

Research on the Path of Curriculum Ideological and Political for Design Education based on Craftsmanship

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Abstract: The construction of curriculum ideological and political and politics is an important part of the university thinking and politics education system. Based on the concept of outcome based teaching, this paper systematically analyses the professional knowledge modules in the curriculum, formulates complementary teaching and thinking objectives, and conducts research on the integration of the excavation, carrying and expression of thinking elements, so as to establish a long-term mechanism for systematic and three-dimensional all-round education from class to class, from theory to practice, from students to teachers, and promote a series of teaching reform innovations in teaching methods, teaching modes and course assessment. The course will also promote a series of teaching reforms and innovations in teaching methods, teaching modes and course assessment.

Keywords: Outcome based teaching concept, Design education, Curriculum ideological and political, Teaching reform.

1. Introduction

At present, Wenzhou is in a critical period of design innovation-driven development, and the 14th Five-Year Plan and the 2035 Visionary Goals have repeatedly involved the development of the design industry, and insisting on design innovation has become an important consensus for enterprises in the city to seek transformation and upgrading to achieve high-quality development. The development of the design industry is inseparable from the support of talents, and the design talents in the new era should not only have solid design knowledge and skills, but also have good ideology, morality and professionalism. As the main base of design talent training, universities must take the initiative to undertake the mission of design education, integrate professional courses with ideological and political education, and cultivate design talents with both moral and technical skills. In this context, how to deeply explore the ideological values and spiritual connotations contained in the knowledge system, implement the task of cultivating moral character into professional classroom teaching, and promote the collaboration between the Civic and Political Science curriculum and the curriculum Civic and Political Science to educate people is an important task facing design education in improving the quality of education.

Craftsmanship is a spirit of dedication, focus and excellence displayed by working people in the course of their labour practices. As an excellent professional quality inherited from working people, craftsmanship is not only a requirement of the ancients for supreme skill, but also a deep need for modern professionalism. From the first time craftsmanship was included in the government work report, to the repeated emphasis on craftsmanship in the 13th and 14th Five-Year Plans, promoting craftsmanship has become a widespread consensus. There is also an urgent need for design education to pursue the artisan spirit and teach students to design with meticulous and extreme attitudes and skills. Based on this, this paper attempts to condense the value system of craftsmanship embedded in design education by taking craftsmanship as the leader and combining it with the

principle of reverse design, so as to scientifically and reasonably expand the breadth, depth and temperature of curriculum thinking and politics, and finally form a distinctive and effective design education curriculum thinking and politics co-education system.

2. Literature Review

In this paper, based on the bibliometric analysis, we searched the database of China Knowledge Network for the two major terms of "craftsmanship" and "curriculum thinking and administration", and retrieved 1770 and 2328 core journal articles respectively by September 18, 2022, while the number of core journal articles matching both terms was 45. The number of core journals matching the two subject terms was 45. When the group released the restriction on core journals, a total of 1412 journals were retrieved that met the two subject terms, and only 17 journals were retrieved after adding the subject term "design education".

Combing through the above literature, we can see that the earliest mention of craftsmanship and curriculum thinking in the field of design education in China was made by Sun Xiaodan in June 2019 in the context of the construction of a 3D modelling design course, which is a relatively late start [1]. Among the 17 existing papers, they cover various fields such as architectural design, landscape architecture, product design, environmental design, clothing design, visual communication design and virtual reality technology, and focus on the ideas of curriculum thinking politics construction for design majors and specific courses. Among them, Xi Bingyang puts forward the concept of teaching curriculum thinking and politics with craftsman's consciousness as the first priority, digging deeper into the spirit of gesture in craftsman's consciousness and making a profound summary of the expression of the spirit of gesture in students' daily life, such as the aesthetic concept of design, the interpretation of the design process, the expression of good design semantics, and the internalization of design literacy and ability [2]; Liu Jiuxing and Li Bo take Northeast Forestry University as a practical case to combine the industrial design major Liu Jiuqing and Li Bo took Northeast

Forestry University as a practical case and integrated various aspects of teaching with the ideological education, and put forward the thinking of practicing craftsmanship in the practical teaching [3]; Gao Chuanyou and others put forward the top-level design of "four beams and eight pillars" and the "three lines and one belt" of curriculum characteristics in the study of curriculum ideology. In their study, Gao Chuanyou et al. proposed the top-level design of "four beams and eight pillars" and the "three lines and one belt" design of the curriculum, adopted the teaching method of combining current affairs hotspots with teaching tasks, and integrated the spirit of craftsmanship into it, forming the "three integrations and three links" mode of the construction of curriculum thinking politics[4].

3. Methodology

Based on literature research and practical investigation, this paper will firstly comb through relevant literature and investigate the current situation of the implementation of design education curriculum thinking in colleges and universities in the field. Secondly, the topic will raise the core issue of the topic, exploring how to integrate craftsmanship in design education, including how to integrate teaching objectives, how to integrate teaching contents, how to integrate teaching activities and how to integrate teaching evaluation; finally, by studying the synergistic mechanism between design education courses and ideological and political courses in colleges and universities, the topic will propose a path for the implementation of course thinking and politics, and then build a closed loop of course thinking and politics teaching based on " Finally, by studying the synergistic mechanism between the ideological politics of design education courses and ideological politics courses in colleges and universities, the path of implementing the ideological politics of courses is proposed, and then a teaching mode of the ideological politics of courses based on "introduction - penetration - improvement" is constructed.

