

Creative Teaching: The Realization of Ideological and Political Education Based on Chinese Traditional Culture

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Abstract

Internationalization has become a strategic policy priority for many Chinese universities. The Chinese government pushes for extending the inclusion of ideology and political education (IPE), also called as “curriculum ideological and political education (CIPE)” in China, into all types of courses. Creating a course that has both international and national qualities helps support the development of students with both national morality and global aptitude. The research on how to make an internationalized and culturally relevant is, however, lacking. Chinese intangible cultural heritage is rich in philosophies and principles on moral and political values, which is beneficial for raising students’ levels of mindfulness. This research examines six approaches to designing CIPE and carrying out creative teaching for professional instruction after examining the current frustration with CIPE in Chinese. We want to show how to make a course worldwide and culturally relevant through practical teaching experience, using the interaction design course “Smart Handicrafts International Workshop” as an example. To revitalize the cultural heritage and advance Chinese traditional culture, the teaching team integrates intelligent interactive technology with Guangcai porcelain culture, one of China’s intangible cultural heritages that was born in Guangzhou, China. The teaching team has attained successful teaching outcomes through taking creative teaching for more than 6 years while providing practical teaching experience.

Keywords

Creative Teaching, Ideological and Political Education (IPE), Traditional Culture, Internationalized Courses

1. Introduction

Internationalization has become a strategic policy priority for many Chinese

universities. 2019 saw the release of Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities under the New Situation by the general offices of the Communist Party of China Central Committee and the State Council, which calls for advancing the integration between IPE and all varieties of professional courses. Under this background, when expanding the globalization of disciplines and courses, universities in China should create internationalized courses with Chinese features, focusing on the two educational issues of developing people and morals (Chen & He, 2020).

The key feature of ideological and political education is its role in promoting students' self-education, moral accomplishment, and professional development, while also addressing practical issues and contributing to a healthy campus culture. In China, CIPE is a concept for education that prioritizes moral education, political value education, etc. as the core task in curriculum and pedagogy, to be integrated with all types of professional courses to create a synergistic teaching goal of developing talents with both morality and aptitude. The key feature of IPE is its role in promoting students' self-education, moral accomplishment, and professional development (Bai, 2021; Gómez-Zermeño & Franco-Gutiérrez, 2018), while also addressing practical issues and contributing to a healthy campus culture (Pang, 2015). The Chinese government advocated that social practice education and other facets of knowledge education should incorporate IPE, which taught in a variety of settings outside the classroom as well. Teachers in China are increasingly using creative approaches to build courses that are both globally and locally relevant in order to meet student needs and global trends.

2. Related Work

First, IPE research has become a rapidly expanding, in-depth, and broad subject of study in China in recent years. Teachers, students, teaching systems, teaching contents, and instructional evaluations are important components to realize the idea of “from courses of ideological and political teaching to courses for ideological and political teaching” in terms of integrating IPE into teachers' teaching (Li & Fu, 2020). Some academics looked into ways and techniques to improve the impact of IPE. They recommended doing CIPE in a media setting or with the aid of information technology (Shen & Zhang, 2013; Chen, 2019; Li & Wang, 2020). “Internet + technology” has a direct impact on college students' fundamental beliefs as compared to the conventional Internet operating mode (Zheng & Sutumawong, 2023). Students performance evaluation method and evaluation model based on extension theory are suggested assess the effectiveness of ideological and political education in classroom for college students (Yu, 2015; Zhang et al., 2015).

Additionally, several studies have found that CIPE may be used in classroom settings that emphasize traditional culture and cultural competence. Aesthetic education is also applied in order to improve the compatibility, relevance, and potency of ideological and political activities in colleges and universities. In-

investigating the aesthetic aspects in classroom can help college students make up for their psychological shortcomings, foster their capacity for invention, and direct them toward realizing a better quality of life (Yu, 2017; Yang & Wang, 2020).

Creating a better ideological and political education involves enhancing educators' quality, using diverse resources and methods, combining theory with practice, and adapting to modern technology and contemporary issues. We ought to make IPE more dynamic with student-oriented teaching, construct an educational platform with all media available, and combine theory and practice to broaden its horizon (Wang & Liu, 2022). IPE can be optimized and enhanced when we improve educators' comprehensive quality and individual interests, connecting practical work with theoretical work, integrating many kinds of resources for education, strengthening cultural construction, combining ideological problem with practical problem, etc. (Zhang & Ma, 2005).

Based on the research papers discussed, it is discovered that the majority of the current IPE research in Chinese colleges and universities focuses on the theoretical construction, value meaning, relationship between IPE and professional courses, realization practice, and evaluation path, among other things. However, these studies attempt to examine CIPE from a mono-disciplinary rather than an interdisciplinary perspective. Insufficient research was discovered on the topic of incorporating IPE into professional courses through creative teaching which is both internationally and national oriented. It requires a method to build an innovative teaching model that designs a course with both worldwide and national qualities in order to increase research and practice.

In our interaction design course, "Smart Handicrafts International Workshop," we are attempting to develop a creative teaching methodology that effectively incorporates international scope and traditional culture components into the overall teaching process, to students in developing and putting into practice appropriate intercultural knowledge, attitudes, and values.

