

# Reflections on the Civic and Political Reform of the Course "Environmental Protection and Sustainable Development"

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**Abstract:** With the global climate change, the future society will face the double challenges of scarcity of energy and accumulation of pollutants at the same time, and the environmental problem has become an important issue facing the human society today. The awareness of the protection of the environment and the concept of sustainable development is not only an important quality of human development, but also a core value and world view of human beings, and one of the core qualities that professionals in the field of architecture need to have. Based on this, the article takes the course of Environmental Protection and Sustainable Development as a carrier, focuses on the nurturing goal of architectural colleges and universities, combines with the national development needs, makes an investigation of the reform measures of the course's ideological and political teaching, and provides certain references for architectural colleges and universities to promote the environmental protection education of college students and to achieve the goal of establishing morality and nurturing people.

**Keywords:** Course ideology; Protection of the environment; Sustainable development; Foster virtue through education; Practical responses

## 1. INTRODUCTION

Since the twentieth century, passive changes in the environment have brought about ecological imbalances, climate anomalies, melting icebergs, earthquakes and tsunamis, and environmental pollution, which have seriously affected the habitats of flora and fauna and the health of human beings. For the first time, the 18th National Congress of the CPC put forward the new requirement of building an ecological civilisation in the overall layout of the "Five-in-One", and proposed that it should be integrated into the construction of various fields, including the economy, politics, culture and society. The Twentieth National Congress report once again emphasised that "nature is the basic condition for human survival and development. It is necessary to firmly establish and practise the concept that green water and green mountains are golden silver mountains, and to plan development from the height of harmonious coexistence between human beings and nature." [1] It has also made a major decision to

"promote green development and the harmonious development of human beings and nature".

The national conference on ideological and political work in colleges and universities stressed that we should pay attention to building a synchronous and synergistic mode of ideological and political work in philosophy and social sciences and other disciplines, and that under the leadership of Marxism, all kinds of forces, all kinds of resources, and all kinds of courses can all play a role in nurturing people to achieve a "synergistic effect". In 2019, General Secretary Xi presided over the symposium for teachers of school ideology and politics and delivered a speech. In 2019, General Secretary Xi hosted a symposium for teachers of school ideological and political courses and delivered a speech, in which he stressed that "the ideological and political work of colleges and universities is fundamentally about doing people's work, and the central link lies in establishing morality and nurturing people, and the core lies in improving the ability to cultivate talents" [2]. 2020, the Ministry of Education issued a "Guideline for the construction of ideological and political construction of higher education courses", which puts forward that the construction of ideological and political construction of colleges and universities courses is basically solving the problem of "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people".

The development of China's research related to curriculum ideology and politics has been relatively fast in recent years, and the volume of literature related to curriculum ideology and politics has grown rapidly in the past three years. In 2019, after General Secretary Xi convened a symposium, the Chinese chain growth rate of the volume of literature related to curriculum ideology and politics reached a peak (as shown in Figure 1). Led by the spirit of "to run a good socialist university with Chinese characteristics, we must insist on establishing moral education, and integrate the cultivation and practice of socialist core values into the whole process of teaching and educating people" [3], all kinds of colleges and universities across the country have rapidly carried out comprehensive reform of ideological and political education. The new teaching concept of "Curriculum Civics and Politics" has been put forward, and it has

gained good teaching effect in the relevant practice and research activities of various universities and colleges. Based on this, this paper takes "environmental protection and sustainable development" course as the carrier to explore the construction path of ideology and politics in professional courses of architectural colleges and universities.

