

Integration and Innovation: Collaborative Development Path of Interior Design Professional Courses and Ideological and Political Education

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Abstract: *In the current educational context, it is particularly important to cultivate both professional skills and ideological and political literacy. This paper explores the necessity of integrating interior design professional education with ideological and political education, including the challenges of content integration, the need for innovative teaching methods, the development of teachers' professional capabilities, and the enhancement of students' acceptance. Through literature review, case analysis, and effect evaluation, this research proposes a series of strategies and recommendations aimed at optimizing the teaching process and improving educational quality. These strategies include innovation in teaching content and methods, integration and optimization of teaching resources, professional development and training of teachers, policy support and environmental construction, student development guidance and services, and improvement of the curriculum evaluation system. The research results show that the integration of interior design professional education and ideological and political education can promote the comprehensive development of students, cultivating design talents with both professional skills and social responsibility. However, the research also has certain limitations, including the breadth of case analysis, the accuracy of evaluation tools, and the necessity of long-term tracking studies. Future research can further deepen these aspects, expand the scope of case analysis, improve evaluation methods, and conduct interdisciplinary cross-research. This research has important theoretical and practical significance for the integration of professional education and ideological and political education in higher education, providing useful reference and inspiration for relevant educational reforms.*

Keywords: Interior design; Ideological and political education; Curriculum integration; Effect evaluation.

1. INTRODUCTION

In the context of globalization and informatization, higher education is facing unprecedented challenges and opportunities. As a field that intersects art and science, the goal of interior design education is not only to cultivate students' professional skills but also to shape their innovative consciousness and social responsibility. However, traditional professional education often neglects the cultivation of students' values, leading to achievements in professional skills but deficiencies in social responsibility and cultural literacy. Integrating ideological and political education into interior design courses can enrich the teaching content, enhance students' comprehensive quality, and cultivate critical thinking and independent thinking abilities, making them well-rounded talents with both professional skills and social responsibility. This study aims to explore the possibility and practical paths of integrating ideological and political education into interior design courses [1]. The core issues include how to organically integrate the concepts and content of ideological and political education into interior design courses and the impact of this integration on improving students' comprehensive quality and professional abilities. This study attempts to provide new perspectives and strategies for interior design education through theoretical analysis and case studies.

2. OVERVIEW OF INTERIOR DESIGN EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION

2.1 Connotation and Objectives of Interior Design Education

Interior design education is a comprehensive discipline that integrates artistry, scientificity, and practicality. It requires students to master professional skills such as space planning, material application, and color matching while emphasizing the cultivation of innovative thinking, cultural understanding, and environmental awareness. In

this educational process, students are guided to think about how to improve people's quality of life through design, enhance the efficiency of space use, and reflect the spirit of the times and social values. The goals of interior design education are multidimensional. First, it aims to cultivate students' professional skills, enabling them to proficiently use design principles and tools to create aesthetically pleasing and practical interior spaces. Second, it emphasizes the cultivation of students' aesthetic abilities, encouraging them to explore and express personalized design styles [2]. Additionally, interior design education emphasizes the cultivation of students' social responsibility, making them consider environmental sustainability, cultural diversity, and social equity in their design practices [3].

2.2 Importance and Objectives of Ideological and Political Education

Ideological and political education is a core component of the Chinese higher education system. It focuses on cultivating students' socialist core values, aiming to enhance their sense of responsibility and mission towards the country, society, and the collective. Through ideological and political education, students can establish correct worldviews, outlooks on life, and values, forming positive life attitudes and good moral qualities. It not only focuses on students' personal development but also emphasizes their social participation and national contribution [4]. Ideological and political education guides students to understand and identify with the national development strategy and actively participate in the construction of socialist modernization. Moreover, it aims to cultivate students' legal awareness and social ethics, making them law-abiding, honest, and trustworthy citizens.

2.3 Analysis of the Relationship Between Interior Design and Ideological and Political Education

Although interior design education and ideological and political education belong to different disciplines, there is an inherent connection and interaction between them. Interior design is not only a technical and artistic practice but also an expression of culture and values. In interior design, the designer's values, aesthetics, and social responsibility influence their design decisions and creative direction. Therefore, interior design education provides a vivid practical platform for ideological and political education, where students can learn how to integrate socialist core values into their creations [5]. Conversely, ideological and political education can provide value orientation and cultural support for interior design education. Through ideological and political education, students can gain a deeper understanding of the country's cultural traditions and social needs, thereby better reflecting the spirit of the times and social values in their designs. Additionally, ideological and political education can cultivate students' sense of social responsibility and environmental awareness, making them more attentive to sustainability and social equity in their designs.