3. The Importance of the Combining IPE and Internationalized Courses

The renowned "Soft Power Theory" was first proposed by Harvard University honorary professor Joseph Nye. The key sources of attractiveness include culture, political values, and foreign policy. Soft power is a capability that uses its own appeal to strengthen a country's worldwide influence (Leask, 2013). The Opinions on Implementing the Project of Inheritance and Development of Excellent Chinese Traditional Culture, published in 2017 by the General Offices of the CPC Central Committee and the State Council, made it clear that excellent Chinese traditional culture should always be incorporated into all facets of national education. The wisdom and substance of Chinese culture are crystallized in the intangible cultural legacy of China. Culture has the power to draw people in and integrate them, imposing its ideas and values so that everyone has a simi-

lar perspective. Students can get a rich understanding of the contemporary significance and modernization of China's superb traditional culture. Students' cultural confidence is increased in an internationalized and diverse competitive environment through the unification of national sentiment and global perspectives. In order to develop students with a sense of national morality and global competence, many Chinese colleges and universities integrate culture contents into professional courses to conduct CIPE in the classroom.

Practice is a certain mode of being in which the subjective is perceived as being objective, according to Aristotle, Immanuel Kant, Georg Wilhelm Friedrich Hegel, and Karl Heinrich Marx (Nye et al., 2005). IPE is essentially a notion in education that is believed to be subjective and needs to be combined with a particular teaching approach in order to truly advance through accumulation, truth-seeking, and creativity. Every phase of the educational process that includes IPE aims to improve both the students' and teachers' national and international perspectives.

4. Frustration on the Integration IPE and Internationalized Courses

Higher requirements for university teachers are put forth by the building of an internationalized curriculum in higher education due to factors including a nurturing atmosphere, multicultural conflict under big data networking era (Xue, 2021). Due to some teachers' inability to comprehend IPE contents, which easily results in the lack of an appropriate connection between IPE and the profession course, the participation of international elements has, to some extent, caused conflicts and it is challenging for teachers to conduct IPE in the classroom. The teaching effect of IPE is significantly impacted by students' propensity to study ideological and political content with low motivation. Therefore, the issues that need to be resolved are how to improve teachers' ideological and political literacy, particularly with regard to teachers' identification with traditional culture, what international and national elements of IPE can be incorporated into the teaching in classroom, and through what creative means to achieve the integration of two parts.

However, face-to-face classroom instruction and conversation are the primary modes of conventional teaching in China, with teaching as the core. The main methods for disseminating IPE content are academic reports, seminars, and case studies. In an internationalized course, in contrast, teachers put more of an emphasis on student-centered instruction. Significant variations in instructional strategies may discourage students from understanding IPE contents. The ways that students of the new generation can get knowledge and support for their academic work are evolving daily as a result of the rapid development of new media technology and educational information technology. Therefore, another issue is how to develop teaching techniques using digital technology in order to enhance students' CIPE learning experiences.

5. Building a Creative Teaching Approach

Herbart, an educational psychologist, emphasized the need for unity in the teaching process. IPE's content can be made to align with a certain course by being included into the process of unified course completion teaching. Teachers can learn more creative CIPE teaching methods on the platform like Moocs, and Xinhua Curriculum, which provides teachers various design methods to combine IPE with their specific courses. This study develops an innovative teaching approach for integrating IPE into professional courses through six areas (Figure 1).

- Collaborative teaching (CT). Collaborative teaching, or cooperative teaching or team teaching improves students' understanding of lessons, prompts more questions, and fosters a co-collaborative relationship between students and teachers, with a good relationship between teaching partners being a key aspect of effective team teachings (Chen & Su, 2019). In an internationalized course, a collaborative teaching team can be included by international teachers from other countries, Chinese instructors with overseas experience, IPE discipline teachers, and party members. The integration of IPE components is hindered and challenged by the interaction and collision of various cultural backgrounds, mentalities, values, and ideologies between Chinese and international teachers. Therefore, the collaborative leadership of the teaching team is essential for the seamless incorporation of IPE content into internationalized courses. It is crucial to raise teachers' political and cultural literacy as well as their comprehension of the IPE components that are incorporated into the course. To ensure that the teaching team adheres to the teaching principles of openness, tolerance, mutual respect and learning, and