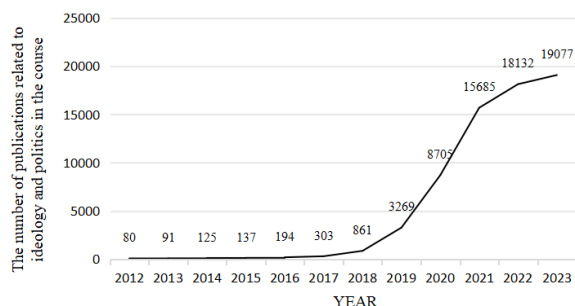


Figure 1 Domestic data on literature related to curriculum Civics in recent years

## 2. BACKGROUND TO THE REFORM OF THE REFORM OF THE "ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT" PROGRAMME

### 2.1 Current Status of Development of the course "Environmental Protection and Sustainable Development"

At the present stage of higher education, the combination of curriculum politics and professional courses has become a very important educational mode, and all disciplines are accelerating the development of integration with curriculum politics, and colleges and universities are gradually elevating the integrated teaching of curriculum politics and professional courses to a strategic position, and gradually expanding the breadth and depth of the combination of professional courses and curriculum politics. Under the background of economic globalisation, the pressure on the ecological environment is increasing globally, and environmental problems have become the shackles of sustainable survival and development of mankind. Development and environmental protection should go hand in hand to seek harmony, and sustainable development will be a decisive challenge for the global development strategy. As a result of the continuous enrichment and development of the theory and practice of environmental science, mankind has gained a deeper understanding of environmental problems, improved technologies and measures to combat pollution, and a further understanding of the relationship between environment and development. Therefore, it is particularly important to strengthen the education of all people, especially students in higher education institutions, on the awareness of environmental protection and the theory of sustainable development[4].

As a public course in general education for students in institutions of higher learning, "Environmental

Protection and Sustainable Development" is designed to enable students to grasp the scope of the environment, to guide them to begin with an understanding of the basic characteristics of the Earth's environment, to learn about the energy shortages and environmental problems facing mankind in today's world, and to understand the pressures that population growth is placing on resources and ecosystems. They will correctly assess the pressure of population on resources and ecosystems, identify the main pollutants and the main methods of preventing and controlling pollution, and discuss the pollution of different environmental elements, discuss the pollution of various environmental elements by human activities and the principles and technical means of controlling them, and understand the connotation and basic means of ecological civilisation and sustainable development. "Environmental Protection and Sustainable Development" focuses on the combination of theoretical and experimental knowledge in the course content. The course introduces the ecological footprint, the triple bottom line and the new concept of measuring sustainable development, so that students can understand the basic functions and means of environmental management, China's environmental management system and the system of environmental protection law, understand how to ensure the quality of the ecological environment through environmental planning, environmental testing, etc., and have a deep understanding of the new production mode and economic development mode of human society. The theory of sustainable development and the importance of clean production are explained, and the latest environmental quality standards, environmental monitoring methods and macro-control tools, such as environmental quality assessment, environmental planning and environmental management, are also introduced. The programme focuses on developing students' professional competence in analysing and assessing the social, health, safety and cultural impacts of environmental engineering solutions, as well as cross-cultural communication and interaction. It aims to ensure that students in architecture schools are guided by the concepts of environmental protection, sustainable development and cleaner production when acquiring and applying their professional knowledge, as well as throughout their careers.

### 2.2 The Necessity of Integrating the Course "Environmental Protection and Sustainable Development" into Political Education

Curriculum ideology and politics is not simply to open a class or add an activity[5], but to deepen and extend the responsibility of teachers to educate people in daily life, and to cultivate students' worldview, life view and values. In the theoretical dimension, Civics in the curriculum is a development on the traditional education concept, aiming to guide

the various disciplines and Civics courses to go hand in hand, give full play to the effectiveness of ideological and political education, and build up the educational ideology of the "whole-course parenting" model; in the practical dimension, the Civics education curriculum construction is aimed at studying the elements of ideological and political education embedded in each course. In the practical dimension, the construction of the Civic and Political Education Curriculum aims to study the elements of ideological and political education contained in each course, optimise the configuration of the curriculum, renovate the teaching materials, improve the teaching design, strengthen the teaching management, etc., so that ideological and political education can be carried out through all aspects of teaching and realize the unity of ideological and political education and professional knowledge education.

