



# Exploration of the Ideological and Political Value and Realization Pathways of the Course 'Fashion Brand Planning and Design'

Chen Zeng\*, Wei Yin<sup>a</sup>, Tao Yuan<sup>b</sup>

Clothing and Design Faculty, Minjiang University, Fuzhou, Fujian 350108, China

<sup>a</sup>15849088@qq.com, <sup>b</sup>yuantaotjpu@163.com

\*Corresponding author's e-mail: zengchenmju@qq.com

**Abstract.** This paper takes the course "Fashion Brand Planning and Design" as the research subject, exploring its ideological and political value as well as the pathways for its implementation. Through a literature review and case analysis, it elaborates on the significance of fashion brands in contemporary society and their impact on the construction of social thought and morality. By considering the unique characteristics of the course content, the paper discusses how to incorporate ideological and political elements into teaching practices, guiding students to establish correct brand values and ethical concepts. It also proposes specific practical approaches and methods to serve as a reference for the ideological and political work in the "Fashion Brand Planning and Design" course.

**Keywords:** Fashion brands, Ideological and political value, Course design, Implementation path.

## 1 Introduction

On May 8, 2020, the Ministry of Education issued a notice regarding the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses," which clearly emphasizes the integration of ideological and political education throughout the talent cultivation system. It aims to comprehensively promote the construction of ideological and political education in higher education courses, enhance the educational role of each course, and improve the quality of talent cultivation in universities. The guidelines explicitly state that courses in the field of arts should educate and guide students to focus on the times, connect with the people, engage with real life, and establish correct perspectives on art and creation. They advocate for educating through beauty and enriching individuals through beauty, actively promoting the spirit of Chinese aesthetic education, and guiding students to consciously inherit and promote excellent traditional Chinese culture. The goal is to improve students' aesthetic and cultural literacy comprehensively and to strengthen cultural confidence. On July 25, 2022, ten departments, including the Ministry of Education and the Publicity Department of the Communist Party of China, jointly issued a "Work Plan for the Comprehensive

Promotion of 'Great Ideological and Political Courses'," aiming to advance the construction of "Great Ideological and Political Courses" in a comprehensive manner.

## **2 The Significance of Exploring the Ideological and Political Value of the Course "Fashion Brand Planning and Design"**

"Fashion Brand Planning and Design" is a core professional course in the field of Fashion and Apparel Design. This course can guide students to reflect on society and life from aesthetic, cultural, and innovative perspectives by nurturing their aesthetic sensibility, cultural literacy, and innovative abilities. It helps cultivate a positive life attitude and social responsibility among students. The course encourages students to gain a deeper understanding and critical thinking about the fashion industry, fostering awareness of rational consumption and sustainable development. It guides students to establish correct views on consumption and lifestyle, enhancing their sense of social responsibility and consciousness regarding sustainability. Through learning about brand planning and design, students develop teamwork spirit and innovative awareness, leading them to form correct views on success and values, thus enhancing their social responsibility and innovative capabilities. Additionally, the course aims to instill a proper worldview, promoting honesty and integrity in their work, adhering to the laws and regulations governing the fashion industry, advocating for the social responsibility involved in brand building, and embracing the concepts of green and sustainable development. Ultimately, it strives to improve both professional and personal competencies[1].

## **3 Implementation Paths for Exploration**

### **3.1 Transforming Teaching Philosophy**

The course "Fashion Brand Planning and Design" starts from the fundamental task of fostering virtue and morality, exploring its ideological and political connotations. It systematically integrates ideological and political education through various aspects, including setting educational objectives, structuring course content, organizing teaching methods, preparing teaching materials, designing assessments, and exploring teaching methodologies. The implementation principles of ideological and political education in the classroom are subtle and unobtrusive, emotionally engaging yet rational, immersive yet not forceful in transmission, and demonstrative without being demanding. These principles are inherent within the teaching platform, potential within the teaching channels, and integrated throughout innovative teaching segments. Ultimately, the course will undergo evaluation and reflection, focusing on how the course design aligns with the five-dimensional development of students' knowledge, abilities, emotions, attitudes, and values[2].