Creative teaching for CIPE diagram

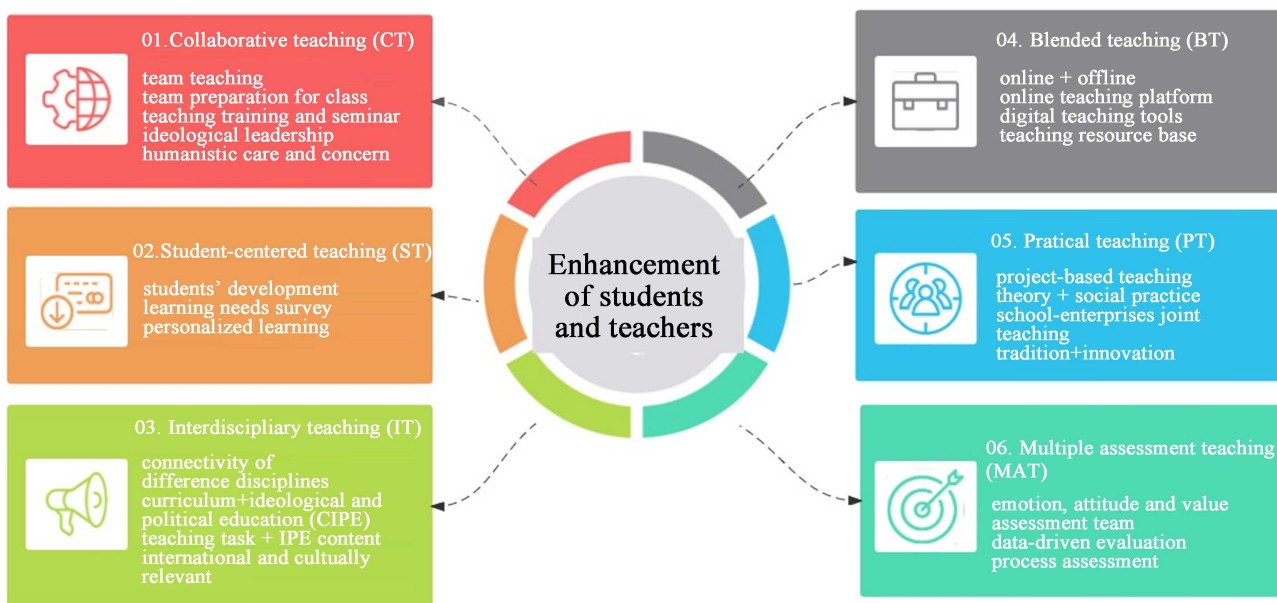


Figure 1. Creative teaching approach for conducting CIPE in professional courses.

seeking common ground while reserving differences, it is crucial to discuss lesson plans in advance with the co-teacher and prepare them jointly through meetings and seminars. This will help international teacher team better understand intercultural sensitivity and Chinese traditional culture.

- Student-centered teaching (ST). The growth of the students is a crucial indicator of how well a teacher is doing their job, yet teachers frequently neglect to consider the students' learning foundation while creating the course objectives, which should be founded on the principles of student-led and teacher-led and be driven by students' demands for students' professional career development. Through online surveys, student chats, and teaching evaluations done before the class, teachers can gain insight into their students' cognitive level, psychological needs, knowledge base, learning expectations, and learning challenges, among other things. In addition to researching and analyzing the students' learning status, teachers should regularly take into account the course characteristics, local industries, and cultural advantages so that the integration of knowledge transmission, skill development, and value shaping can be realized. The course seeks to generate outstanding talents with global competitiveness who can also adapt to the needs of national growth.
- Interdisciplinary teaching (IT). The Chinese government places a high value on preserving and advancing the best of Chinese traditional culture, proposing that "the ideological concepts, humanistic spirit, and moral norms of the best of Chinese traditional culture should be explored, artistic creativity and Chinese cultural values should be integrated, the spirit of Chinese aesthetics and contemporary aesthetic pursuits should be combined, and the vitality of Chinese culture should be activated." Rich moral and value-related instructional material can be found in Chinese superb traditional culture, and when planning courses, teachers can examine the connections between several disciplines by utilizing course features, regional cultures, and industrial characteristics. By Taking insights from the relevant disciplines, we can produce analyses and understandings that are more thorough and cohesive.
- Blended teaching (BT). For a greater sense of modernity and appeal, traditional advantages should be tightly merged with contemporary media and technology. The modern university classroom has changed from being flat to being three-dimensional as a result of the advancement of information technology and intelligence, and the teaching method has also experienced radical changes (Lu, 2018). In view of the changes of information acceptance and exchange of college students, virtualized communication, and different AI tools have evolved into teaching strategies to pique the interests of the new generation of students as a result of the iterative growth of digital information technology and the extension of its life application scenarios. Teachers must therefore actively construct digital teaching materials by utilizing information technology to its fullest potential. A suitable curriculum resource

base is made available by online and offline teaching, which also helps to create an immersive learning environment where students learn course material and IPE before, during, and after class. This allows for the teaching of professional knowledge as well as the covert teaching of moral and value education.

- Practical Teaching (PT). The key to achieving the objective of students' training in the course is the design and innovation of the teaching methodology. The project-based approach, which combines theory and practice, is used by educators to link professional knowledge to projects involving innovation and entrepreneurship, scientific research, internship training, social practice, and social research. Coordination of theory and practice, as well as collaboration between government, business, academia, and research can make it easier to revitalized IPE not only in the traditional classroom setting, but also in real-world settings.
- Multiple assessment teaching (MAT). The evaluation of the course's impact is a crucial aspect of teaching innovation and change. Emotion, attitude, and value should all be taken into consideration when evaluating the classroom's moral and value-based instruction (Xie et al., 2022). First, the evaluation system needs to take perception, action, and concept reflection into consideration. Students get the ability to transform existing knowledge into original new knowledge through the course as well as to share new knowledge with others. Second, professional teachers of IPE majors, staff from teaching management, and experts from nearby businesses can all be invited to participate in the evaluation for students' performance. Additionally, it is becoming increasingly common to evaluate courses digitally while maximizing the empowering effects of digital transformation (Dai et al., 2022). The development of students' minds and abilities is aided by the emphasis on data-driven processes and the use of information technology for process tracking and evaluation.

