

Innovative Construction and Practical Pathways for the “Three Outlooks and Five Beauties” Ideological and Political Education Model in Design Courses at Higher Education Institutions

Lili Wu^{1,*}, Yun Liang²

¹College of Horticulture and Gardening, Yangtze University, Jingzhou, Hubei, China

²Yunnan Architectural Engineering Design Institute, Kunming, Yunnan, China

Email: Lili.wu@yangtzeu.edu.cn

How to cite this paper: Wu, L. L., & Liang, Y. (2025). Innovative Construction and Practical Pathways for the “Three Outlooks and Five Beauties” Ideological and Political Education Model in Design Courses at Higher Education Institutions. *International Journal of Educational Development*, 2(1), 1–6. Print ISSN: 3104-4263; Online ISSN: 3104-4271. <https://doi.org/10.63313/IJED.9029>
Published: 2025-12-08

Copyright © 2025 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
<http://creativecommons.org/licenses/by/4.0/>



Abstract

In August 2014, General Secretary Xi Jinping first introduced the concept of strategic thinking at the symposium commemorating the 100th anniversary of Comrade Deng Xiaoping's birth. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping's series of important speeches have profoundly embodied the scientific thinking methods for state governance characteristic of a Marxist statesman—including strategic thinking, historical thinking, dialectical thinking, innovative thinking, and bottom-line thinking. These speeches provide us with scientific ideological guidance and working methods for understanding, analyzing, and resolving issues. In December 2016, at the National Conference on Ideological and Political Work in Higher Education Institutions, General Secretary Xi Jinping further emphasized: “The fundamental mission of higher education institutions lies in fostering virtue and cultivating talent. Only those institutions capable of nurturing top-tier talent can rank among the world's leading universities.

Keywords

Three Core Values and Five Aesthetics; Ideological and Political Education in Courses; Teaching Models

1. Characteristics of Design Programs

As a fusion of art and technology, design programs embody a composite nature of practice, innovation, and interdisciplinarity. This demands that students possess both a solid foundation in artistic aesthetics and proficiency in modern technology and user research methodologies, while also cultivating entrepreneurial and innovative capabilities. On one hand, the integration of theory and practice in design ed-

education aims to foster students' innovative thinking and hands-on operational skills. On the other hand, these programs emphasize the dual enhancement of professional skills and creative abilities. Additionally, students must develop the ability to integrate traditional artistic elements with contemporary design concepts[1].

In terms of technical skill development, students must master various design software, drafting tools, and other modern design methodologies. For cultivating innovation, students are encouraged to challenge conventional thinking and boldly experiment with novel design concepts and approaches to create more distinctive and creative works.

Furthermore, design disciplines emphasize interdisciplinary integration. In today's diverse societal context, design transcends isolated artistic creation, requiring the synthesis of knowledge from sociology, psychology, economics, environmental science, and other fields to develop comprehensive and profound design thinking[2]. This cross-disciplinary integration not only broadens students' intellectual horizons but also enhances their capacity to solve real-world problems.

2. Building the “Three Core Values and Five Aesthetics” Ideological and Political Education System in Courses

2.1. The Essence of the “Three Outlooks and Five Beauties”

Based on the concepts of the “Three Perspectives” (systemic thinking, holistic thinking, and developmental thinking) and the “Five Beauties” (formal beauty, natural beauty, aesthetic beauty, ecological beauty, and life beauty) repeatedly mentioned in the text, we can further refine the research theme to explore the deeper implications and implementation strategies of the “Three Perspectives and Five Beauties” teaching model. For instance, the text mentions “establishing correct worldviews, cultivating scientific spirit and craftsmanship spirit in ideological and political education,” as well as “the educational philosophy of shaping souls through beauty and nurturing people through aesthetics.” These concepts underscore the holistic and integrated nature of the “Three Perspectives and Five Beauties” in curriculum-based ideological and political education.

