

# Exploration and Practice of Ideological and Political Teaching Reform in the Course of “Residential Landscape Design” in the New Era

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**Abstract:** In the era of real estate stock, facing people’s aspiration for a better life, residential landscape, as the environment most closely related to people’s lives, how to meet people’s dreams of living environment in the new era in design has become an important research content. This article will conduct an in-depth analysis of the background, overall ideas, teaching design, practical effectiveness, and other aspects of the ideological and political teaching reform of the “Residential Landscape Design” course. It explores how to guide students to pay attention to people’s livelihood issues, cultivate students’ awareness of serving the people, their ability to design for the people, and their sense of responsibility to love the people under the guidance of Xi Jinping’s educational ideology in the new era.

**Keywords:** New era; Residential landscape design; Curriculum ideology and politics; Teaching reform

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## 1. Introduction

“Residential Landscape Design” is one of the main courses in the landscape design direction of environmental design major. It is a landscape design course that combines theory with practice and features project-based learning. The course focuses on residential landscape design as the research object. By comprehensively applying various teaching methods such as theoretical instruction, case analysis, project practice, induction, and summation, it requires students to master the principles and methods of residential landscape design, enabling them to design residential landscape plans and present the results. The “Outline of the Construction Plan for Strengthening Education and Building a Powerful Nation (2024–2035)” states, “Shape a new pattern of cultivating moral integrity and talent, and nurture newcomers of the era who are responsible for national rejuvenation”<sup>[1]</sup>. The course “Residential Landscape Design” focuses on the environmental spaces where people live and is therefore closely related to the interests of the people. Whether students pay attention to people’s livelihood issues, possess the awareness of serving the people, and love the people is crucial to the

success of the course teaching. Therefore, the course uses project design tasks as the main carrier, integrating ideological and political elements into the curriculum. It guides students to complete innovative residential environment designs centered on the people, cultivating their ability to design living environments that meet the needs of people's dreams for the environment. This includes creating a comfortable and safe living space, improving and facilitating infrastructure, establishing a sound public service system, ensuring a beautiful and sustainable ecological environment, promoting community harmony and integration, implementing intelligent and digital management, and inheriting and innovating cultural heritage. The main teaching objective of this course is to cultivate newcomers of the era with a sense of mission and responsibility.

## **2. Background of ideological and political teaching reform in residential landscape design course**

The ideological and political teaching reform of the “Residential Landscape Design” course is primarily guided by national policies, based on the development needs of the industry, aimed at improving students' comprehensive qualities and grounded in the content of residential landscape design to construct the teaching content. The specific reform background and basis mainly include the following five points. Firstly, the Political Bureau meeting in September 2024 clearly stated that the construction of commercial housing should “strictly control the increment, optimize the stock, and improve quality.” China's real estate market is gradually shifting from incremental development to quality improvement of the existing stock. Therefore, the teaching content of residential landscape design, which focuses on newly built commercial housing, cannot meet the dynamic needs of industry development, making reform imperative. Secondly, in 2021, the Ministry of Housing and Urban-Rural Development issued the “Notice on Launching the First Batch of Pilot Work for Urban Renewal” (Jianban Kehan [2021] No. 443), initiating the exploration of urban renewal <sup>[2]</sup>. In January 2025, the Executive Meeting of the State Council pointed out that urban renewal is related to the improvement of the city's appearance and living quality, urging the acceleration of the renovation of old residential areas, blocks, factories, and villages in cities and towns, strengthening the construction and renovation of urban infrastructure, improving urban functions, and protecting and inheriting the city's history and culture <sup>[3]</sup>. Thirdly, the strategy of rural revitalization was proposed in the report of the 19th National Congress of the Communist Party of China in October 2017 <sup>[4]</sup>. In February 2024, Central Document No. 1 proposed learning from the experience of the “Thousand Villages Demonstration and Ten Thousand Villages Renovation” project to effectively promote comprehensive rural revitalization. Fourthly, in July 2024, the Third Plenary Session of the 20th CPC Central Committee proposed “increasing the construction and supply of affordable housing to meet the rigid housing demand of the working class.” At the end of the same month, the State Council issued the “Five-Year Action Plan for Deeply Implementing the People-Oriented New Urbanization Strategy”, and accelerating the construction of affordable housing was also listed as one of the key tasks, emphasizing the need to “accelerate the resolution of housing difficulties for the working class and stabilize their housing expectations” <sup>[5]</sup>. Fifthly, in May 2022, the Ministry of Civil Affairs and eight other departments jointly issued the “Opinions on Further Promoting the Construction of Smart Communities”, which clearly stated that by 2025, a smart community service platform supported by informatization and open sharing should be basically established, creating a new type of digital community with smart sharing and harmonious co-governance <sup>[6]</sup>. Therefore, guided by the above national policies, the renovation of old urban areas, landscape design for affordable housing, rural residential landscape design, and high-quality