6. Practice: International Workshop on Intelligent Handicrafts

6.1. Background of the Course

As part of the development of new liberal arts, Guangdong University of Technology established the "International Workshop on Intelligent Handicraft" in 2017 with the fundamental characteristics of internationalization, interdisciplinarity, and industrial connection. It is a 4-week course with a total of 32 hours that is offered to undergraduate and graduate students with a variety of art and design majors. Taught in both English and Chinese by an international teaching team, this course is aim at designing intelligent interactive products based on the theme of Guangcai porcelain, while collaborating with businesses in project-based learning. Guangcai is a significant representative of Chinese traditional handicrafts and is listed in the second batch of intangible cultural treasures. In order

to illustrate with concrete examples how to make a course international and culturally relevant, we introduce the “International Workshop on Smart Handicraft” course in this paper, where we highlight our experiences incorporating IPE content into professional courses.

6.2. Teaching Challenges and Attention

The goal of the course is to combine various disciplines with the traditional Guangcai porcelain handicraft culture so that students can comprehend and consider the traditional handicraft from a variety of perspectives and recognize how the excellent Chinese traditional culture has been identified, innovated, disseminated, and influenced. The issues with teaching are a result of the following: rigid embedding of the IPE content, homogenization of current teaching content for traditional handicraft culture, lack of innovation in teaching methods, monotony in the student training model, and incomplete teaching evaluation. The teaching staff approaches the aforementioned issues from the following perspectives.

This course introduces worldwide teaching contents, resources, and teaching methods in order to address the new liberal arts training goal of improving students’ interdisciplinary ability. For instance, integrate multidisciplinary information with visual programming tools like Scratch, interactive design tools like Micro bit, and 3D printing technologies, etc. to show students in a fun way.

Besides it takes full use of Internet resources and online teaching platforms to construct and update course resources in response to students’ individual learning needs and the objective of integrating IPE themes. The online and offline hybrid teaching method is successfully implemented, producing a rich learning environment where students can actively and autonomously study and explore.

The teaching team is committed to the organic combination of course teaching and IPE contents, and builds a diverse and international evaluation system in order to truly realize the unity of knowledge transfer, ability cultivation, and value incorporation.

6.3. Curriculum Design

The long history of the Chinese nation has given birth bred many excellent traditional handicraft cultures, which serve as distinctive sources for IPE in today’s higher education. The high level of instruction that incorporates IPE may be a reflection of the teachers’ high level of teaching skills, the sublimation of the educational function, and the creativity of classroom instruction [18]. In order to be incorporated into all aspects of the teaching design of the course, including the formation of the teaching team, teaching objectives, teaching contents, teaching methods, teaching tools, and course evaluation, the teaching team combined the characteristics of the internationalized course content with the advantages of Guangzhou’s local traditional handicraft culture—Guangcai porcelain.

1) Internationalized Teaching Team

This course has an internationalized teaching team, including the head of the national top-ranking discipline, provincial extraordinary teachers, and international professors from England and Australia. On the one hand, the internationalized teaching team is highly focused on enhancing the course planning. To make sure that the internationalized teaching team achieves the teaching goal of educating people through integrating IPE contents, the teaching team is insisting on collective class preparation, holding regular seminars on teaching the convergent content of IPE and interaction design, actively participating in teaching training, and holding teaching competitions. On the other hand, the teaching staff has been working hard to introduce traditional Chinese culture and China's achievements in development and construction to foreign teachers, providing them with more humanistic care and enhancing their sense of cultural identity and acquisition. We can realize the integration of localization and internationalization elements and effectively utilize the mutual benefits of domestic and international teachers by creating an international teaching team with a strong sense of political literacy. This can help students' cultural thinking and intercultural communication skills.

2) Teaching Objectives

Teaching Objective 1: Knowledge and Skill Enhancement. Reinterpret and reconstruct traditional intangible cultural heritage's content from the perspective of modern technology, assisting students in creating a unique cognitive map of traditional handicrafts, and fostering personalized understanding and innovation.

Teaching Objective 2: Process and Method Cultivation. Create project-based lesson plans that include actual business projects or relevant design and innovation practice exercises, motivate students to apply cutting-edge manufacturing and display methods, and help them understand the modern nature of Internet innovation and entrepreneurship. Enhance students' ability to think critically and creatively, as well as their practical experimentation and global communication abilities.

Teaching Objective 3: Emotion and Value Generation. Through the interpretation of Guangcai traditional handicraft knowledge and skill production, students can appreciate the allure of Guangcai porcelain's intangible cultural heritage, realize the potential for technologically displaying Guangcai knowledge, and foster students' interest in the inheritance, protection, and dissemination of "Guangcai" intangible cultural heritage. In order to promote students' inheritance, protection, dissemination, promotion, and development of the intangible cultural heritage of Guangcai, as well as to foster national pride, cultural confidence, and identity, as well as to develop sound professional qualifications, the students will be able to comprehend the allure of the intangible porcelain heritage.

3) Teaching content: integration of IPE and course content

The teaching staff makes an attempt to creatively create the course material

and choose the IPE components that are appropriate for the purpose while taking into account the peculiarities of the major, students, and local industry. IPE components that are naturally woven into this course include nationalistic sentiment, cultural self-assurance, professionalism, and an innovative attitude. The teaching team fills each topic with one or two specific IPE elements throughout the actual teaching process in accordance with the eight tasks of the course that closely follow the teaching objectives to ensure that they are expected to serve the goal of teaching effectiveness (Figure 2). On addition, the teaching team created the Guangcai Learning APP to enable students to get individualized instruction on the history of Guangcai porcelain as well as the transmission and innovation of superb traditional Chinese culture.

4) Innovative teaching: use of digital tools.

