



Ideological and Political Education Reform in the Course Urban Green Space and Landscape Planning: A Case Study

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Abstract. This study integrates the traditional Chinese water design technique *Yi Chi San Shan* (One Pond with Three Hills) into the *Urban Green Space and Landscape Planning* curriculum, combining historical analysis (e.g., the Summer Palace) with ideological education. Through case studies, design comparisons, and a “technique-art-Tao” pedagogical framework, it cultivates cultural confidence and inspires students to apply classical philosophies in modern ecological practices (e.g., sponge city projects)

Keywords: *Yi Chi San Shan*; Curriculum Ideological and Political Education; Cultural Confidence

1 Introduction

The "One Pond with Three Hills" model originated from ancient Chinese mythology and Daoist beliefs in immortal realms. During the Qin and Han dynasties, emperors such as Qin Shi Huang and Han Wu Di constructed imperial gardens like Lanchi Palace and Jianzhang Palace, where artificial ponds and islands symbolized the mythical Penglai, Fangzhang, and Yingzhou mountains. This design technique enriched water surface layers through spatial contrast, creating a timeless aesthetic that influenced Chinese landscape architecture for over 3,000 years^[1].

In teaching, the historical evolution of "One Pond with Three Hills" is traced through myths, dynastic practices, and case studies (e.g., the Summer Palace and Humble Administrator's Garden). The layout reflects the philosophical concept of "harmony between humanity and nature" (Tian Ren He Yi)^[2], emphasizing static water surfaces, artistic beauty, and ecological integration^[3].

2 Teaching Objectives

Knowledge Goals:

Understand the historical development of the "One Pond with Three Hills" model. Analyze its spatial composition and modern adaptations^[8].

Skill Goals: Cultivate the ability to evaluate and design water-centric landscapes.

Ideological Goals: Foster cultural pride, confidence, and a sense of responsibility in ecological conservation.

3 Instructional Design

Introduction: Contrast Chinese "One Pond with Three Hills" with Western geometric water features (e.g., Versailles) to highlight cultural distinctiveness.

Contextualization: Explore the mythological origins through narratives of imperial quests for immortality.

Case Studies: Analyze applications in classical gardens (e.g., Yuanmingyuan, West Lake) to illustrate design principles^[9].

Synthesis: Deconstruct the technique into three dimensions—technique (layout rules), artistry (aesthetic expression), and philosophy (ecological ethics)^[4].

Reflection: Guide students to contemplate the role of urban planning in preserving cultural heritage and advancing ecological civilization^[6].

4 Teaching Methods

According to the specific teaching design, different teaching methods are adopted, as shown in Table 1.

Table 1. Classroom Instructional Design

Stage	Content	Method
Introduction	Compare Chinese and foreign water design techniques	Contrast Analysis
Contextualization	Historical narratives of imperial gardens	Storytelling
Case Studies	Analyze "One Pond with Three Hills" in classical gardens ^[7]	Case-Based Learning
Synthesis	Summarize rules and cultural values across technique, artistry, Tao	Inductive Reasoning
Reflection	Discuss cultural identity and professional responsibilities	Critical Discussion

5 Ideological and Political Elements

See Table 2 for the integration of Ideological and political elements and course content.

Table 2. Integration of Ideological-Political Elements with Curriculum Content

Element	Integration Strategy
Cultural Confidence	<p>By introducing a comparison of intuitive images, guide students to understand the differences in water management techniques between China and foreign countries, and at the end, return to this topic to deepen the exploration of the values behind the appearance. That is, why has the water management technique of "one pool and three mountains" persisted in China for thousands of years? It is precisely due to China's long-standing traditional culture, which aligns with China's traditional aesthetic and "harmony between heaven and man," "following the natural law" values. "One pool and three mountains" embodies the unique value and charm of Chinese culture, with strong cohesion, integration, attraction, and vitality. Therefore, it boosts students' confidence in their cultural values and cultural vitality, encourages them to have sufficient confidence in their own culture, and motivates them to actively participate in the inheritance and practice of Chinese traditional culture.</p>
Cultural Exchange and Mutual Learning	<p>Cultural confidence is the foundational condition for the exchange and mutual learning of civilizations. Chinese civilization has unique cultural characteristics and values that distinguish it from others. Only by firmly establishing cultural confidence, upholding the excellent culture of our nation, resisting cultural hegemony and aggression, can we leverage our civilization's strengths and achieve better development in cultural exchange. The more confident one is in their own culture, the more likely they are to actively open their minds, engage in deep-level exchanges, dialogues, and interactions with other civilizations, and accept the outstanding achievements of all civilizations, ultimately achieving genuine</p>
Ecological Civilization Construction	<p>"One pool and three mountains" laid the foundation for the Chinese garden landscape water system. As a traditional garden water management model, it still has vitality in modern gardens, such as the water feature treatment of "one pool and three mountains" used in the South Campus of Northwest A&F University^[5]. The Chinese nation has always pursued and simulated nature, emphasizing harmony between heaven and man. The desire to see mountains and water is the Chinese people's pursuit and yearning for a better life.</p>
Professional Quality and Sense of Responsibility	<p>The disciplines of architecture and urban-rural planning focus on the construction of the human living environment, including urban environments, rural village appearance, traditional cultural blocks, residential environments, campus environments, etc. As students in these majors, they should strive to improve their professional quality, strengthen their sense of responsibility, and actively build a green and ecological living environment.</p>

