# The Construction Path of Ideological and Political Education in Landscape Architecture Professional Courses

**WU Qianni**

(College of Horticulture and Gardening, Yangtze University, Jingzhou, Hubei 434025, China)

**Abstract** Ideological and political education in courses is a strategic measure for universities to fulfill the fundamental task of fostering virtue through education in the new era. Taking the landscape architecture major as an example, this paper explored the core significance of ideological and political education in courses, analyzed the current situation and problems of the construction of ideological and political education in landscape architecture courses, and put forward specific construction path from the aspects of curriculum objectives, teaching content, faculty team construction and evaluation system. It aimed to provide useful references for cultivating high-quality landscape architecture professionals.
**Keywords** Landscape architecture, Ideological and political education in courses, Construction path
**DOI** 10.16785/j.issn 1943-989x.2025.5.015

With the rapid development of China's economy and the acceleration of urbanization, the landscape architecture major plays an increasingly important role in improving the human settlement environment, enhancing urban quality, and promoting the construction of ecological civilization. The landscape architecture major in colleges and universities undertakes the important responsibility of cultivating high-quality professionals. It should not only impart professional knowledge and skills to students, but also attach great importance to cultivating students' ideological and political quality, professional ethics, and sense of social responsibility. As a brand-new educational concept, ideological and political education in courses provides new ideas and methods for the cultivation of professionals in the landscape architecture major.

# 1 The core significance of the ideological and political construction of landscape architecture professional courses

## 1.1 To implement the fundamental task of fostering virtue through education

Fostering virtue through education is the fundamental goal for universities to cultivate high-quality talents. To implement the fundamental task of fostering virtue through education, it is essential to integrate value shaping, knowledge impartment and competence development into an organic whole, with no separation among them[1]. What ideological and political education in courses aims to achieve is precisely to incorporate virtue cultivation

into teaching, thereby cultivating talents with both integrity and ability for the country, society and the people[2]. As the main platform for cultivating outstanding professionals in landscape architecture, the landscape architecture major must always integrate ideological and political education into the entire process of professional teaching. Through the construction of ideological and political education in courses, it guides students to establish correct values, cultivate students' professional ethics and sense of social responsibility, and thus unify the teaching of theoretical knowledge with the guidance of core values.

## 1.2 To serve the development of national strategies

Landscape architecture is a "direct participant" in the country's major strategies. The primary significance of ideological and political education in courses is to help students clearly understand "the relationship between their major and the country" and integrate their personal career ideals into the needs of the times. At the level of "ecological civilization construction", the core task of landscape architecture is to "repair the relationship between human beings and nature". Ideological and political education in courses helps students understand that every ecological restoration blueprint they draw and every native plant they select contributes to the "dual carbon" goals (carbon dioxide emissions and carbon sequestration) and biodiversity conservation. In this way, it cultivates students' professional sense of mission and responsibility of "providing a good quality of life for humans and other inhabitants" and "being guardians

of the landscape"[3]. Moreover, this kind of "professional sense of mission" is far more powerful than the abstract understanding of the word "ecology".

## 1.3 To promote the development of the landscape architecture industry

The landscape architecture industry should not only focus on the protection and utilization of the natural environment, but also attach importance to the inheritance and innovation of social culture. Classical gardens in China developed against the cultural background of "harmony between man and nature", perfectly integrating the ecological aesthetics of "being based on nature yet transcending nature" with the literati's taste for "poetic and painterly artistic conception"[4]. The ideological and political education in landscape architecture professional courses can explore the humanistic genes of classical gardens, cultivate students' cultural confidence and ecological awareness, and provide talent support for the sustainable development of the landscape architecture industry.

# 2 Current situation and problems of ideological and political education in landscape architecture professional courses

## 2.1 Insufficient understanding of ideological and political education in courses

Surveys showed that some professional teachers and students had not deeply recognized the importance of ideological and political education in courses. They one-sidedly believed that ideological and political education was mainly the responsibility of ideological and

political course teachers and had little to do with professional courses. This insufficient understanding made it difficult to effectively implement ideological and political education in the teaching of landscape architecture majors.

