2].

3. Current Situation and Challenges of Course Ideological and Political Education in Design Majors

Currently, there are some issues in the implementation of course ideological and political education in design majors. First, professional teachers lack awareness of ideological and political education and the initiative to integrate ideological and political elements into professional teaching. Second, the integration of ideological and political education with professional education is not high, making it difficult to naturally integrate ideological and political content into professional courses. Third, there is a lack of systematic ideological and political education resources and support systems, making it challenging for teachers to implement it effectively^[3].

4. Strategies for Cultivating Ideological and Political Literacy in Design Students

4.1 Collaborative Education between Counselors and Professional Teachers

Collaboration between counselors and professional teachers is crucial for implementing course ideological and political education in design majors^[4]. Counselors have advantages in student management and ideological education, while professional teachers excel in imparting

professional knowledge and skills. By establishing regular communication mechanisms, jointly developing plans, and co-guiding projects, the integration of ideological and professional education can be ensured, improving educational effectiveness. Specific measures include creating a regular communication platform for counselors and professional teachers, holding at least one joint meeting each semester to share teaching experiences and management methods, and developing detailed ideological education plans that clarify responsibilities and tasks. Additionally, counselors and professional teachers should co-guide student projects through collective lesson planning and joint grading to ensure consistency and coordination between ideological and professional education. Regularly organizing course ideological and political seminars, inviting experts and scholars to discuss the latest theories and practices, sharing successful cases, and establishing a case library to provide rich teaching resources are also essential. Designing and implementing practical activities such as social research, enterprise visits, and public welfare design projects allow students to experience and understand the essence and significance of ideological education in practice.

4.2 Course Ideological and Political Design

Scientific course design is the core of achieving ideological and political education in design majors^[5]. By integrating ideological elements naturally into professional teaching, the organic combination of professional knowledge and ideological education can be realized. When setting course objectives, it is essential to consider both the cultivation of professional knowledge and skills and the enhancement of students' ideological and political literacy. In teaching content, analyzing social backgrounds and historical events when explaining design history helps students understand the relationship between design and social development, enhancing their sense of historical responsibility and mission. Emphasizing social responsibility and ethical issues in design project teaching guides students to think about the impact of design on society and the environment, cultivating their sense of social responsibility and ethical awareness. Teaching methods should include analyzing actual cases to guide students in understanding and discussing ideological issues.

4.3 Innovative Teaching Modes

Innovative teaching modes are essential to improve the effectiveness of ideological and political education in design majors^[6]. By introducing advanced teaching concepts and methods, students' learning interest can be stimulated, and the effectiveness of ideological education can be enhanced. For example, the flipped classroom model allows students to pre-study course content through online platforms, watching teaching videos and reading relevant materials. Teachers provide ideological and political study materials and discussion topics on the platform to guide students' thinking. In the classroom, understanding is further deepened through discussions and practical activities, with group discussions and case analyses enhancing learning outcomes. Teachers collect students' feedback after class to adjust teaching methods and content timely. Project-driven teaching lets students apply knowledge in real projects, thinking about and solving related ideological issues, such as considering energy conservation and environmental protection in a green building design project. Students work in groups on project design, cultivating teamwork spirit and responsibility, and reflecting their ideological thinking and solutions in the final report. Interactive teaching enhances interaction and participation through classroom discussions, group cooperation, and simulated practice, such as discussing social responsibility issues in design projects, organizing group cooperation tasks, and simulating real work environments to solve ideological issues. These strategies through innovative teaching modes enable students to continually enhance the effectiveness of ideological education during their learning process, cultivating their social responsibility and practical abilities.

4.4 Establishing an Ideological and Political Education Resource Database

Establishing a systematic ideological and political education resource database provides necessary support and assistance to teachers, ensuring the effectiveness of course ideological education^[7]. First, an ideological and political education case library should be established by collecting and organizing typical cases for teachers to reference and use in teaching. Second, a teaching resource sharing platform should be created where teachers can upload and share teaching materials, video resources, and teaching cases, promoting resource sharing and exchange. The platform can also facilitate teachers to exchange teaching experiences and insights, sharing successful cases and methods of ideological education, promoting mutual learning and improvement among teachers. Additionally, regularly organizing ideological education training to improve teachers' abilities and levels, and thematic seminars to discuss the latest theories and practices, share successful cases, and promote cooperation and exchange among teachers is crucial.