2.4 Necessity and Challenges of Integration

With the development of economic globalization and social informatization, the field of interior design faces increasingly complex cross-cultural and social issues. This requires designers to have not only professional skills but also an international perspective and social responsibility. Integrating ideological and political education into interior design education can better cultivate students' comprehensive qualities and enhance their ability to solve complex problems [6]. However, achieving effective integration is not easy. Firstly, appropriate teaching methods and curriculum models need to be found to organically combine ideological and political education content with professional knowledge rather than simply stacking or replacing them. Secondly, teachers need to have interdisciplinary teaching capabilities and innovative consciousness to naturally integrate ideological and political education elements into professional teaching. Additionally, a scientific evaluation system needs to be established to objectively assess and continuously improve the integration effects.

The implementation of ideological and political education in the interior design major faces some unique challenges. On one hand, due to the strong practical and technical nature of interior design, it is often difficult to find suitable entry points for ideological and political education. On the other hand, some teachers lack a clear understanding and methods of how to effectively integrate ideological and political education content with professional courses. Additionally, there are differences in students' acceptance and participation in ideological and political education. Some students may think that ideological and political education is not closely related to professional development and thus lack motivation to learn. The main challenges in integrating interior design education with ideological and political education include the following aspects:

2.4.1 Difficulty in Integrating Course Content

How to organically combine the concepts and content of ideological and political education with interior design professional knowledge, rather than simply stacking them, is an urgent issue to be addressed.

2.4.2 Innovation in Teaching Methods

Traditional lecture-based teaching methods are difficult to stimulate students' interest and participation. It is necessary to explore more interactive and engaging teaching methods.

Professional Development of Teachers: Teachers need to have interdisciplinary teaching capabilities and innovative awareness to naturally integrate elements of ideological and political education into professional teaching.

2.4.3 Student Acceptance

How to improve students' acceptance and participation in ideological and political education, making them realize the importance of ideological and political education for personal development, is an issue that needs special attention.

2.4.4 Establishment of Evaluation System

There is a lack of a scientific evaluation system, making it difficult to objectively assess and continuously improve the integration effect.

3. STRATEGIES FOR INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO INTERIOR DESIGN PROFESSIONAL COURSES

3.1 Integration of Course Content

Incorporation of Values: Integrating ideological and political education into interior design professional courses requires a fusion of values. This means emphasizing the social significance and cultural value of design while teaching design theories and practical skills. For example, when discussing design plans, students can be guided to consider how design can reflect and promote socialist core values such as harmony, equality, and justice[7]. Teachers can introduce design concepts and cases with Chinese characteristics, allowing students to understand and respect local culture and enhance cultural confidence.

Integration of Historical and Cultural Elements: In interior design education, analyzing the styles of different historical periods can help students understand China's long cultural tradition and aesthetic characteristics. At the same time, combining modern design concepts, students can explore how to innovate while inheriting traditions to meet contemporary social needs. The integration of historical and cultural elements also helps cultivate students' historical responsibility and national pride.

3.2 Integration of Teaching Methods

Case Teaching Method: The case teaching method effectively combines theory and practice. In interior design courses, teachers can select interior design cases with ideological and political education significance, such as public space design and historical building renovation, guiding students to analyze the social and cultural factors and value orientations behind the cases. Through case discussions, students can learn professional knowledge and develop critical thinking and social responsibility, making it an ideal model for integrating course content with ideological and political education.

Discussion and Reflection Method: The discussion and reflection method encourages students to actively participate in classroom discussions and express their views. In interior design courses, teachers can set topics related to ideological and political education, such as design ethics and social responsibility, guiding students to engage in in-depth discussions. Through discussions, students can learn to think from different perspectives and enhance their social responsibility and moral judgment. Teachers can also guide students to reflect on how their designs impact society and the environment, fostering self-criticism and self-improvement abilities.

Integration of Teaching Environment: In interior design education, the campus culture can create an environment conducive to ideological and political education. For example, design exhibitions, lectures, and workshops

showcasing designs with ideological and political significance can be organized. Additionally, campus spaces can be used for thematic designs, such as setting up areas for promoting socialist core values and displaying historical and cultural heritage, allowing students to experience and learn ideological and political education content in their daily lives [8]. Practical teaching bases provide students with opportunities to apply theoretical knowledge in real situations. In interior design, collaborations with communities and enterprises can establish practical teaching bases. By participating in actual design projects, students can integrate ideological and political education concepts into their design practices and solve real-world problems. Practical teaching bases also offer opportunities for teachers' teaching research and professional development, helping to improve teaching quality and effectiveness.