## 2.2 Insufficient integration of ideological and political elements with professional teaching

In the teaching of landscape architecture professional courses, some teachers failed to fully explore the ideological and political elements in the professional courses, resulting in a disconnect between ideological and political education and professional teaching. Although some teachers integrated some ideological and political content into their teaching, they often did it mechanically. For example, in the course of *Floriculture*, when talking about the growth law of lotus flowers, they directly asked students to learn the spirit of maintaining one's integrity. Another issue was the "over-generalization of ideological and political education", which only discussed ecological civilization and social responsibility in a vague and general manner. It lacked pertinence and thus failed to achieve the expected effect of ideological and political education.

## 2.3 The construction of the teaching team for ideological and political education in courses to be strengthened

Teachers in the landscape architecture major lacked systematic training in "the teaching design of ideological and political education in courses". Some teachers only had a superficial understanding of ideological and political elements, and failed to recognize that the Landscape Architecture major contains many unique ideological and political elements, such as "ecological ethics" (how to balance the relationship between the development and protection of landscape architecture) and "humanistic care" (how to design barrier-free facilities in green space planning). These elements are closely linked to the landscape architecture major, but many teachers could not integrate them into classroom teaching.

## 2.4 Incomplete evaluation system for ideological and political education in courses

The evaluation system for ideological and political education in landscape architecture professional courses was still incomplete, lacking in scientific and reasonable evaluation indicators and methods. The evaluation mainly focused on students' exam scores, and the assessment of students' ideological and political performance and quality was not comprehensive enough, making it difficult to accurately reflect the teaching effect of ideological and political education in courses.

## 3 Construction paths for ideological and political education in landscape architecture professional courses

### 3.1 Clarify the goals of ideological and political education in courses

The goal of ideological and political education in landscape architecture professional courses is to cultivate landscape architecture professionals with a sense of national belonging, innovative concepts, and social responsibility. When formulating talent training programs and syllabi, ideological and political education should be integrated, and the ideological and political education goals for each professional course should be clearly defined. For example, in the course *Principles of Scenic Area Planning*, the ideological and political goal can be set as cultivating students' professional values of natural ethics and social-environmental fairness and justice[5]; in the course *Landscape Aesthetics*, the ideological and political goal is to foster students' aesthetic and humanistic literacy as well as their awareness of cultural inheritance.

### 3.2 Dig deeply into ideological and political elements and construct a "hierarchical and classified" content system for ideological and political education in courses

Combined with the types and characteristics of the professional courses, ideological and political elements should be explored in a hierarchical and classified manner, which can be specifically divided into three levels:

3.2.1 Professional basic courses: focus on "cultural inheritance and ecological philosophy". Professional basic courses include *Introduction to Landscape Architecture*, *History of Chinese and Foreign Gardens*, *Landscape Ecology*, etc. It is necessary to focus on exploring the ideological and political elements related to ecological civilization and cultural inheritance contained within them. Taking the course *History of Chinese and Foreign Gardens* as an example, ideological and political content can be integrated in accordance with the historical process: for the "You" (enclosed hunting grounds) and "Tai" (elevated platforms) in the Shang and Zhou dynasties, focus can be placed on their functions such as hunting, sacrifice, and sightseeing to reflect the thought of "harmony between man and nature"; For

the literati gardens of the Tang and Song dynasties, emphasis can be placed on analyzing the garden-design concepts of "expressing emotions through mountains and rivers" and "secluding in the countryside", enabling students to understand the spiritual core of "upholding integrity and dealing with things dialectically". This thus allows classical gardens to become not only "objects of aesthetic appreciation" but also "carriers of values education".