4. Reform Ideas of Curriculum Ideological and Political for Design Education in Higher Education

4.1. Clarifying the Ideological and Political Teaching Objectives of the Course

According to the needs of the society and the orientation of the profession, this paper will focus on cultivating the artisan spirit of excellence among students, continue to refine the ideological connotation and ideological elements contained in the knowledge system of the design education curriculum, build the corresponding ideological and political education, establish the ideological and political elements with patriotism, cultural self-confidence, professional responsibility and social mission as the main lines, and establish the ideological and political elements with the cultivation of artisan spirit as the base colour and the regional spirit and humanistic sentiment as the focus. The design education curriculum has a political connotation. The course is designed around this concept of talent training, with the aim of developing teaching objectives, collecting thinking and political elements, innovating teaching methods and designing thinking and political carriers to strengthen students' ideals and beliefs, and to cultivate new-age designers who have a good grasp of basic design theories and

skills as well as good thinking and political qualities.

4.2. Development of the Content of the Course's Thinking and Politics

In the construction of the course content, this paper takes the fundamental task of implementing moral education, incorporates the thinking and political elements based on patriotism, cultural confidence, professional responsibility and social mission into the overall planning of the course construction, promotes the effective integration of the course thinking and political content with the professional course content by combining the knowledge structure of the course with the actual needs of local industries in Wenzhou, and builds a progressive teaching content module based on "industry knowledge The course will be based on a progressive teaching content module based on "industry knowledge - design foundation - design advancement - comprehensive practice", so as to explore the integration of thinking and politics in the course based on different content modules.

4.3. Constructing a New Teaching Model

In the teaching activities, this paper will invite enterprise tutors to join the joint education group of the course Civic and Political Science, adopt the dual tutor form of "professional teachers + enterprise tutors", and jointly build a teaching mode based on value shaping as the core, through the "introduction - infiltration - enhancement" Civic and Political Science teaching closed loop, to play the role of education of the course Civic and Political Science in a subtle and silent way. Through the closed loop of "introduction - infiltration", the teaching and learning of Civic and Political Science can play a role in educating people through subtle and silent influence. Before the class, we design and produce real cases and pre-release pre-class learning tasks through the Super Star Learning Platform to stimulate students' interest in exploring and learning, so that they can initially perceive the temperature of Civics and become familiar with the content of Civics in general; during the class, we carefully design offline teaching scenes to teach politics, and after the introduction of cases, we further create problematic situations with the background of current hot issues of the times to carry out Civics education in the classroom. After the introduction of the case, we further create problematic situations with the background of current hot issues to carry out classroom ideological education. On the one hand, teachers will make use of their extra-curricular time to create a second classroom and lead students to visit the design, production and sales departments of enterprises, so as to get a first-hand experience of the independent research and development technology and brand design process of local benchmark enterprises, and to appreciate the craftsmanship of the enterprise instructors and their sense of design innovation. On the other hand, the integration of ideological elements with practical projects requires students to participate fully and deeply in the practical aspects, and to feel and experience the ideological elements through their own practice, experience and even refinement, so as to achieve the effect of nurturing people and nurturing talents in a unified way, and to forge the soul and strengthen the ability of nurturing people.

4.4. Establishing a Diversified Teaching Evaluation System

According to the vocational requirements of enterprise

design positions, the study will combine the Civic Education objectives of the Craftsmanship course and establish a diversified teaching evaluation system to promote the optimisation and continuous improvement of the collaborative education effect of Civic Education. The whole evaluation method is divided into two major parts: student teaching evaluation and course construction feedback evaluation. In the student teaching evaluation, the objectives of thinking and politics are integrated into the process assessment and open final assessment as part of the course assessment, so that the elements of thinking and politics are reflected in the practical projects and the long-term development of the integration of thinking and politics into the system is achieved. In the evaluation of student teaching, industrial tutors such as heads of corporate design departments are introduced to evaluate the main body, and together they establish a teaching evaluation method for design education courses that places equal emphasis on the assessment of knowledge and ability and ideological and political education; in the feedback on the evaluation of course construction, during the whole cycle of course construction, the course will carry out sharing of ideological and political teaching experiences, providing real-time feedback on the effect of the course's ideological and political teaching, and collecting through senior teachers, students and industrial tutors as the main body. The feedback is collected through senior teachers, students and industrial instructors to further enhance the connotation construction and the level of thinking and politics in the course of craftsmanship, so as to achieve the long-term effect of collaborative education in the course of thinking and politics.

5. Conclusion

This paper is a useful exploration and practice of the thinking and teaching of design education courses in universities based on the concept of craftsmanship. This paper combines the construction of design education courses'

ideological, political and politics with the concept of outcome based teaching, which is extremely beneficial to promoting the effective integration of thinking and politics objectives with teaching objectives. Its ultimate goal is to establish a more perfect thinking and politics teaching system suitable for design education, which will in turn promote the optimisation and enhancement of the professional training system, which will be the best initiative to implement the establishment of moral education and the direction of continued efforts to integrate ideology and politics into the reform in the future.

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