The following are the digital teaching resources created for this course: For students to complete pre-class learning analysis, independent learning, and on-line quiz, as well as in-class inquiry learning, discussion, presentations, communication feedback, and group learning, online teaching platforms, Tencent Conference apps, WeChat apps, and Guangcai Learning APP are used. Following the lesson, the online learning platform and the data analysis of teaching tools also aid in the realization of the functions of sustainable data collection, intelligent analysis, and individualized guidance, which connect the comprehension and mastery of students' knowledge and the tracking of project progress. The course website, the WeChat public account, Bilibili, and other live platforms reveal the

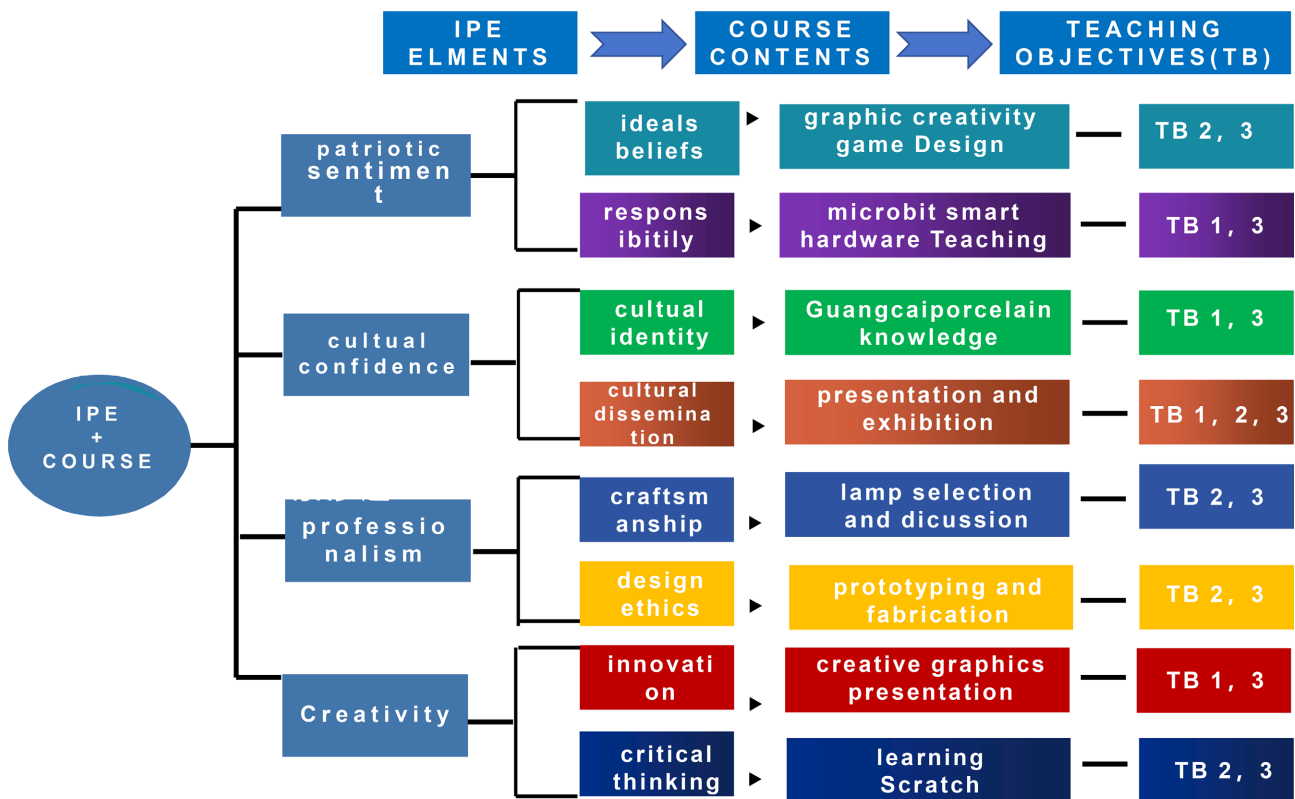


Figure 2. Integrated course content.

teaching results both online and offline after the session has ended. Virtual reality technology can also be used to offline experience the firing techniques of Guangcai porcelain and Guangcai porcelain games, so as to realize multi-faceted and multi-channel dissemination of the international and culturally relevant course effects (Table 1).

5) Practical Teaching: school-enterprise collaborations

To actively identify, internalize, and migrate knowledge, students must not only comprehend the learning material but also fully comprehend the learning environment. The teaching team utilizes the school-enterprise collaborative practical teaching technique based on the STEAM education framework. Students can gradually increase their understanding and appreciation of the traditional handicraft culture of Guangcai porcelain through the learning practice of problem-oriented company projects, as well as their capacity to create and invent items with Guangcai themes. On the other hand, the application scenarios created from contemporary information technology are used to broaden the course teaching. The teaching staff uses virtual reality technology to allow students to “enter” the actual Guangcai firing situation and process, enhancing their emotional resonance, immersion experience, and deep engagement with Guangcai porcelain culture. This effectively encourages students to have a positive

Table 1. Application of digital tools in teaching.