With the progress of society and the gradual improvement of environmental requirements, the state has higher requirements for the environmental protection consciousness of young students in higher architectural colleges and universities. The promotion of environmental protection is a prerequisite for the development of science and technology, and architectural colleges and universities need to systematically cultivate students' awareness of sustainable development. As a basic course for architecture majors, "Environmental Protection and Sustainable Development" contains a variety of ideological and political elements such as ecological civilisation, environmental awareness, low-carbon life, sustainable development concepts, etc. By reasonably integrating the elements of ideology and politics, students can further improve their ideological and moral qualities and comprehensive qualities while learning the knowledge of environmental protection and sustainable development. ideological and moral quality and comprehensive quality, exercise their awareness and ability to consider environmental factors in building design and construction, and cultivate them to become talents with a sense of social responsibility and innovative ability. In addition, in the teaching of the curriculum, it is crucial to convey to students the worldview, life view and values of Marxian theory. Focusing on the development of students' life view, worldview and values is the basis for educating students on low-carbon and environmental protection awareness, which is an important embodiment of the worldview, and it can fundamentally promote the development of a correct low-carbon and environmental protection awareness among students. Enhancing students' awareness of environmental protection and carbon emission reduction in ideological and political education is not only a condition for the construction of ecological civilisation in China, but also a condition for the development of ideological and political education

itself. The introduction of this programme is an important way to enhance students' awareness of low-carbon environmental protection, their ability to take action, and to achieve all-round development. The implementation of the ideological and political education programme can not only provide a long-lasting impetus for the development of ideological and political education, but also enrich the content of teachers in ideological and political education and transform the methods of teachers in ideological and political education. Carrying out curriculum ideology and politics can not only sound the existing professional teaching system, on the other hand, it can improve the ideological and moral level of professional students in construction colleges and universities, so that the ideological and political spirit of the teaching of professional courses in the teaching of tacit and subtle positive impact on students. Students actively think about how to reduce environmental pollution, resource waste and ecological damage through the concept of green building design and sustainable development. In order to implement the Party's line, guidelines and policies, promote China's green development, and realise the grand vision of a beautiful China, construction colleges and universities carry out the construction of ideological and political construction of professional courses not only meets the social demand for environmental protection, but also is the inevitable requirement for the sustainable development of the construction industry.

### 3. DIFFICULTIES FACED IN REFORMING THE IDEOLOGY OF THE "ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT" PROGRAMME

Since the promotion of the teaching reform of "Civics and Politics in the Curriculum", colleges and universities have made many attempts to integrate Civics and Politics in the curriculum into professional courses, and have achieved certain results. However, there are still a lot of problems in the construction and reform of the Civics and Politics education. Taking "Environmental Protection and Sustainable Development" as an example, the problems at this stage are mainly reflected in the following aspects:

#### 3.1 Lack of Systematic Thinking and Unclear Curriculum Objectives

The idea of ecological civilisation is one of the important contents of the ideological and political education for students in architectural colleges and universities, and "Environmental Protection and Sustainable Development" should be a professional basic course to cultivate students' environmental awareness, environmental protection skills, sustainable development thinking, as well as ideological education and value guidance for students. However, some schools do not follow the principle of integrating ideological and political elements into professional courses and do not fully implement the

education reform programme in the construction and reform of course ideology and politics, resulting in insufficient ideological and political elements, which in turn leads to unclear emotional values and a lack of clear emotional values in the teaching of professional courses.

**3.2 Teachers of Professional Courses Lack a Comprehensive Understanding of Curriculum Civics**  
Teachers of professional courses, as the main body of teaching, must pay attention to the top-level design and overall planning of the course if they want to fundamentally solve the problem that professional courses and Civic and Political courses go in the same direction[6]. In the teaching process of the course "Environmental Protection and Sustainable Development", some teachers are not teachers of professional Civic and Political courses, and their level of political theory is limited. In the teaching process, most teachers' teaching focus only stays on the explanation of professional knowledge, and the Civic and political education is very easy to be neglected, which leads to the Civic and political education floating on the surface of the course teaching, and only stays in purely and rigidly instilling theoretical concepts to students, and the professional education and Civic and political education are split into "two skins". Some teachers explain the content of the course as an independent part, resulting in the teaching content of the entire course is fragmented phenomenon. This is not conducive to the systematic absorption of relevant knowledge by students, and it is also impossible to systematically present the contents of Civics and Politics.