4.5 Strengthening Practical Education

Practical education is a crucial way to improve the ideological and political literacy of design students. Organizing students to participate in various practical activities can enhance their sense of social responsibility and practical abilities. For example, organizing students to participate in community environment improvement projects cultivates their sense of social responsibility and practical abilities. Conducting social surveys to understand actual social problems and needs cultivates students' sense of social responsibility and problem-solving abilities. Strengthening cooperation with enterprises through internships and visits allows students to understand industry development trends and ac-

tual work-related ideological issues. School-enterprise cooperation projects enable students to apply knowledge in real projects to solve actual problems. Conducting diverse extracurricular activities, such as lectures, forums, and exhibitions, enhances students' ideological education. Inviting renowned designers and experts to give lectures on social responsibility and ethical thinking in design work inspires students' ideological thinking. Organizing students to participate in academic exhibitions to showcase their design works enhances their sense of achievement and social responsibility.

4.6 Evaluation and Feedback Mechanism

Establishing a scientific evaluation and feedback mechanism ensures the effectiveness of course ideological education. Including ideological education assessment content in course evaluations by evaluating students' course assignments and classroom performance assesses the improvement of their ideological literacy. Adopting diversified evaluation methods, such as self-assessment, peer assessment, and teacher evaluation, comprehensively understands students' development. Establishing student feedback mechanisms to regularly collect opinions and suggestions on course ideological education and timely improve teaching methods and content is essential. Establishing teacher feedback mechanisms to collect experiences and difficulties in implementing course ideological education and providing timely support and help is crucial. Evaluating the actual effect of course ideological education through questionnaires and interviews provides reference and basis for future teaching, proposing improvement suggestions.

5. Conclusion

The implementation of ideological and political education in design courses is an important way to improve students' ideological and political literacy. Through strategies such as collaborative education between counselors and professional teachers, course ideological and political design, innovative teaching modes, establishing an ideological and political education resource database, strengthening practical education, and evaluation and feedback mechanisms, the ideological and political literacy of design students can be effectively enhanced, cultivating comprehensive talents with professional skills and good moral qualities.

References

- [1] Xie Ou, Tu Yuansheng. Research on the Collaborative Education Mechanism of Design Majors under the SPOC Model [J]. *Art Education Research*, 2024, (03): 148-150.
- [2] Cao Yejun, Li Huizhou. Research on Practical Strategies of Ideological and Political Education in University Environmental Design Courses—Taking the “Home Environment Design” Course as an Example [J]. *Journal of Hefei Normal University*, 2024, 42 (01): 119-123.
- [3] Wang Liping, Zhang Tingyu, Li Xi. Exploration and Practice of Collaborative Education between Counselors and Professional Teachers under the Background of Ideological and Political Courses [J]. *Education Teaching Forum*, 2023, (50): 93-96.
- [4] Lin Chun, Cha Junjing. Research on the Construction and Practice of the Ideological and Political Education System for Art Design Majors in Vocational Colleges [J]. *Modern Vocational Education*, 2023, (26): 17-20.
- [5] Nie Yan. Exploration and Practice of Ideological and Political Education in Visual Communication Design Majors [J]. *University*, 2022, (32): 176-179.
- [6] Guo Hui, Guo Tiantian. Research on Effective Paths of Ideological and Political Courses for Design Majors in Universities in the New Era [J]. *Western Leather*, 2022, 44 (20): 64-66.
- [7] Wei Dongyu, Qiao Peixin, Tang Hongyan. Research on the Cultivation of Professional Literacy of College Students from the Perspective of Ideological and Political Courses—Taking Design Majors in Vocational Colleges as an Example [J]. *Education Observation*, 2022, 11 (16): 11-14.