6 Innovation in Teaching Methods

(1) Comparative Teaching Method

By contrasting Chinese and Western philosophies of waterscape design (e.g., the "One Pond, Three Hills" model vs. the axial layout of the Palace of Versailles), students are guided to critically analyze the value systems underlying cultural differences. This approach fosters an understanding of how ecological philosophies such as "harmony between humanity and nature" and "following natural laws" shape design practices.

(2) Project-Driven Teaching Method

Residential Landscape Design Project: Students work in groups to design residential landscapes that align with the community's positioning and spatial structure. Key requirements include:

Thematic Clarity: The design must reflect a coherent theme, harmonizing with the overall architectural style of the residential area. Modern housing complexes employ contemporary landscaping techniques, while traditional-style residences integrate historical and regional design languages.

Spatial Organization: Balance openness and privacy in spatial layout, informed by site analysis and target demographic research.

Cultural, Ecological, and Social Integration: Incorporate cultural symbols (e.g., Taihu rockeries), ecological functions (e.g., stormwater management), and social benefits (e.g., enhancing resident well-being).

Learning Outcomes: Students develop comprehensive skills in functional analysis, design conceptualization, and technical-economic evaluation, reinforcing the holistic principles of harmonious coexistence among humans, architecture, and the environment.

7 Reform Outcomes

(1) Student Feedback

Over 90% of students reported "enhanced cultural confidence and ecological awareness," with 85% actively integrating traditional ecological wisdom into their graduation projects.

(2) Academic Performance Comparison

Students of grade 2020 adopt traditional teaching methods. For students of grade 2021, ideological and political elements are integrated into the teaching of knowledge points. The results of the two grades are compared as shown in Table 3.

Table 3. Comparison of student achievement between grade 2020 and grade 2021

Grade Level	Total Students	Excellent (%)	Good (%)	Average (%)	Poor (%)
2020 Cohort	85	0	40 (47.06%)	41 (48.24%)	4 (4.71%)
2021 Cohort	38	1 (2.63)	24 (63.16%)	11 (28.95%)	2 (5.26%)

8 Deep Implications of Teaching Efficacy

(1) Enhanced Learning Initiative

The grade improvement reflects a shift from passive reception to active engagement. Case studies and fieldwork (e.g., analyzing classical gardens and modern eco-projects) stimulated students' exploratory interest and critical thinking, synergizing knowledge internalization with value formation.

(2) Integration of Ideological Education and Professional Competence

Post-reform courses emphasize the dual penetration of "knowledge transmission and value guidance." For instance, integrating the "One Pond, Three Hills" ecological wisdom into landscape design enables students to master technical skills while deepening their understanding of national strategies like cultural confidence and ecological civilization.

(3) Emotional Resonance as a Learning Catalyst

Immersive teaching (e.g., virtual reality simulations) and interactive activities (e.g., group debates) linked personal growth to national development, transforming emotional resonance into academic motivation. This approach elevated classroom participation and knowledge absorption efficiency.

9 Insights for Future Reforms

(1) Balanced Innovation in Pedagogy

Reaking Barriers: Replace unidirectional lecturing with "problem-chain pedagogy" .

Constructing Multidimensional Scenarios: Develop "classroom-practice-society" hybrid models enhanced by VR technology and oral history documentation.

(2) Evolving Teacher Roles

Transition from "knowledge authority" to "value facilitator," requiring interdisciplinary expertise .

Strengthen practical capabilities through industry partnerships and fieldwork to bridge academic and real-world challenges.

(3) Scalable Reform Paradigm

Provide a "technique-culture-ethics" tripartite integration framework for ideological education in architecture-related disciplines, aligning professional training with core socialist values.

10 Conclusion

The reforms demonstrate that embedding ideological-political elements into specialized curricula not only elevates academic performance but also cultivates interdisciplinary talents equipped with cultural identity, ecological responsibility, and societal mission. Future efforts should prioritize dynamic pedagogical innovation, multidisciplinary

mensional evaluation, and cross-sector collaboration to sustain the synergy between education and national development goals.

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