### 3.3 Single Teaching Method and Form

"Environmental protection and sustainable development" is mainly taught through traditional classroom lectures, students are in a passive acceptance of the situation most of the time, the lack of classroom participation, students can not feel the importance and urgency of environmental protection for the human economy and society. On the other hand, the traditional teaching method is difficult to stimulate students' interest in learning when teaching policies, regulations, theoretical concepts and other contents such as "environmental protection policy" and "sustainable development strategy", making the teaching content mechanical and rigid. The intrinsic attraction of political educating is weakened, and the effectiveness of political educating cannot be brought into full play, which is not conducive to improving the quality of talent cultivation.

### 3.4 Inadequate assessment and evaluation mechanism

The course "Environmental Protection and Sustainable Development" aims to cultivate students' awareness of low-carbon environmental protection, environmental protection responsibility, strengthen the understanding of the concept of sustainable development, and lead students' values in a subtle

way. The existing assessment methods of the course mainly rely on the closed-book examination at the end of the semester, which focuses on students' memory and understanding of the book knowledge, and ignores the examination of students' awareness of environmental concerns and responsibility for environmental protection in their daily lives. In the daily course, there is a lack of stage-by-stage assessment and evaluation, students are unable to feedback their stage-by-stage problems in a timely manner, teachers can only obtain part of the feedback lagging behind and limitations, and fail to adjust the teaching programme as early as possible, students' classroom learning is ineffective, which leads to students' reliance on the "temporary clasp of the Buddha's feet" before the examination to "cope" with the final examination. Students' learning efficiency in the classroom is low, resulting in students relying on the pre-test "cramming" to "cope" with the final examination, which deviates from the initial goal of the course.

## 4. "ANALYSIS OF MEASURES FOR REFORMING THE TEACHING OF CIVICS AND POLITICS IN THE COURSE OF "ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT".

### 4.1 Injecting Civic and Political Education into Teaching Objectives

The teaching objectives of a course are the basis and premise of the course teaching reform. Take "Environmental Protection and Sustainable Development" as an example, the main objectives of the course are: to lead students to understand the basic concepts of environmental protection, the basic principles and methods of environmental governance, and to cultivate students' awareness of environmental protection, skills of environmental protection and thinking of sustainable development. By analysing the characteristics of the course, the teachers of the professional course have explored the points of integration of Civics and Politics of the course, taking Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era as a foothold, and integrating Xi Jinping Thought on Ecological Civilization, the theory of sustainable development, and other concepts of green development into their teaching from multiple perspectives. On the one hand, students can expand their understanding of the global and regional environmental problems currently faced by mankind, and also master the basic knowledge needed to implement the sustainable development strategy and build a beautiful China. On the other hand, the concept of green education is integrated into the practice of talent cultivation to improve students' awareness of ecological civilisation, establish the scientific view of nature that human beings and nature are a community of life and the green development concept that green water and green mountains are gold and silver mountains[7],

and cultivate the students into the backbone of the protection of the environment, the implementation of the strategy of sustainable development, and the construction of a beautiful China.

#### 4.2 Enhancing the Quality of Professional Teachers in "Curriculum Politics".

At the present stage, the main ways to improve the quality of professional teachers' "Curriculum Civics and Politics" are as follows:

(1) Strengthening teacher training: the relevant departments need to actively organise teachers to participate in the training courses on curriculum civic and political education, seminars on the development of curriculum civic and political construction, and a series of lectures on curriculum civic and political education organised by the Academic Affairs Office of the university, the Teacher Development Centre, the Registrar's Office, and the colleges, so as to raise the teachers' awareness of the education on curriculum civic and political education and to enhance their political theory and awareness of civic and political education by participating in these trainings and seminars. Strengthening teachers' understanding of the dialectical relationship between knowledge transfer, skill development and value leadership.

(2) Strengthening teaching design and evaluation: Teachers of professional courses should naturally integrate the "Civic and political elements" into the design of teaching contents and methods, incorporate the contents and requirements of Civic and political education into the design of the courses, explore the educational factors in the teaching materials, ensure the organic combination of professional knowledge and Civic and political education, and infiltrate Civic and political education into the teaching of professional knowledge in the daily life teaching[8]. At the same time, ideological and political education should become an important part of course teaching, and the assessment of students' ideological and moral quality and social responsibility should also be emphasised in teaching evaluation.