smart community landscape design will become the key research content of “Residential Landscape Design.”

### 3. General idea of ideological and political teaching reform in residential landscape design course

The ideological and political teaching reform of the residential landscape design course adheres to the guidance of Xi Jinping’s new era education thought, adheres to the ultimate goal of making virtue and cultivating people, adheres to the correct values of the times to guide the transformation of design technology, integrate the current situation of national conditions, policy guidelines, etc. into the course teaching, closely follow the national policy, closely follow the course content, focus on people’s livelihood issues, and build five themed teaching units, namely, the overview of residential landscape design, urban old residential landscape renovation, rural residential landscape design, affordable housing landscape design, and high-quality smart residential landscape design. Combine theory and practice, apply what one has learned, and lead students to complete the innovative residential landscape design practice centered on the people. Ideological and political education nurtures people and gradually cultivates students’ aesthetic, cultural, ecological, and people’s views. **Table 1** shows the main points of ideological and political elements.

**Table 1.** Curriculum ideological and political element framework

No.	Ideological and political theme	Ideological and political key points	Integration theme unit	Teaching content
1	New era living environment dream	1. Livable and comfortable environment dream (people’s livelihood awareness); 2. Healthy and sustainable ecological environment dream (ecological protection awareness); 3. National cultural characteristic environment dream (traditional culture protection awareness); 4. Innovation awareness; 5. Standardization awareness.	Overview of Landscape Design in Residential Area.	1. Initial knowledge of residential area landscape design; 2. Influencing factors of residential area landscape design; 3. Functions of residential area landscape design; 4. Brief description of the development of residential area landscape design; 5. Residential area landscape design specifications.
2	People’s cities are built by people, and people’s cities are built for the people.	1. Moral and ethical literacy; 2. Political theory literacy; 3. National conditions awareness; 4. Innovation awareness.	Landscape Renovation Design of Old Residential Area under the Background of Urban Renewal.	1. Case appreciation; 2. Project design practice; 3. Project design reflection.
3	The nation must be rejuvenated, and the countryside must be rejuvenated.	1. patriotism education; 2. ecological civilization education; 3. social responsibility training.	Landscape Design of Rural Residential Area under the Background of Rural Revitalization.	1. Case appreciation; 2. Project design practice; 3. Project design reflection.
4	Caring for low-income people, pursuing social fairness and justice.	1. The embodiment of social fairness and justice; 2. The concept of people’s livelihood; 3. The spirit of responsibility.	Landscape design of affordable housing under the background of housing dual-track policy.	1. Case appreciation; 2. Project design practice; 3. Project design reflection.
5	Technology empowers the community, and technology serves the people.	1. People’s livelihood awareness; 2. Innovation awareness.	In the context of smart technology development, high-quality smart community landscape design.	1. Case appreciation; 2. Project design practice; 3. Project design reflection.

## **4. Ideological and political education design in residential area landscape design course**

The ideological and political education design in the residential area landscape design course revolves around five major teaching content areas, integrating five key ideological and political themes. These themes are: the dream of a human settlement environment in the new era; people's cities built by the people and for the people; national revitalization through rural revitalization; caring for low-income people and pursuing social fairness and justice; and community empowerment and service through technology. Details are as follows.