### 3.2 Highlighting Value-Oriented Educational Goals

Establishing value-oriented educational goals is a crucial direction for the "Fashion Brand Planning and Design" course. Traditional courses often focus on knowledge transmission and skill development while neglecting guidance on students' values and cultural literacy. Under the ideology of political education, the course emphasizes reflective thought on the type of talent to cultivate. The talent goal is set against the backdrop of the rejuvenation of the Chinese nation, in line with China's strategy of becoming a strong textile and apparel nation, using the construction of independent fashion brands as a focal point to instill brand awareness in students and cultivate future talents in the fashion industry with an international perspective and a sense of patriotism. Additionally, the course objectives are restructured into three levels: knowledge acquisition, skill development, and value guidance. Through this course, students will gain knowledge of concepts and connotations of fashion and brands, classification of apparel brands, qualities of leading brands, and overall development characteristics of countries that are fashion capitals. They will also cultivate an aesthetic appreciation of clothing and brand analysis skills by understanding the cultural construction, design features, brand identification, style positioning, and marketing strategies of typical brands[3]. Furthermore, the value guidance aims to inspire cultural confidence from a historical perspective, enhance national pride, and establish the core socialist values, thus striving for the realization of the great rejuvenation of the Chinese nation.

### 3.3 Optimizing Teaching Content

Optimizing teaching content needs to focus on three aspects: learning professional knowledge of fashion brand planning and design, inheriting the culture of national apparel brands, and leading ideological and political education. Centered on clothing culture and fashion brand design, we enable students to appreciate the unity of artistry, humanity, and social relevance in fashion-related courses. At the same time, we establish a foundation for cultivating students' political awareness and patriotic thought, guiding them to develop correct and lofty values[4]. Through professional knowledge training, we aim to achieve the goal of fostering virtue and morality.

### 3.4 Innovating Teaching Methods

Traditional teaching methods are based on explaining a topic in a textbook, note-taking, lectures, or on boarding; the learner is not an active participant [5]. Nontraditional teaching methods usually involve encouraging students to participate in class activities, triggering their curiosity and creativity, and enhancing communication with others [6-7]. To innovate the teaching methods of the "Fashion Brand Planning and Design" course, we emphasize a student-centered approach with teachers as guides, actively exploring various teaching methods such as comparative analysis, case studies, emotional teaching, experiential learning, and heuristic teaching, in conjunction with ideological and political education principles. We guide students to learn and explore based on their own experiences, cultivating their abilities for autonomous learning, active

thinking, and teamwork, thereby enhancing their overall qualities unconsciously. The teaching model will develop in sync with the educational philosophy, supporting and jointly promoting the innovation and development of the course[8].

### **3.5 Integrating Teaching Resources**

We will thoroughly explore and integrate the teaching resources of the "Fashion Brand Planning and Design" course, making full use of unique "ideological and political resources." Additionally, we will continue to strengthen the reform of online and offline courses, striving to digitize practical courses and create rich video resources for open classes. In terms of textbook development, we will work towards publishing a series of high-quality textbooks to meet diverse learning needs, contributing to the new educational resources for the 14th Five-Year Plan.

### **3.6 Improving the Evaluation System**

We will further improve the evaluation system, emphasizing a blend of "process assessment and comprehensive assessment, theoretical assessment and practical assessment, and teacher evaluation alongside self-assessment and peer assessment." We will evaluate students' performance from multiple aspects, including fundamental knowledge, basic skills, creative abilities, practical levels, and ideological and political performance. The evaluation will comprehensively focus on students' performance throughout the learning process and their overall ability development, promoting holistic growth.

## **4 Key Measures**

### **4.1 Optimizing Learning Resources to Enhance the Systematization of Knowledge Structures**

Optimizing learning resources and enhancing the systematization of knowledge structures are crucial for the ideological and political education within the "Fashion Brand Planning and Design" course. Solely relying on the existing micro-lectures is insufficient to meet educational demands; thus, a relatively systematic and rational arrangement of course resources is necessary. Students should have a comprehensive understanding of all knowledge before class and undergo corresponding knowledge consolidation during the learning process[9]. Consequently, incorporating review and consolidation segments within the course resources is particularly important. Furthermore, the teaching team continually updates learning resources, integrating ideological and political content into the curriculum. Specifically, teaching resources should be designed to suit the diverse characteristics and needs of students. A complete array of online learning resources, updated classroom materials, and ideological resources that inspire patriotism will aid students in establishing a robust knowledge system, enhancing the systematic nature of their knowledge structure, and facilitating cultural transmission.