2.2. Building the Ideological and Political Education System in Courses

With the goal of fostering virtue and cultivating talent, we will focus on course research and prioritize developing students' aesthetic literacy. We will intensify efforts to update and build course content and online resources, emphasizing the advanced nature, innovation, and challenge level of course content to forge first-class courses that align with our university's educational characteristics and student profiles.

We will meticulously design specialized teaching content, deeply explore ideological and political elements, and build a “five-in-one” ideological and political education network within courses. This network will be anchored in “value guidance, professional competence, cultural confidence, personal growth, and innovative practice,”

using the “Three Outlooks and Five Beauties” as its vehicle. It will integrate current ideological and political education content deeply with course content. We deeply explore regionally distinctive ideological and political elements to enhance professional and cultural confidence. Based on students' cognitive capacities, we integrate self-discovery, self-awareness, and self-improvement into coursework. This enables students to perceive, comprehend, and embrace these concepts through practical living experiences, thereby providing quality service to society. The result is an imperceptibly nurturing, subtly transformative effect in ideological and political education.

3. The “Three Perspectives and Five Beauties” Teaching Model for Design Courses

The refinement of ideological and political elements within courses is of paramount importance. The integration of design-related subjects with the “Three Outlooks and Five Beauties” is essential for the establishment of a knowledge system that is closely aligned with these elements. The “Three Outlooks and Five Beauties” pedagogical model is predicated on the profound integration of ideological and political education with design curricula. The objective of this initiative is to enhance students' comprehensive qualities through the optimization of course content, the implementation of innovative teaching methodologies, and the refinement of evaluation systems[3]. This model is informed by Marxism and adapted to the unique characteristics of design disciplines. It places significant emphasis on cultivating students' aesthetic literacy, innovative capabilities, and a sense of social responsibility.

The establishment of clear teaching objectives, scientific course planning, and diverse teaching activities is essential. First, the model aims to cultivate design professionals with correct worldviews, outlooks on life, and values, while emphasizing the development of aesthetic literacy, innovative capabilities, and social responsibility. Secondly, in the realm of course planning, the model seamlessly integrates the “Three Outlooks and Five Beauties” philosophy throughout the teaching process. By optimizing course content, the institution has achieved a deep integration between ideological and political education and design-specific courses, thereby constructing a distinctive curriculum system. In the implementation of teaching activities, this model underscores the pivotal role of students and the cultivation of practical abilities. The curriculum is designed to promote a multifaceted pedagogical approach, incorporating case studies, group discussions, and project-based learning activities. This approach is intended to stimulate students' enthusiasm for learning and foster their capacity for innovation, thereby facilitating a profound comprehension and internalization of the “Three Perspectives and Five Beauties” philosophy.

3.1. Defining Educational Objectives

With rapid societal development and continuous technological advancement, the de-

sign field's demand for specialized professionals is constantly evolving. Therefore, the educational system must keep pace with the times by clearly defining its teaching objectives to adapt to society's changing needs for design talent. Establishing these objectives is crucial for instructors to precisely grasp course goals and ensure teaching content remains relevant and effective. Furthermore, it helps students clarify their learning objectives, thereby stimulating their motivation and interest. By establishing this educational positioning, we can integrate the “Three Perspectives and Five Beauties” teaching philosophy throughout the entire educational process. This approach cultivates students' comprehensive literacy and innovative capabilities, laying a solid foundation for their future career development.

3.2. Restructuring Teaching Content

Develop and produce a case repository for course-based ideological and political education, selecting outstanding cases for nationwide promotion. Guided by course-based ideological and political education, reorganize theoretical teaching content in alignment with the characteristics of design courses, establishing a corresponding practical case repository. Emphasize the timeliness and representativeness of cases to ensure they reflect the latest trends and developmental directions in the design industry, thereby enriching theoretical instruction. Integrate social practice content, including various competitions and industry-sponsored research projects, to enhance practical teaching. By introducing real-world project cases and outstanding domestic and international design works, students learn theoretical knowledge through case analysis while enhancing their practical problem-solving abilities. Strengthen the dynamic updating and maintenance of the case repository, continuously incorporating new exemplary cases to ensure teaching content remains fresh and cutting-edge.