### **4.1. Ideological and political theme 1: The dream of living environment in the new era**

Wu Liangyong systematically outlined in his book "Introduction to the Science of Human Settlements" that a human settlement environment should consist of five aspects: natural systems, human systems, residential systems, social systems, and support systems. The dream of a human settlement environment in the new era represents the people's pursuit of a better life, harmonious coexistence between humans and nature, and a new pattern of social governance featuring collaborative development, shared governance, and common interests.

#### **4.1.1. Integration points of ideological and political education**

Combining the overview of residential area landscape design in Theme Unit 1, the course introduces concepts, influencing factors, functions, developments, and standards of residential area landscape design. This leads students to reflect on the new requirements of the dream of a human settlement environment in the new era for residential area landscape design, incorporating ideological and political elements such as below.

People's livelihood awareness: Understanding China's national conditions and development realities, interpreting contemporary life, analyzing livelihood issues, and summarizing functional requirements that meet people's new needs to create a livable and comfortable human settlement environment.

Ecological protection awareness: Deeply understanding environmental issues and recognizing the importance of environmental protection. Applying eco-design concepts to create a healthy and sustainable ecological human settlement environment.

Traditional culture protection awareness: Combining analysis of the current situation of ubiquitous residential environments, deeply understanding the regional cultural characteristics and traditional Chinese culture of "one place nourishing its people" to create a human settlement environment with regional and ethnic cultural characteristics.

Innovation awareness: Considering the contemporary value of residential area landscapes. To adapt to social development and changes in people's needs, designers should have innovative spirits and abilities, continuously exploring new concepts, technologies, and methods to promote innovation and development in human settlement environment construction.

Regulatory awareness: Focusing on explaining green space ratios and fire safety regulations, initiating thoughts and discussions on safe and comfortable landscape space design methods, and fostering students' regulatory awareness and professional mission.

#### **4.1.2. Educational methods and carrier pathways**

This theme unit primarily consists of theoretical lectures, combined with discussions, case studies, and after-

class extensions to form a closed-loop learning experience. Specific steps include:

Pre-class reflection: Setting up short videos related to the dream of a human settlement environment in the new era to stimulate student reflection.

In-class introduction: Discussing students' understanding of new requirements for residential environments in the new era.

Theoretical teaching: Guiding students to understand China's national conditions, policy directions, and livelihood issues, laying a theoretical foundation for creating a human settlement environment that meets the needs of the Chinese people.

Case study appreciation: Using case analysis and discussion to intuitively guide students in understanding new requirements for residential environments.

Classroom discussion: Adopting a "one lesson, one discussion" format to encourage active thinking and discovery.

Post-class reflection and assignments: Assisting students in reflecting on and extending classroom content, with assignments focusing on case study analysis.

#### **4.1.3. Expected teaching outcomes**

Students will be able to articulate the new requirements of the dream of a human settlement environment in the new era for residential area landscape design. In their practical design work, students will implement a "people-oriented" design philosophy, creating beautiful and livable human settlement environments.

### **4.2. Ideological and political theme 2: People's cities are built by the people, and people's cities are built for the people**

In November 2019, the chairman of the CCP first put forward the concept of "People's cities are built by the people, and people's cities are built for the people" during his inspection in Shanghai, emphasizing that "whether it is urban planning or urban construction, whether it is the construction of new urban areas or the reconstruction of old urban areas, the government must adhere to the people as the center, focus on the needs of the people, and rationally arrange production, living, and ecological space." "Strive to create a good environment suitable for business, livability, pleasure and tourism" [8].

#### **4.2.1. Integration points of ideological and political education**

In the context of Theme Unit 2, which focuses on the landscape renovation design of old residential areas under the background of urban renewal, students are prompted to reflect on and comprehend national policies, traditional culture protection, and regional characteristic inheritance through case appreciation, project design practice, and reflection. These understandings are then applied to the practical design of landscape renovations in old residential areas. Specifically, the following ideological and political elements can be integrated into teaching:

Ethical and moral accomplishment: Respect and protect the interests of residents in the design, ensuring that renewal projects can truly benefit them.

Political theoretical attainment: Any design should align with national political requirements and development directions, demonstrating an awareness of actively understanding and mastering national political theories.