Digital tools	Utilization
Online Teaching Platform: Yunyu Classroom https://courses.gdut.edu.cn/course/view.php?id=811	Online guide—students do pre-class preview. Teachers release information and task lists related to Scratch and Guangcai culture, upload the pre-course scratch knowledge quiz, and adjust the teaching content according to the results.
Academy Online: Extending the Future of New Media—Introduction to New Media Design https://www.xuetangx.com/course/gdut13051004381/7754659?channel=i.area.related_search	As a first-class provincial course, it is an introductory course, which can better give students a clear framework of “new media design”, so that they can better carry out the study of this course.
Guangcai Porcelain Intelligent Mobile Learning Tool (The system has obtained the right of national software registration)	To help students learn about related knowledge of Guangcai porcelain culture and craft studies.
Course demonstration platform: Extended Future Art Lab website and WeChat public account http://www.fe-artlab.com/	It is used for publishing and displaying students’ excellent works, workshop course records, teaching experience promotion, and Guangcai porcelain culture dissemination.
Tencent meeting app	The “cloud classroom” is mainly used to gather all the teaching team members including international teachers, Chinese teachers, enterprise experts, etc. to connect with students.
WeChat group	A “cloud classroom” for learners to interact and discuss, and for teaching team to answer students’ questions.
AR/VR Virtual Reality	Immersive experience of Guangcai porcelain firing techniques and Guangcai porcelain mini games to enhance students’ understanding of traditional handicraft culture.

learning experience with the course materials and IPE.

6) Diversified assessment of the course's effectiveness

A multi-dimensional evaluation that insists on the combination of process and personalization, as well as the combination of formative and outcome evaluation, is used in this course and involves domestic and international teachers, students themselves, learning peers, and domestic and international industry consultants (Figure 3).

7. Teaching Evaluation and Course Impact

7.1. Research and Analysis

Part I: Course feedback—teaching satisfaction before and after the innovative teaching

The teaching team distributed questionnaires via mobile phone or the course quality feedback system in accordance with the proposed teaching objectives and design of integrating IPE content to gather feedback data of course evaluation from students of every session of workshop courses (about 30 students in each workshop), in order to understand the teaching satisfaction before and after the innovative reform of integrating IPE contents, and to confirm the effectiveness of the creative teaching reform. The survey was broken up into three phases for the academic years 2019-2020, 2020-2021, and 2021-2022. Through the internet survey application, 180 questionnaires were issued, and 152 complete surveys received. The teaching satisfaction before and after the reform of an innovative teaching method is shown in the table below (Figure 4).

The data from the students' satisfaction for this course over the last three academic years demonstrate, as seen in the following graph, that overall student satisfaction has grown year over year, with the teaching material showing the most noticeable improvement. This demonstrates that the teaching staff has improved students' transdisciplinary knowledge with quite good results.

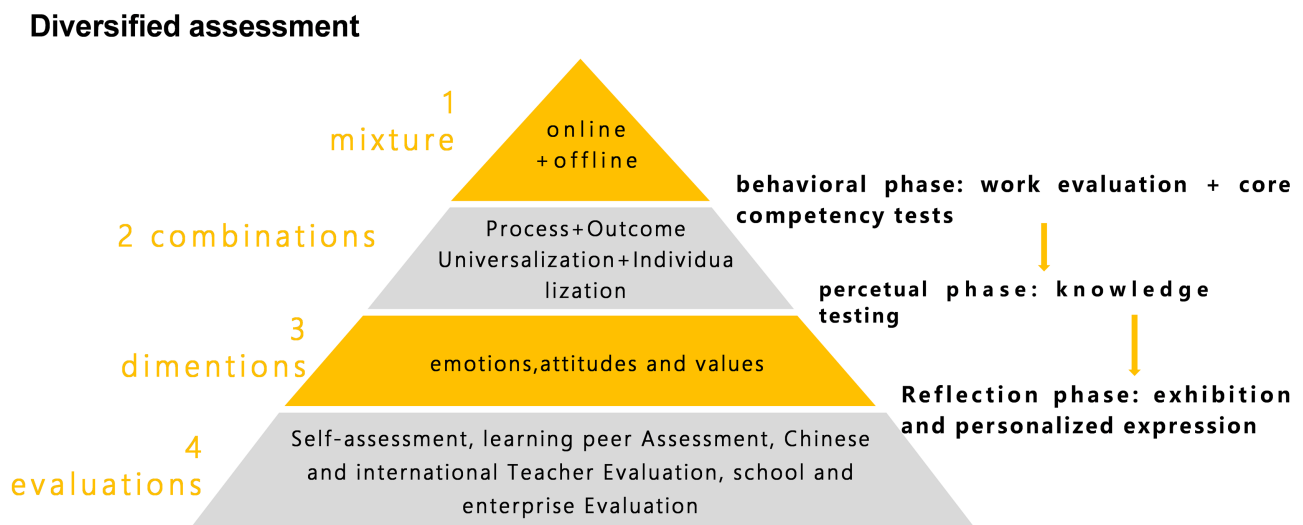


Figure 3. Diversified assessment on the course effectiveness.