3.3. Innovative Teaching Processes

Integrate diverse design course content with student needs to innovate teaching processes. Employ project-based, problem-based, and other diversified teaching methods to guide students in deepening their understanding and application of ideological and political education within courses through solving real-world problems. Incorporate socially relevant issues or practical corporate demands into group design projects, embedding the concepts of “Three Outlooks and Five Beauties” throughout the design process. This approach cultivates teamwork, innovative thinking, and social responsibility during instruction. Simultaneously, encourage faculty to leverage modern information technologies—such as online teaching platforms and virtual reality—to transcend the spatial and temporal constraints of traditional classrooms. This approach provides students with richer, more dynamic learning resources and interactive experiences.

3.4. Establishing Instructional Evaluation

Tailored to the unique characteristics of different design courses, we leverage multi-disciplinary strengths to establish a “three-combination” system for course evaluation: integrating process assessment with outcome assessment, dimensional evaluation with subject-based evaluation, and subjective evaluation with objective evaluation. Process-based evaluation focuses on student learning behaviors, including engagement, innovative capacity, and teamwork. Outcome-based evaluation emphasizes the quality and innovation of student work. Dimensional evaluation comprehensively assesses multiple competencies such as theoretical knowledge, professional skills, and humanistic literacy. Subjective evaluation encourages self-assessment, peer assessment, and comprehensive teacher evaluation. Subjective evaluation prioritizes personal experience, while objective evaluation relies on clear standards.

4. Conclusion

The talent development model will integrate project research outcomes to explore approaches better aligned with societal needs and student characteristics. Emphasis will be placed on cultivating students' practical skills and innovative thinking through corporate collaborations and hands-on projects, thereby enhancing their overall competencies. Curriculum optimization will break down traditional disciplinary barriers to establish an interdisciplinary, comprehensive curriculum system. This will strengthen logical connections and continuity between courses, enabling students to develop a systematic knowledge framework. Teaching content will be updated and supplemented based on new discoveries and theories emerging from project research. Outdated material will be removed while cutting-edge knowledge and practical case studies are added to enhance the timeliness and practicality of instruction. Teaching methods and assessment will incorporate more diverse approaches, such as project-based learning and flipped classrooms. The evaluation system will be refined to assess not only knowledge acquisition but also competency development and learning attitudes. Faculty development will foster collaboration through project research, enhancing teaching capabilities and research proficiency to build a high-caliber, specialized teaching team.

Acknowledgements

Project Number: YJY202337 (2023 Graduate Education Teaching Reform)

Project Title: Research on the “Three Perspectives and Five Beauties” Teaching Model for the “Rural Landscape Design” Course Based on Curriculum Ideological and Political Education

Project Number: JY2023006 (2023 Undergraduate University-Level Teaching Research Project)

Project Title: Research on the “Three Perspectives and Five Beauties” Teaching Model for the Course “Landscape Hand-Drawn Rendering Techniques” Based on Course Ideological and Political Education

References

- [1] Lu, M. Y., & Lu, X. R. The inevitability, logical principles, and strategies of professional accreditation in China's vocational education [J]. Vocational Education Forum, 2021, 37(10): 152-157. Hu, T. and Desai, J.P. (2004) Soft-Tissue Material Properties under Large Deformation: Strain Rate Effect. Proceedings of the 26th Annual International Conference of the IEEE EMBS, San Francisco, 1-5 September 2004, 2758-2761.
- [2] Liu Jiyu, Zhao Xiuyue. Research on Ideological and Political Education in Higher Education Institutions Based on Rural Revitalization [J]. Rural. Agriculture. Farmers. 2020(11B):46-47. Wit, E. and McClure, J. (2004) Statistics for Microarrays: Design, Analysis, and Inference. 5th Edition, John Wiley & Sons Ltd., Chichester.
- [3] Gao Deyi, Zong Aidong. From Ideological and Political Courses to Ideological and Political Education in All Courses: Building a Higher Education Ideological and Political Education Curriculum System from a Strategic Perspective [J]. Chinese Higher Education, 2017(1):43-46.