National conditions awareness: Designs should be based on national conditions and development realities. Designers should possess a deep patriotic sentiment, ensuring that renewal projects meet the country's development needs and people's expectations.

Innovation awareness: Design is a process of identifying and solving problems, requiring continuous exploration of new solutions. Designers need to possess an innovative consciousness and spirit to better renovate and design old residential areas.

Cultural inheritance awareness: The renovation of old residential areas should fully respect site characteristics, highlight regional features, and inherit traditional culture.

#### **4.2.2. Educational methods and carrier pathways**

The main methods adopted in this theme unit are case appreciation, task-driven learning, and inductive summarization. Through case appreciation, students learn the key points and design methods of old residential area renovations. These are then applied and tested through project design practice, and finally, the theory is summarized through project design reflection. The process can be divided into the following steps:

Pre-class reflection: Set up short videos about urban renewal to stimulate student reflection.

Case appreciation: Select representative city residential area renewal project designs for case analysis and discussion. For example, the landscape renovation design scheme for the “Slow Life + Light Leisure” residential, tourism, and industrial complex in the Ma’anshan Shangxin Street community. This project utilizes Chongqing’s spatial language, learns from history and modern urbanism, finds connections between tradition and modernity, focuses on people, pays attention to diverse population demands, settles on the home, enhances a sense of home identity, and experiences the story of Longmenhao, Chongqing people, mountain city stories, and the daily life of historical Chongqing.

Class discussion: Analyze the aspects of renewal design in the case, its characteristics, and whether it meets the requirements of the new era’s human settlement environment dream. Summarize the key points of landscape renovation design for old residential areas under the background of urban renewal.

Project design practice: Provide topics for landscape renovation design of old residential areas with cultural characteristics for students to choose from, guide students to complete project design schemes, and focus on guiding the following aspects in each step.

Firstly, research. Through research, students conduct field investigations to analyze the cultural characteristics and current issues of the base, experience people’s lives, understand people’s demands through interviews, and lay a factual basis for project design.

Secondly, the design of landscape renovation schemes for old residential areas. The main focus is on how to solve the following problems: How to improve residents’ quality of life and promote sustainable city development through project design and renovation in the face of issues such as aging infrastructure, environmental pollution, and traffic congestion; How to enhance the city’s image and attractiveness through renovation design; How to protect historical culture, inherit regional cultural characteristics, and enhance city quality in renovation design.

Thirdly, design scheme reporting and communication. Guide students to focus on people’s needs, identify design positioning around the problems that need to be solved in residential area renewal, elaborate design ideas, express their thoughts and solutions on urban renewal, propose suggestions and methods for optimizing and improving design schemes, and cultivate students’ communication skills, logical thinking

ability, and inductive summarization ability.

**Project design reflection:** The first is a reflection after each lesson, followed by a specialized comprehensive review and reflection on the scheme after the project design is completed. This guides students to reflect on the deficiencies and optimization directions of the scheme design in solving the problems faced by residential area renewal, further strengthening students' design ability and awareness of "designing for the people."

**Assessment indicators:** Whether the direction of the old residential area renewal design scheme addresses the issues that need to be solved in urban renewal and meets the needs of the new era's human settlement environment dream is included in the assessment and evaluation elements, guiding students to establish a design awareness of "respecting historical culture and designing for the people."

#### **4.2.3. Expected teaching effectiveness**

Students are expected to demonstrate the following abilities in the landscape renovation project design of old residential areas. They can reasonably analyze the SWOT in the project and accurately identify the project positioning that meets the requirements of urban renewal. In the scheme design, students can practice "bringing well-being to residents, enhancing the city's image, revitalizing existing space, and inheriting historical culture."

### **4.3. Ideological and political theme 3: For the nation to revive, the countryside must be revitalized**

The 2021 Central Document No. 1 states: "For the nation to revive, the countryside must be revitalized" <sup>[9]</sup>. People must persist in treating the resolution of issues concerning agriculture, rural areas, and farmers as the top priority of the entire party's work, comprehensively promoting rural revitalization as a major task for achieving the great rejuvenation of the Chinese nation, and accelerating the modernization of agriculture and rural areas with the efforts of the whole party and society, so that the majority of farmers can live a better life.