3.2.2 Professional core courses: focus on "professional ethics and social responsibility". Professional core courses include *Landscape Architecture Planning and Design*, *Landscape Engineering*, *Green Space System Planning*, etc. These courses are highly practical in terms of technology, and it is necessary to focus on exploring ideological and political elements related to "professional ethics" and "social responsibility". Taking Green Space System Planning as an example, in the "Residential Green Space Planning" module, students are required to incorporate "barrier-free access" and "children's activity areas" into their design proposals. In the review stage, social benefit evaluation indicators are added to guide students to pay attention to the "humanistic care in design". In the *Landscape Engineering* course, cases related to construction safety are introduced, students are organized to discuss the awareness of safety responsibility in construction, so as to cultivate students' correct and rigorous professional attitude.

3.2.3 Practical training courses: focus on "family and national feelings and practical abilities". Practical training courses include graduation design, course internships, school-enterprise cooperation projects, etc. These courses allow for a focus on exploring ideological and political elements related to "family and national feelings" and "practical abilities". Taking the old city landscape renovation internship as an example, cooperation can be established with local governments to select a historic old street block as the internship base. Students are then guided to go deep into the old streets of the city, investigate the actual needs of local residents, protect ancient and famous trees as well as ancient buildings, and effectively integrate concepts such as "local cultural inheritance" and "ecological protection" into their designs. This practical approach not only enhances students' practical abilities, but also enables them to understand the significance of national strategies through participating in old city renovation

efforts, thereby fostering their family and national feelings.

### 3.3 Establish a "three–dimensional colla– borative" teaching team to enhance the ability of ideological and political teaching

It is necessary to build a "three-dimensional collaborative team consisting of professional teachers, ideological and political teachers, and industry experts" to make up for the insufficient ideological and political literacy of professional teachers.

**3.3.1** Carry out training on "curriculum of ideological and political teaching ability" for professional teachers. Professional teachers of landscape architecture should be organized to participate in special training and seminars on curriculum ideological and political education, which can be carried out in three levels.

The first is basic training. Ideological and political experts are invited to give lectures on "theories related to curriculum ideological and political education" so that professional teachers can establish the concept of "moral education through ideological and political education";

The second is professional training. Corresponding workshops are established according to the characteristics of the landscape architecture major, to fully explore the ideological and political elements in the landscape architecture major, and help teachers learn how to excavate the key points of ideological and political education from professional cases;

The third is practical training. Professional teachers are arranged to engage in landscape architecture practice, such as "ecological restoration projects" and "rural revitalization projects", so as to collect materials for ideological and political teaching from practice.

**3.3.2** Carry out collaborative lesson preparation between professional teachers and ideological and political teachers. Ideological and political education in courses needs to break down the disciplinary barriers between professional knowledge and ideological and political education, and deeply explore the inherent value of knowledge through the extraction and integration of knowledge[6]. For landscape architecture professional courses, the "professional + ideological and political" collaborative lesson preparation model can be adopted. For each core professional course, an ideological and political teacher is assigned to work with professional teachers to complete lesson preparation. For example, in the course team of Landscape Ecology, the ideological and political teacher can assist professional

teachers in identifying the connection points between policies such as "ecological civilization" and "low-carbon energy conservation" and landscape ecology, while professional teachers are responsible for explaining professional knowledge such as "biodiversity conservation" to ideological and political teachers. This kind of collaborative lesson preparation not only enhances the internal integration of professional courses and ideological and political theories, but also forms an organic interaction where "professional knowledge supports ideological and political education, and ideological and political education enriches professional teaching".

**3.3.3** Involve industry experts in ideological and political teaching. The practical experience of industry experts can provide rich practical cases for curriculum ideological and political education. Designers from landscape architecture enterprises can be invited to participate in the teaching of the course Landscape Planning and Design, sharing with students their practical experience in "how to balance commercial interests and residents' needs in urban renewal projects"; ecological experts can be invited to participate in the teaching of Landscape Engineering, explaining "how ecological restoration solves technical problems and fulfills ecological responsibilities". In addition, experts can also be hired to guide students' graduation design, and topics with ideological and political orientation such as "rural revitalization" and "old city transformation" can be selected, enabling students to continuously improve their professional literacy under the guidance of experts.