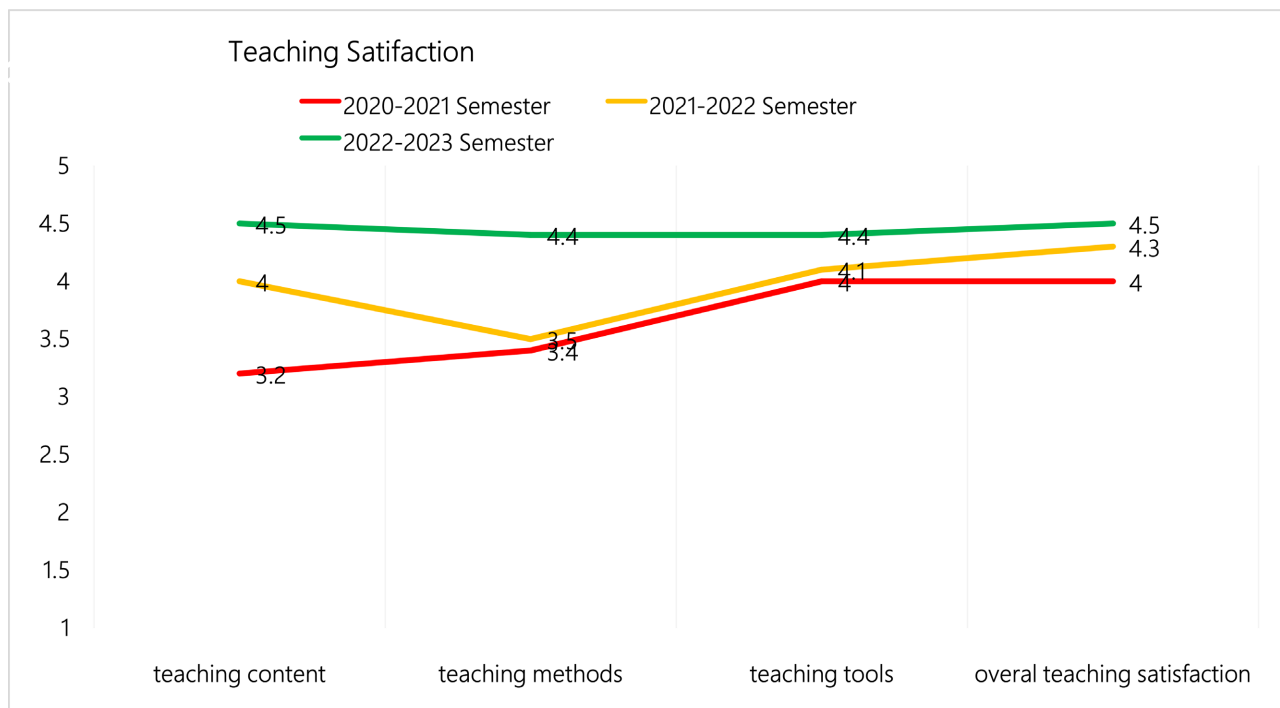


Figure 4. Questionnaire survey results—teaching satisfaction.

Part II: Migration measurement—personalized level of perception and understanding of traditional handicraft of Guangcai porcelain

The teaching team used migration measurement to examine students' ability to apply what they had learned to new problem situations in order to solve problems. This was done to verify students' individual perception and understanding levels of Guangcai porcelain traditional culture before and after taking this course. The validity of the test questions was ensured by the teaching team, who created them based on talks with Guangcai porcelain artists and the learning materials. Five quiz sections are included with the questionnaire: History, Fancy and Pattern, Modeling, Craft, and Color. There are 10 questions in each segment, totaling 500 points. The three academic years' worth of Guangcai porcelain knowledge test data were retrieved from the online teaching platform, and the results are as follows (Figure 5).

The aforementioned graph shows that students' individual levels of knowledge and comprehension of the traditional culture around Guangcai porcelain have considerably increased both before and after taking this course, and their academic performance has improved year after year. This demonstrates that the teaching team's initiative to teach students about the culture of Guangcai porcelain in a variety of ways and through a variety of mediums has improved students' comprehension and identification with the traditional culture of Guangcai porcelain.

Part III: Continuous Tracking—in-depth student interviews

Throughout 2019-2023, the teaching staff consistently conducted student interviews for almost five years. Five to ten students from each course were chosen

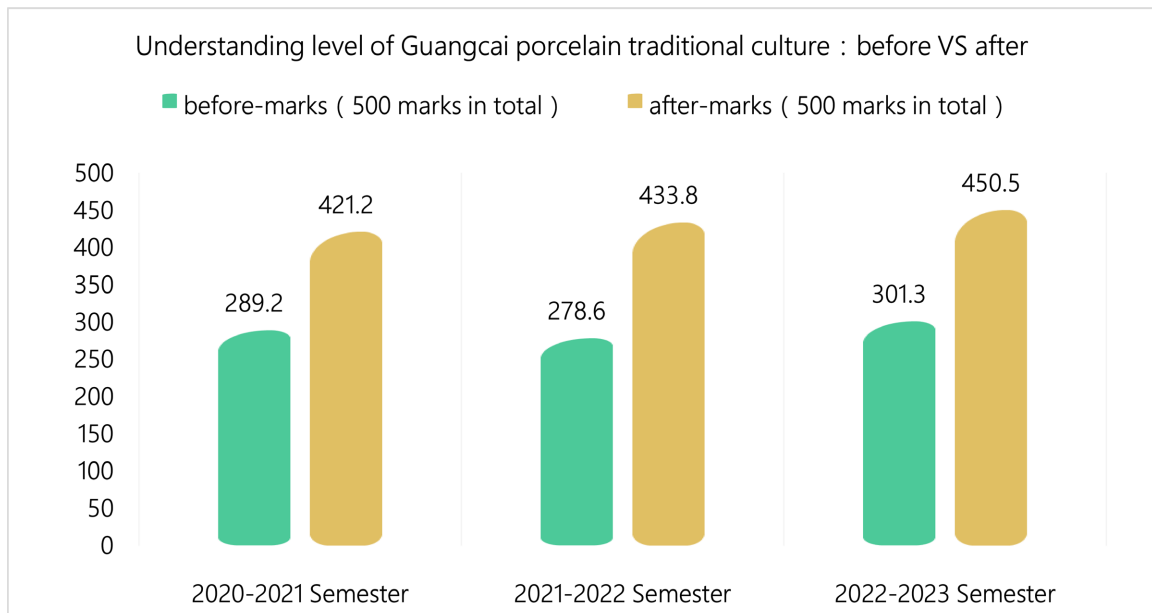


Figure 5. Understanding level of Guangcai porcelain traditional culture.