#### **4.3.1. Integration points of ideological and political education**

In the context of Theme Unit 3, which focuses on rural residential landscape design under the background of rural revitalization, students are prompted to reflect on policy guidelines, regional cultural inheritance, issues concerning agriculture, rural areas and farmers, farmland protection, ecological protection, and other aspects through case appreciation, project design practice, and reflection. These understandings are then applied to the practical design of rural residential landscapes. Specifically, the following ideological and political elements can be integrated into teaching:

**Patriotism education:** Guide students to deeply understand that issues concerning agriculture, rural areas, and farmers are fundamental to the national economy and the people's livelihood, stimulate students' patriotic feelings, and promote students' ability to consciously and actively participate in rural revitalization.

**Ecological civilization education:** Guide students to understand that the transformation and upgrading of rural development first requires ensuring food security and protecting farmland. Secondly, it is necessary to protect regional historical and cultural resources and inherit regional characteristics. Finally, attention should be paid to ecological environmental protection. Cultivate students' concept of ecological civilization and enhance their awareness of environmental protection and sustainable development.

Cultivation of social responsibility: Rural revitalization is a major national strategy that requires the joint participation and efforts of all parties. Guide students to think about how to contribute wisdom and strength to rural revitalization as landscape designers, cultivate students' social responsibility, and promote students to pay more attention to social issues and actively participate in public welfare undertakings.

#### **4.3.2. Educational methods and carrier pathways**

The main methods adopted in this theme unit are case appreciation, task-driven learning, and inductive summarization. Through case appreciation, project design practice, and reflection, students learn the key points and methods of rural residential landscape design. The process can be divided into the following steps.

Pre-class reflection: Set up short videos about rural revitalization to stimulate student reflection.

Case appreciation: Select representative rural residential project designs for case analysis and discussion. For example, the beautiful village planning and design of "National Beautiful and Livable Village" Lijiazhuang Village. Designers utilize local cultural and natural features to create a unique living space integrating tourism and residence, improving the local people's living environment and economic income, truly making people feel that design changes life.

Class discussion: Analyze the aspects of design implementation for rural revitalization in the case, its characteristics, and whether it meets the requirements of the new era's human settlement environment dream. Summarize the key points of rural residential landscape design under the background of rural revitalization.

Project design practice: Provide topics for rural residential landscape design with regional characteristics for students to choose from.

Firstly, research. Through research, students conduct field investigations to analyze the cultural characteristics and current issues of the base, experience people's lives, understand people's demands through interviews, and lay a factual basis for project design.

Secondly, the design of rural residential landscapes. The main focus is on how to solve the following problems: Continuously improve rural infrastructure construction and significantly improve the rural living environment; Address the hollowing out phenomenon in rural areas; Adhere to the principles of adapting to local conditions and scientific planning, and protect the ecological environment and historical and cultural resources.

Thirdly, design scheme reporting and communication. Guide students to focus on people's needs, identify design positioning around the problems that need to be solved in rural revitalization, elaborate design ideas, improve design schemes, and express their thoughts and solutions on rural revitalization.

Project design reflection: The first is a reflection after each lesson, followed by a specialized comprehensive review and reflection on the scheme after the project design is completed. This guides students to reflect on the deficiencies and optimization directions of the scheme design in terms of meeting farmers' needs and developing the rural economy, further strengthening students' design ability and awareness of "revitalizing the nation and designing for the people."

Assessment indicators: Whether the direction of the rural residential landscape design scheme addresses the issues that need to be solved in rural revitalization and meets the needs of the new era's human settlement environment dream is included in the assessment and evaluation elements, guiding students to establish a design awareness of "revitalizing the nation and designing for the people."

#### **4.3.3. Expected teaching effectiveness**

Students are expected to demonstrate the following abilities in the rural residential landscape project design. They can reasonably analyze the SWOT in the project and accurately identify the project positioning that meets the requirements of rural revitalization. In the scheme design, students can practice improving the rural living environment, enhancing farmers' quality of life, and protecting the ecological environment and historical and cultural resources.