(3) Strengthening Teacher Teamwork: Teachers of professional courses and teachers of Civics and Politics establish a cooperative relationship through mutual exchanges, joint preparation and teaching reflection, etc., to promote the synergy of professional courses and Civics and Politics education, and avoid the phenomenon of "two skins". In addition to fully communicating with students in the classroom, the teaching team also makes full use of the teaching platform of professional disciplines and social media to answer questions after class, so as to realise tailor-made teaching and enhance the ability and effectiveness of educating people. Strengthening the parenting awareness of teachers of professional courses in moral education, expanding the resource construction and teaching skills of professional parenting and curriculum ideology.

Curriculum ideology is also a way of thinking, and the education team as a whole plays an important role in promoting curriculum ideology. Teachers of professional courses need to make clear their main responsibility in creating the "Curriculum Civic and Political Education" and the main purpose of Civic and Political Education, so that they can take the initiative to provide students with ideological and political education effectively, and combine students' ideological and political qualities with their professional development education. Teachers can combine incisive social issues related to their majors, and gradually integrate such ideological and political elements as low-carbon awareness and sustainable development into the teaching of professional courses, so as to realise the nurturing effect of curriculum ideology and politics.

#### 4.3 Adoption of Diversified Teaching Methods

In the era of explosive growth of knowledge and information, access to knowledge and information has become increasingly convenient and fast, and students can have personalised learning anytime and anywhere. Therefore, it has become more important for teachers to provide valuable teaching in the classroom within a limited time, and the ways to be used to incorporate the course Civics has been an urgent problem. Combining the teaching characteristics of architectural colleges and universities, the implementation of case teaching. In the teaching process of professional courses, teachers should give full play to their leading role, student-centred, using case-based teaching method, task-based teaching method, "online + offline" teaching method, etc. Civics elements into the teaching in a silent way.

##### (1) Case teaching method

Civic and political elements are integrated into the explanation of professional knowledge in a "point-to-point" way. For example, when explaining the "theory of sustainable development", the teacher can choose a typical case containing "Civics" among the many available cases. Such as the example of the sustainable use of natural resources, can be integrated into the Huzhou City, Anji County, abandoned mine restoration practice exploration, students in the learning process not only to grasp the relevant theoretical concepts, knowledge growth, while the "green mountains is the gold silver mountain" and other ecological concepts have a deeper level of understanding.

##### (2) PBL teaching method

PBL teaching method (Problem-Based Learning) is a kind of teaching method that puts students at the centre of learning, and transforms from teachers' "teaching" to students' "learning". Relying on the "task" designed by the teacher according to the current teaching theme, students are encouraged to work in small groups and solve problems through mutual communication and cooperation among the

groups, thus enabling students to have a further understanding of knowledge and improving their teamwork and communication skills. It is also a kind of ideological teaching mode compatible with the teaching of "environmental protection and sustainable development", through enhancing students' initiative and enthusiasm, demonstrating and upgrading students' ability to analyse and solve problems and apply knowledge in practice, so as to more effectively achieve the goal of cultivating morality and educating people. For example, when exploring "water pollution and its prevention", the PBL teaching mode is integrated to bring out the problem of "how to prevent water pollution", encourage students to conduct active research and in-depth thinking, and take water resources on earth as a starting point to gradually understand different water cycles, What is natural water, what is water pollution, the water body's self-regulating ability, and then in-depth to the wastewater treatment technology, deepening the students' understanding of the hazards of water pollution and ecological restoration and ecological red line[9].

### (3) "Online + offline" teaching method

In recent years, online learning platforms such as "Super Star Learning Platform", "Tencent Conference" and "Rain Classroom" have developed rapidly, and "online + offline" mixed teaching has gradually become the most popular teaching method in colleges and universities. "Mixed teaching has gradually become an important mode of Civics education in colleges and universities, and from the students' point of view, mobile terminals are undoubtedly one of the most convenient teaching carriers[7]. Teachers of professional courses need to strictly grasp the goal and direction of Civic and Political Education, make full use of the unique attributes of online education, and provide a good platform for students to upload and forward Civic and Political Education content, make comments, obtain Civic and Political Education resources, and complete course tests. On the other hand, colleges and universities that have the conditions should set up websites for Civic and Political Education to create conditions for teachers and students to share educational resources, publish teaching information, conduct online interactions and other Civic and Political teaching activities.