at random to participate in in-depth interviews. The interviews cover topics including perception and comprehension of Guangcai porcelain handcraft culture, motivation and interest in learning, suggestions for overcoming learning obstacles, and the advantages and disadvantages of the course's instruction, among others. In-depth interviews with students can reveal how intuitively they judge the quality of the instruction while also assisting the teaching team in continuously and more specifically enhancing their teaching methods. The following are selected workshop participants' interviews feedback about the course.

Student A: This workshop's focus is the fusion of traditional crafts and cutting-edge technology, and I have a strong interest in traditional Chinese culture. Guangcai porcelain piques my curiosity, particularly for its designs and ornamentation. I gained more knowledge and a deeper understanding of Guangcai porcelain as a result of this course. I truly got a feeling of success after learning to program the creation of interesting minigames with a Guangcai theme, and I quickly shared the game with my online acquaintances. I'll keep incorporating traditional cultural themes into my professional work in the future to create designs that can better convey the wonderful traditional culture in an original way.

Student B: I believe the professor's lecture is really beneficial for me to learn a lot, including the use of software. I attempt numerous approaches to find different impacts, which is quite intriguing. The students interacted frequently, were willing to share their thoughts and learn from one another, and were all very driven. The classroom environment was informal and free. There were, of course, some challenges. For instance, it took a long time to create the pattern, largely due to the illogical linkages in it. The program also contained errors, and it required a lot of trial and error before the coding was finally effective.

Student C: What was discovered? First of all, this is my first experience work-

ing in an interdisciplinary group, and I have observed how different majors approach challenges in different ways. The software learning comes in second. I gained knowledge of how to use software such as Arduino, Autodesk Fusion360, SliceforFusion360, and Tirement UPStudio. While conversing with other international teachers at this program, I improved my English speaking and listening skills. I also got better at communicating with the other group members. Just like the masters in the Guangcai porcelain film who had to put in a lot of effort to complete a piece of work, I was able to create a tough but delightful piece of work.

7.2. Teaching Achievements and Course Impact

The teaching staff has dedicated itself to the creative instruction of this course, and as a result, there have been several accomplishments in government, business, academia, and research as well as local and global societal influence. The following quantitative and qualitative course evaluations demonstrate that this internationalized course's integration with IPE is a higher-order teaching requirement that enhances instruction quality and fosters the development of composite talents with both national morality and global competence.

In terms of course construction and teaching reform: This course was recognized as a provincial first-class undergraduate course in 2022 and a superb teaching exemplar for provincial online courses in 2021 in terms of course design and teaching reform. In addition, it has been chosen as a model course for Xinhua Net's 2022 online exemplar courses that integrates with IPE. Industry experts have the creative teaching of the course has been identified and recognized with academia effects and plays an exemplary value of teaching.

In terms of academic achievements: Academic accomplishments include research projects funded by the Ministry of Education, utility model patents, articles published in scholarly journals, and papers awarded. While this has been happening, student work from this course has been discussed and displayed at significant academic conferences and exhibitions both domestically and overseas, such as the 2023 Les Jeux Artistiques Expositions & Colloques Internationaux (2023 Artistic Games—International Exhibitions & Symposiums, in France), the 2023 London International Conference on Electronic Visualization and Art (EVA International Conference), the interactive art exhibition of the 2022 & 2019 International Chinese Human-Computer Interaction Conference (Chinese CHI 2019), the new media art exhibition of the Royal College of Art (EVENT TWO), and the 2nd Information Art and Interact Conference. In addition, the practical experience and teaching practice of this course have been publicized and promoted by Netease News, Phoenix News, and other Chinese mainstream news media platforms.

In terms of practical outcomes, students competed in a variety of events while incorporating IPE components into their art works, and they took home numerous international and regional awards for excellence. Simultaneously, busi-

nesses have incorporated the outstanding educational outcomes of game design and lighting product design to optimize the implementation, resulting in positive economic benefits and social effect.

8. Conclusion and Future Works

It is crucial to create courses that have both global and national qualities in order to develop and upskill talent. This essay focuses on the crucial work of integrating moral and value education throughout the entirety of the teaching of a particular course. The teaching staff for the “Smart Handicrafts International Workshop” course insists on collaborative teaching, interdisciplinary teaching, student-centered teaching, practical teaching, blended teaching, and numerous forms of teacher assessment. The teaching team developed a unique teaching approach for incorporating IPE into the interface design courses from the perspective of traditional cultural inheritance and innovations based on the STEAM education idea. Both teachers and students have benefited from this course’s successful teaching efforts at home and abroad, and future works should be more concentrates on how to evaluate IPE to students and teachers’ development.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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