### **4.4. Ideological and political theme 4: Care for low-income people and pursue social fairness and justice**

#### **4.4.1. Integration points of ideological and political education**

In the context of Theme Unit 4, which focuses on affordable housing landscape design under the dual-track housing system policy, students are prompted to reflect on national conditions, policies, social fairness, people's livelihood, and the responsibilities of landscape designers through case appreciation, project design practice, and reflection. These understandings are then applied to practical project design. Specifically, the following ideological and political elements can be integrated into teaching.

**The embodiment of social fairness and justice:** Guide students to deeply understand the necessity and importance of implementing the dual-track housing system policy. It embodies social fairness and justice in solving the housing problems of different income groups, enabling a more reasonable distribution of housing resources and meeting the housing needs of low-income groups.

**People-oriented philosophy:** Affordable housing addresses the basic livelihood issues of low-income groups, with the starting and ending points of safeguarding and improving people's livelihoods, realizing the dream of home ownership for all.

**Spirit of responsibility:** The construction of affordable housing reflects the country's sense of responsibility towards its people, guiding students to realize that as landscape designers, they have the responsibility and mission to provide safe, comfortable, and livable residential spaces for the people.

#### **4.4.2. Educational methods and carrier pathways**

**Pre-class reflection:** Set up short videos about the dual-track housing system policy to stimulate student reflection.

**Case appreciation:** Select representative affordable housing community project designs for case analysis and discussion. For example, the landscape design of "Growing City" affordable rental housing in Shanghai adheres to the design concept of caring for low-income groups and ensuring social fairness. The design adopts energy-saving technologies, focuses on human care, promotes a green lifestyle, and creates a living homestead and communal space environment for people.

**Class discussion:** Analyze the aspects of design that care for low-income groups in the case, its characteristics, and whether it meets the requirements of the new era's human settlement environment dream. Summarize the key points of affordable housing landscape design under the dual-track housing system policy.

**Project design practice:** Provide topics for affordable housing landscape design with regional characteristics for students to choose from.

Firstly, research. Through research, students conduct in-depth analysis of site characteristics, people's

livelihood demands, etc., laying a factual basis for project design.

Secondly, the design of affordable housing landscapes. The main focus is on how to solve the following problems: Focus on human care to meet the housing needs of low-income groups; Emphasize green, environmentally friendly, and sustainable development. Choose environmentally friendly materials, adopt energy-saving technologies, promote a green lifestyle, and create a healthy, comfortable, and harmonious living environment for residents.

Thirdly, design scheme reporting and communication. Guide students to focus on the needs of low-income people, identify design positioning around the problems that need to be solved in the dual-track housing system, elaborate design ideas, improve design schemes, and express their thoughts and solutions on the dual-track housing system.

Project design reflection: The first is a reflection after each lesson, followed by a specialized comprehensive review and reflection on the scheme after the project design is completed. This guides students to reflect on the deficiencies and optimization directions of the scheme design in terms of meeting the needs of low-income groups, further strengthening students' design ability and awareness of "caring for people and designing for the people."

Assessment indicators: Whether the direction of the affordable housing landscape design scheme addresses the issues that need to be solved in the dual-track housing system policy and meets the needs of the new era's human settlement environment dream is included in the assessment and evaluation elements, guiding students to establish a design awareness of "caring for people and designing for the people."

#### **4.4.3. Expected teaching effectiveness**

Students are expected to demonstrate the following abilities in affordable housing landscape project design: They can reasonably analyze the SWOT in the project and accurately identify the project positioning that meets the requirements of the dual-track housing system policy. In the scheme design, students can practice caring for low-income groups, improving the quality of life for residents, and creating a healthy, comfortable, and harmonious living environment for residents.

### **4.5. Ideological and political theme 5: Technology empowers communities, technology serves the people**

#### **4.5.1. Integration points for ideological and political education**

In the context of the development of smart technology, as outlined in Theme Unit 5, the landscape design of high-quality smart communities can spark students' reflection on technology's impact on daily life, future communities, and people's future living needs through case studies, project design practices, and reflections. This process aims to inspire students to explore technological innovations and advancements in residential landscape design. Specifically, the following ideological and political elements can be integrated into teaching.