### 4.4 Establishing a Teaching Feedback Mechanism and Improving the Evaluation System

In terms of course evaluation, innovative forms such as classroom discussions and quizzes, group presentations and case study writing are adopted as part of the overall grade to avoid relying on the final written examination results to assess students' learning effectiveness. In the process evaluation, a variety of assessment methods are used, such as student self-assessment, peer assessment, teacher assessment, etc., to comprehensively consider

students' "virtue, ability, attitude and innovation".

In terms of teaching quality, we have carried out innovative reforms on the assessment mode of classroom teaching quality and established a timely and effective teaching feedback mechanism. The two-way scoring system of teaching effectiveness is adopted to examine whether students are satisfied with classroom teaching, whether they approve of the teacher's teaching, and whether they agree with the internalisation and value of knowledge in the process of their ideological understanding[10]. Students and teachers can communicate with each other and give feedback on the strengths and weaknesses of classroom teaching in order to continuously improve and enhance the quality of teaching.

In terms of teaching means, combined with technical means, with the help of learning pass, rain classroom and other educational technology tools and online platforms, the implementation of the "online + offline" feedback mechanism of Civics and Politics, to achieve real-time monitoring and evaluation of the teaching process and students' learning, and to provide personalised teaching support.

Table 1 Assessment index system of the programme "Environmental protection and sustainable development".

Forms of assessment	Percentage of mutual evaluation and self-assessment	Composition of overall performance
Class discussion	Group self-assessment ×60% + teacher assessment×40%	15%
post-test	Teacher appraisal×100%	20%
Panel presentations	Group self-assessment ×40% + teacher assessment×60%	30%
Case study writing	Teacher appraisal×100%	35%

Teachers of professional courses should focus on students' learning attitudes and methods, while introducing process evaluation. Through the process of students' participation in actual projects or tasks, students' abilities at the level of problem solving, teamwork, thinking and innovation are assessed. This assessment can be composed of several parts, such as teacher assessment, group mutual assessment, student self-assessment, etc., to build a new and tryable course assessment index system, as shown in Table 1. In recent years, colleges and universities have gradually increased the proportion of course process assessment, and included the Civic and Political assessment, while establishing the evaluation standard of "before class - during class - after class". The gradual improvement of the assessment system helps to improve the quality of teaching, and is also a key part of improving the effectiveness of teaching Civics. For example, students' performance and academic results are included in the assessment criteria for party members and the creation of excellence, and the final closed-book examination increases the value of subjective questions and adopts

classic case study questions to test whether students can integrate environmental protection awareness into real-life applications, so as to improve students' sense of social identity and sense of responsibility.

## 5. CONCLUSION

Civic and political education is an indispensable and important part of the education system of colleges and universities, which is of great significance in cultivating students' correct values and ways of thinking, innovative and practical spirit, sense of social responsibility and sense of mission, as well as in promoting the comprehensive development of students' overall qualities. Based on the necessity and difficulties in the construction of "environmental protection and sustainable development" course, this paper analyses the reform measures of the course's Civic and Political Teaching in the light of the characteristics of the course, the teaching methods and the teaching mechanism, and the needs of the national development, and condenses the reform measures of the course's Civic and Political Teaching by injecting Civic and Political Education into the teaching objectives, enhancing the ability of teachers of the professional courses to establish morality and cultivate people, and adopting diversified methods. The measures include injecting Civic and political education into the teaching objectives, improving the ability of professional teachers to promote morality and ethics, adopting diversified teaching methods, and establishing a teaching feedback mechanism, so as to optimise the construction path of Civic and political education in the curriculum. It provides certain references for construction colleges and universities to promote the environmental quality education of college students and realise the goal of cultivating morality and nurturing people.

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