Teacher Professional Development: Teachers are key to integrating interior design education with ideological and political education. Teachers need to continuously update their professional knowledge and teaching methods, enhancing interdisciplinary teaching capabilities. Schools can support teachers' professional development through training and workshops. Teachers can also improve their teaching and research capabilities by participating in educational reform and research projects.

Enhancing Student Engagement: Improving student engagement is crucial for successfully integrating interior design education with ideological and political education. Teachers can design meaningful course activities to stimulate students' interest and enthusiasm. Encouraging students to participate in course design and provide feedback can enhance their learning motivation and sense of achievement, promoting their overall development.

4. ANALYSIS OF INTEGRATIONS STRATEGIES

To evaluate the effectiveness of integrating ideological and political education into interior design majors, it is necessary to construct a scientific and reasonable evaluation index system. These indicators should cover multiple dimensions such as students' mastery of professional knowledge, innovative ability, social responsibility, and cultural literacy. The choice of evaluation methods should be based on the evaluation objectives and conditions. Common evaluation methods include questionnaires, interviews, observations, and work analysis. The analysis of evaluation results should focus on various aspects of the integration effect, such as students' knowledge acquisition, ability improvement, and attitude changes. Additionally, attention should be paid to the problems and shortcomings in the integration process to provide a basis for subsequent teaching reforms. The purpose of optimization is to improve teaching effectiveness, enhance students' professional skills and social responsibility, and increase their recognition of socialist core values [9].

4.1 Updating and Enriching Course Content

Course content is the core of teaching, and its updating and enrichment are the primary steps of the optimization strategy. Several directions can be considered: **Increase Local Culture Cases:** Integrate more interior design cases reflecting traditional Chinese culture and the history of socialist development into the curriculum to enhance students' cultural confidence and national pride. **Introduce Social Responsibility Topics:** Demonstrate the role of interior design in solving social issues (e.g., sustainable development, barrier-free design) through case studies to cultivate students' social responsibility. **Integrate Interdisciplinary Content:** Incorporate knowledge from related disciplines such as philosophy, ethics, and environmental science into interior design courses to promote students' comprehensive thinking about the social impact of design.

4.2 Innovation and Practice of Teaching Methods

Innovating teaching methods is key to improving student engagement and learning outcomes. Possible innovation directions include: **Project-Oriented Learning:** Engage students in solving real or simulated design projects to learn and think during the problem-solving process. **Flipped Classroom:** Encourage students to study independently before class and conduct in-depth discussions and practical operations during class to enhance classroom interaction. **Technology-Assisted Teaching:** Use virtual reality (VR), augmented reality (AR), and other technologies to increase students' immersion and interest in learning.

4.3 Strengthening Practical Teaching

Practice is the sole criterion for testing truth. For interior design students, practice helps better understand and apply the concepts of ideological and political education. Practical teaching enhancement measures may include: **School-Enterprise Cooperation:** Collaborate with enterprises to provide students with internships and

practical opportunities, allowing them to learn and grow in real work environments. Community Service Projects: Encourage students to participate in community renovation, public space design, and other projects to apply ideological and political education concepts to practice. International Exchange: Broaden students' international perspectives through participation in international design competitions or exchange programs, while promoting Chinese culture and values.

4.4 Support for Teacher Professional Development

Teachers are the leaders of teaching activities, and their professional development is crucial to improving teaching quality. Schools can help teachers update their teaching concepts and methods by organizing regular pedagogical and subject knowledge training. Encouraging teachers to participate in teaching research and providing necessary time and resource support promotes teaching method innovation. Establishing interdisciplinary exchange platforms fosters communication and cooperation among teachers from different disciplines.

4.5 Improving the Student Evaluation System

A well-rounded evaluation system helps more accurately assess student learning outcomes and the effectiveness of integrating ideological and political education. Possible measures include: Diversified Evaluation: In addition to traditional written and oral exams, introduce work review, peer evaluation, and self-evaluation. Emphasis on Process Evaluation: Record and assess student participation, depth of thought, and innovation ability. Effective Feedback Mechanism: Provide students with feedback on their learning progress and existing problems to adjust learning strategies in time [10].

4.6 Creating a Campus Cultural Environment

The campus cultural environment subtly influences students' growth. Schools can enrich students' campus cultural life by regularly organizing cultural festivals, design exhibitions, and lectures. Using campus space for thematic design, such as setting up areas to promote socialist core values and display historical and cultural heritage, allows students to experience and learn ideological and political education content in daily life. Supporting students in forming and participating in related clubs, such as design associations and ideological and political study societies, provides platforms for display and exchange.