People's livelihood awareness: In community landscape design, smart technology should be utilized to enhance people's quality of life and happiness, fully considering their needs and interests to ensure that technology genuinely brings convenience and well-being to people.

Innovation awareness: With the rapid development of smart technology, landscape designers should continuously explore new technical means and design aspirations, possessing innovative thinking and

capabilities.

#### **4.5.2. Educational methods and approaches**

Pre-class reflection: Provide short videos about smart landscape design to stimulate students' thinking.

Case study appreciation: Select representative smart community project designs for case analysis and discussion. For instance, Xiaoshan Guali Colorful Town utilizes smart technology in community building, from Singapore's new towns to Zhejiang's future communities, creating a harmonious smart future community between people, nature, and technology.

Class discussion: Analyze the aspects of smart design featured in the case studies, their characteristics, and whether they meet the requirements of the new era's human settlement environment dream. Summarize the key points of high-quality smart community landscape design in the context of smart technology development.

Project design practice: Offer students a choice of environmentally friendly high-quality smart community landscape designs.

Firstly, research. Through investigations, students will conduct field analyses of the base's characteristics and current issues, understanding people's demands through interviews and other forms, laying a factual foundation for project design.

Secondly, high-quality smart community landscape design. The main focus is on solving the following issues: The humane care provided by smart technology in landscape design, enhancing the convenience and humanity of the living environment; Continuously exploring new concepts and means of integrating smart technology with landscape design.

Thirdly, design proposal presentation and exchange. Guide students to focus on people's needs, centering on technology empowering communities and transforming lives, identifying design positioning, articulating design ideas, perfecting design proposals, and encouraging students to share their thoughts and solutions in smart design.

Project design reflection: Initially, there is a reflection after each lesson. Secondly, a comprehensive review and reflection of the plan are set up after completing the project design proposal. This guides students to reflect on the deficiencies and optimization directions of the smart technology aspects of the plan design, further strengthening their design capabilities and awareness of "technology serving the people."

Assessment indicators: The direction of high-quality smart community landscape design proposals incorporates smart technology, reflecting technology's impact on daily life and aligning with the needs of the new era's human settlement environment dream. These are included in the assessment and evaluation elements, guiding students to establish a design awareness of "technology serving the people."

#### **4.5.3. Expected teaching effectiveness**

Students will demonstrate the following abilities in high-quality smart community landscape project design. They can reasonably analyze the SWOT in the project, accurately identifying the project positioning that meets the requirements of smart technology development. In the plan design, they will implement technology to transform lives, explore the integration of smart technology and landscape design, and provide a high-quality living environment.

## 5. Practical effects of ideological and political education in residential landscape design courses

Through the ideological and political reform of the “Residential Landscape Design” course, the course content is more in line with current trends, and the trained students are more adapted to the needs of social development. By combining online and offline teaching, integrating theory with practice, and adopting teaching methods such as case analysis, discussion, task-driving, and inductive summarization, students are guided to actively consider how to perform their duties as landscape designers. The residential landscape design proposals convey positive values, inherit excellent traditional Chinese culture, promote regional characteristics, meet the growing material and spiritual needs of the people, and create a livable, workable, and travel-friendly living environment for the people. Simultaneously, the course’s project design practices adopt group cooperation, cultivating students’ teamwork spirit and collaboration abilities, laying a solid foundation of comprehensive abilities and professional qualities for students’ transition into society.

## 6. Conclusion

As society continuously develops, the required abilities of students are constantly evolving. Therefore, the ideological and political construction of residential landscape design will be continuously explored, and the combination of “knowledge guidance and value guidance” is also a continuous long-term task. This article explores the background, overall idea, teaching design, and practical effectiveness of the ideological and political reform of the “Residential Landscape Design” course, aiming to guide students to pay attention to people’s livelihood issues, establish a sense of serving the people, possess the ability to design for the people and assume the responsibility of loving the people. This lays the foundation of knowledge, skills, ideology, and politics for students to better serve society.

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