### 3.4 Construct a diversified and three– dimensional" evaluation system

A sound evaluation system is a crucial guarantee for the ideological and political construction of landscape architecture professional courses, and a diversified and three-dimensional evaluation system can be constructed from three dimensions: "students, teachers, and courses".

**3.4.1** Student evaluation: add the assessment dimension of "ideological and political performance". Reform the traditional mode of course assessment and incorporate "ideological and political scores" into the total course scores. For theoretical courses, the ideological and political level of students in the course can be assessed through in-class speeches, course essays and other forms. For example, for the course History of Chinese and Foreign Gardens, a course paper

can be assigned, requiring students to compare the differences between Chinese and foreign garden styles, so as to evaluate their level of cultural confidence. For practical courses, the ideological and political level of students can be assessed through "internship logs" and "design proposal reports". For example, in the "Comprehensive Internship in Landscape Architecture", evaluate whether students fully understand the needs of local residents and whether they integrate local cultural characteristics into their designs.

**3.4.2** Teacher evaluation: improve the evaluation criteria for "ideological and political teaching". The evaluation criteria for professional teachers' ideological and political teaching in courses should cover the entire teaching process, including "teaching preparation", "teaching implementation" and "teaching effect". In the "teaching preparation" dimension, it is examined whether there are clear ideological and political goals in the teaching plan and whether the ideological and political cases are fully prepared. In the "teaching implementation" dimension, combined with students' teaching evaluation and supervisors' class observation, it assesses whether ideological and political elements are organically integrated with professional courses and whether students participate actively. In the "teaching effect" dimension, evaluation is conducted through indicators such as "changes in students before and after ideological and political teaching in the course" and "the number of ideological and political cases in the course".

**3.4.3** Course evaluation: construct a quality assessment system for "ideological and political education in courses". For landscape architecture professional courses, a "quality assessment index system for ideological and political education in courses" can be designed, which includes 4 first-level indicators: "goal design", "content integration", "method innovation" and "effect output", with several second-level indicators under each (Table 1). Combined with the methods of "course group self-evaluation + supervisor assessment + industry expert evaluation", regular assessments on the quality of ideological and political education in courses are conducted. Based on the assessment results, improvement suggestions are put forward to form a positive cycle of "evaluation - feedback - improvement".

## 4 Conclusion

The ideological and political construction of landscape architecture professional courses

**Table 1   Quality assessment index system for ideological and political education in landscape architecture courses**

| System | First-level indicators | Second-level indicators |
| --- | --- | --- |
| Quality assessment index system | Goal  design | 1. Whether the ideological and political goals are consistent with the professional goals; |
| | | 2. Whether the ideological and political goals are specific and feasible; |
| | | 3. Whether the ideological and political goals are designed in layers. |
| | Content integration | 1. The relevance between ideological and political elements and professional content; |
| | | 2. The depth of exploration of ideological and political elements; |
| | | 3. The regional characteristics of ideological and political content. |
| | Method innovation | 1. Whether the ideological and political teaching methods are diverse; |
| | | 2. Whether information-based teaching methods are used; |
| | | 3. Whether practical projects are integrated. |
| | Effect output | 1. The degree of improvement in students' cognitive level of ideological and political education; |
| | | 2. The number of cases of students' practice of ideological and political concepts; |
| | | 3. The output of excellent cases of ideological and political education in courses. |

is a systematic project that requires the joint efforts of many departments to complete. By clarifying the goals, constructing a "hierarchical and classified" content system, strengthening the construction of the teaching team, and improving the evaluation system, ideological and political education can be effectively integrated into the professional teaching of landscape architecture. This helps cultivate high-quality landscape architecture professionals and provide strong support for the sustainable development of the landscape architecture industry in the new era.