By deeply analyzing the integration strategies of interior design education and ideological and political education, the research proposes a series of optimization suggestions, including updating course content, innovating teaching methods, strengthening practical teaching, supporting teacher professional development, improving the student evaluation system, and creating a campus cultural environment. These suggestions aim to improve teaching effectiveness, cultivate students' professional skills and social responsibility, and enhance their recognition of socialist core values.

5. EVALUATION OF THE INTEGRATION EFFECT OF INTERIOR DESIGN PROFESSIONAL COURSES AND IDEOLOGICAL AND POLITICAL EDUCATION

5.1 Construction of Evaluation Index System

In the context of integrating ideological and political education into interior design courses, constructing a scientific, systematic, and operable evaluation index system is the primary task for evaluating teaching effectiveness. This system should include several key dimensions, As show in Table 1.

Students' Knowledge Mastery: This indicator aims to assess students' mastery of core knowledge in interior design, including but not limited to design principles, space planning, materials science, and color theory. Additionally, it should examine students' understanding of ideological and political education theories, such as socialist core values and theories of socialism with Chinese characteristics. Students' Ability Development: Ability development indicators focus on students' improvements in critical thinking, innovative thinking, communication and collaboration, and problem-solving abilities. Particularly in interior design practice, students should integrate ideological and political education concepts into their design thinking to create works that are both beautiful and socially meaningful. Students' Value Shaping: Value shaping indicators emphasize assessing students' recognition and internalization of socialist core values. Through their design works, classroom discussions, and social practice

activities, students' value orientation and sense of social responsibility can be observed [11]. Students' Participation in Social Practice: Social practice participation indicators measure the breadth and depth of students' involvement in social practice activities, including community service, public space design, and cultural heritage projects. It evaluates whether students can apply their professional knowledge to solve real social problems and reflect their social responsibility.

Table 1: Quantitative Evaluation Table for Integration Effect of Curriculum Ideology and Politics

No.	Evaluation Index	Weight	Scoring Standard	Score
1	Design Theory	10%	5-point scale	
2	Technical Skills	10%	5-point scale	
3	Theoretical Knowledge of Ideological and Political Education	10%	5-point scale	
4	Critical Thinking	8.3%	5-point scale	
5	Innovative Ability	8.3%	5-point scale	
6	Problem-Solving Ability	8.3%	5-point scale	
7	Recognition of Socialist Core Values	10%	5-point scale	
8	Value Orientation in Design Works	10%	5-point scale	
9	Participation Frequency	7.5%	5-point scale	
10	Participation Quality	7.5%	5-point scale	
11	Professional Attitude	5%	5-point scale	
12	Teamwork	2.5%	5-point scale	
13	Professional Ethics	2.5%	5-point scale	
Total		100%		

*Scoring Standard: 5 points: Outstanding performance, exceeding expectations; 4 points: Excellent performance, meeting expectations; 3 points: Good performance, basically meeting expectations; 2 points: Average performance, partially meeting expectations; 1 point: Poor performance, not meeting expectations.

5.2 Evaluation Methods and Processes

Evaluation methods should combine quantitative and qualitative approaches to obtain comprehensive evaluation results. Quantitative evaluation can be conducted through standardized tests and questionnaires, generally using quantitative analysis tables. Qualitative evaluation can be done through interviews, classroom observations, and work reviews. Process evaluation focuses on students' learning processes, such as classroom participation, assignment completion quality, and teamwork performance. Outcome evaluation focuses on learning results, such as exam scores and the professionalism and innovation of design works. The evaluation should involve multiple stakeholders, including teachers, students, industry experts, and social figures, to ensure the objectivity and comprehensiveness of the results. Teacher evaluations focus on the teaching process and students' ability development, while student self-evaluations and peer evaluations help enhance students' self-reflection ability. Industry experts and social figures provide perspectives from the practice field and social needs.

5.3 Evaluation Results and Analysis

The presentation of evaluation results should be clear and intuitive for easy understanding and analysis, using visual tools such as charts, curves, and radar maps to display students' learning achievements and the integration effect of ideological and political education. In-depth analysis of evaluation results should identify strengths and weaknesses in teaching. For example, if students perform well in knowledge mastery but have deficiencies in ability development, it may indicate the need to adjust teaching methods and increase practical teaching components. Based on evaluation results, diagnose teaching problems. For example, if the value shaping effect is poor, it may require reflection on whether the integration method of ideological and political education is appropriate and whether students have sufficient opportunities to participate in social practice.