## References

[1]   Ministry of Education of the People's Republic of China (2020). *Circular of the Ministry of Education on Issuing the Guidelines for the Construction of Ideological and Political Education in Courses of Institutions of Higher Education*. Retrieved from http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.

[2]   Wang, X. J., Shi, Y. (2020). On the ideological and political education of college courses in the new era. *Journal of Xinjiang Normal University* (Philosophy and Social Sciences Edition), (2), 50-58.

[3]   Liu, B. Y. (2008). The professional philosophy of Landscape Architecture discipline: The training of five main professional views and qualities of Landscape Architects. *Chinese Landscape Architecture*, *24*(1),12-15.

[4]   Zhou, W. Q. (2008). *History of Chinese classical gardens* (3$^{rd}$ Edition). Beijing: Tsinghua University Press.

[5]   Li, R. D., Han, F. & Jin, Y. F. (2020). Exploration on the construction of ideological and political curriculum chain of Landscape Architecture: A case study of Tongji University. *Landscape Architecture*, *27*(S2), 31-34.

[6]   Miao, Y. N. (2024). Policy reasoning, practical difficulties and practical approaches for implementing ideological and political theories teaching in all courses in universities. *Theory and Practice of Education*, (33), 43-47.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

  *28*(10), 95-99.

[11]   Huang, J. G., Li, H. X. & Wang, X. Z. (2021). Efficiency assessment on targeted poverty alleviation in Yangshan County based on the AHP-entropy power method. *South China Agriculture*, *15*(31), 65-69.

[12]   Li, G. Q., Zhu, J. & Huang, W. et al. (2023). Landscape gene evaluation of traditional villages: A case study of tuija traditional villages in Shizhu County,Chongqing. *Journal of Chinese Urban Forestry*, (5), 35-44.

[13]   Yang, X. M., Gu, J. N. & Xing, B. B. (2019). The architecture and practice of data-driven education evaluation system in the Internet + era. *Journal of Zhejiang Normal University* (Social Sciences), *44*(4),16-26.

[14]   Lou, Y. (2018). *Fundamentals of big data application*. Beijing: China Railway Publishing House.

[15]   Liu, B. Q., Nie, X. L. (2022). *Intelligent technology empowering education evaluation*. Beijing: Beijing Normal University Press.

[16]   Chen, L. (2022). *Intelligent technology empowering education evaluation*. Beijing: Beijing Normal University Press.

[17]   Liu, B. Q., Yuan, T. T. & Ji, Y. C. (2021). Intelligent technology enabling education evaluation: Connotation, overall framework and practice path. *China Educational Technology*, (8), 16-24.

[18]   Yang, Z. K. (2020). Promoting the reform and innovation of educational teaching evaluation by utilizing information technology. *People's Education*, (21), 30-32.

[19]   Zheng, Y. H., Wang, Y. Y. & Zheng, N. (2023). Digital transformation of teaching: Representation patterns and practical paths. *Theoretical Discussion*, (8), 5-11.

[20]   Huang, R. H. Connotation and implementation path of digital transformation in education. *China Education Daily*, 2022-04-06(3).

[21]   Liu, Y. S. (2019). Seizing the commanding heights of intelligent education assessment. *Research in Educational Development*, (3), 1.

[22]   Yang, B. C. (2020). The educational innovation of the local application-oriented college and its practice under the background of digital transformation. *Journal of Higher Education*, *41*(4), 45-55.

[23]   Yuan, Z. G. (2023). Digital transformation in education: What to turn and how? *Journal of East China Normal University* (Educational Sciences), *41*(3), 1-11.

[24]   Guo, J, Hao, J. J. (2021). Teacher's role orientation and accomplishment demand in the age of intelligence. *China Educational Technology*, (6), 121-127.

[25]   Weber, M. (1978). *Economy and society*. Berkeley, CA: University of California Press, 101.