5.4 Teaching Improvement Based on Evaluation Results

Based on the evaluation results, adjust and optimize course content. For example, if students have weak mastery of certain knowledge points, increase related content teaching and practice; replace cases with those closer to

students' lives and social reality. Explore and try new teaching methods, such as flipped classrooms, project-oriented learning, and case teaching, to improve teaching effectiveness. Encourage teachers to use diversified teaching methods, such as multimedia teaching, field teaching, and distance teaching, to meet the different learning styles and needs of students. Increase the proportion of practical teaching, such as adding internships, training, and design competitions to enhance students' practical abilities. Strengthen cooperation with the industry to provide students with more opportunities to participate in actual design projects. Provide teachers with more professional development opportunities, such as training, seminars, and academic conferences, to improve their teaching ability and research level [12].

By constructing a scientific evaluation index system and using reasonable evaluation methods, the study conducts comprehensive and objective evaluations of students' learning outcomes. Based on the evaluation results, diagnose teaching problems and propose targeted teaching improvement measures. Through continuous evaluation and improvement, the teaching effect of integrating ideological and political education into interior design courses can be enhanced, cultivating design talents with both professional skills and social responsibility.

6. STRATEGIES AND RECOMMENDATIONS

After a comprehensive discussion of the current situation, challenges, case analysis, and effect evaluation of integrating ideological and political education into interior design courses, a series of strategies and recommendations are proposed to further optimize the teaching process, improve educational quality, and achieve the dual cultivation of professional skills and ideological and political literacy.

6.1 Innovation in Teaching Content and Methods

Teaching content should combine China's social and cultural background and contemporary characteristics, integrating more cases reflecting the achievements of socialist development with Chinese characteristics. Emphasize cultivating students' international perspectives by comparing interior design cases from different cultural backgrounds to enhance their cross-cultural understanding. Use diversified teaching methods such as case teaching, flipped classrooms, group discussions, and simulation practices to stimulate students' interest in learning, increase their engagement, and enhance their thinking abilities [13]. Encourage students to explore actively and cultivate critical thinking and independent problem-solving abilities.

6.2 Integration and Optimization of Teaching Resources

Strengthen cooperation with the industry and enterprises to integrate internal and external resources, providing students with internship and practical project opportunities. Students can apply theoretical knowledge to practice, deepening their understanding and mastery of professional knowledge. Develop digital teaching resources using modern information technology, such as online courses, virtual simulation laboratories, and remote teaching platforms [14]. Digital teaching resources can break the limitations of time and space, offering students more flexible and diverse learning methods.

6.3 Teacher Professional Development and Training

Establish a systematic teacher training system, regularly organizing teachers to participate in professional training, teaching seminars, and academic conferences. Through training, teachers can update their teaching concepts, learn advanced teaching methods, and improve their teaching levels. Teachers' research activities can provide new perspectives and ideas for teaching, while also enhancing their academic status and social influence.

6.4 Policy Support and Environmental Construction

Education authorities should issue relevant policies to support the integration of interior design and ideological and political education. Policy support can include financial investment, project support, and policy guidance to ensure teaching reform. Create a positive campus cultural environment by organizing design exhibitions, cultural lectures, and academic forums to stimulate students' enthusiasm for learning and cultivate their interest in learning. A good campus cultural environment can subtly influence students, promoting their comprehensive development.

6.5 Student Development Guidance and Services

Provide students with career planning guidance services to help them clarify career goals and plan learning paths. Through career planning guidance, students can study more purposefully, improving learning efficiency. Emphasize students' mental health education, providing psychological counseling and stress management services. Mental health education can help students alleviate learning stress, maintain a good psychological state, and improve learning outcomes.

7. CONCLUSION

This study deeply explores the importance, current situation, challenges, and optimization strategies of integrating ideological and political education into interior design courses. Through literature review, case analysis, and effect evaluation, the study systematically analyzes how to effectively integrate ideological and political education concepts into interior design education. The research finds that integrating ideological and political education into interior design courses not only enhances students' ideological and political literacy but also promotes their comprehensive professional skills development. However, the integration process faces challenges such as the difficulty of content integration, the need for innovative teaching methods, the professional development of teachers, and enhancing students' acceptance. To address these challenges, the study proposes a series of optimization strategies, including innovation in teaching content and methods, integration and optimization of teaching resources, professional development and training of teachers, policy support and environmental construction, student development guidance and services, and improvement of the curriculum evaluation system. This research enriches the theoretical system of integrating interior design education with ideological and political education, providing theoretical foundations and research perspectives for subsequent related studies. The proposed strategies and recommendations offer feasible guidance and references for teaching practice, contributing to the educational reform in higher education, particularly in the integration of art education and ideological and political education.

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