## **4.2 Deepening Learning Content with a Focus on Targeted Content Design**

Throughout the course development process, we have identified that the targeted selection of learning resources and the design of learning content significantly impact students' academic outcomes across different learning stages and skill levels. By exposing students to diverse design results from various regions and varying levels of awareness regarding fashion brands, we aim to enhance their understanding of Chinese national apparel brands and their ability to express design elements. Specifically, for students with stronger abilities, there is a higher demand for the professional depth and complexity of the learning content[10]. Thus, targeted instruction is designed to integrate more innovative awareness and practical skills into their existing cognitive frameworks. Conversely, for students with weaker capabilities, their current knowledge frameworks tend to be relatively thin, necessitating ongoing reinforcement of general theoretical knowledge. Therefore, instruction will be purposefully directed toward foundational knowledge acquisition and the cultivation of critical thinking skills.

## **4.3 Enriching Learning Formats to Foster a Positive Teaching Interaction Atmosphere**

In constructing an open course teaching model, we emphasize the adoption of blended teaching methods that combine online and offline approaches to facilitate effective interaction between teachers and students, allowing for a role reversal that places students at the center of the learning process. This requires us to employ diverse and engaging learning formats in our teaching.

In the realm of online interaction, we have improved upon traditional, rote learning methods by having teachers provide real-time learning suggestions through online platforms. This guidance helps students develop an understanding of the overall learning framework after completing online coursework, as well as encouraging appropriate extended learning. Students, learning in a relatively free environment, can manage their study time effectively and provide timely feedback on their learning outcomes through the platform.

In offline classroom settings, we encourage students to actively engage in problem-solving, participate in discussions, and display learning outcomes through tasks and written reports. This active participation cultivates their abilities. Such rich learning formats contribute to creating a positive teaching atmosphere, promoting interaction between teachers and students, and enhancing overall learning effectiveness.

# **5 Utilization of Teaching Resources**

The "Fashion Brand Planning and Design" course adopts a blended teaching model that incorporates both online and offline approaches, utilizing platforms such as Rain Classroom and the Minjiang University Online Teaching Platform. While these platforms

adequately meet students' learning needs, there is a particular necessity for improvement in the online learning system established by instructors based on student requirements, as well as the integration of select private video content.

In the context of digitalization, the course integrates ideological and political education within its teaching framework. On one hand, we aim to enhance the construction of online resources by deeply exploring ideological and political education elements and updating course video materials. This integration will organically combine professional knowledge of fashion branding, national sentiment, and cultural literacy, achieving a subtle and effective educational impact. On the other hand, we seek to expand the content of offline resources. Offline learning resources primarily consist of support materials provided by instructors for classroom activities, including resources for in-depth theoretical study and practical applications. Given the practical orientation of the course, we can incorporate heuristic teaching methods through case studies that embody national spirit and patriotism, guiding students to inherit the essence of Chinese culture and to foster a genuine appreciation for Chinese values and aesthetics.

By comprehensively considering the characteristics of both online and offline teaching resources, we aim to balance the two, ensuring that the teaching resources are reflective of contemporary relevance and infused with ideological and political significance.

## **6 Teaching Innovation**

In the course "Fashion Brand Planning and Design," a variety of innovative teaching methods and strategies have been employed to strengthen the effectiveness of ideological and political education. The focus is on identifying the intersection between the disciplinary knowledge system and moral education, as well as adopting teaching methods that are easily perceived and internalized by students. The following are some of the innovative elements incorporated into the teaching process:

### **6.1 Comparative Analysis Method**

Through comparative analyses of different countries, regions, and brands, this method enhances the philosophical depth of professional course instruction and promotes the integration of knowledge and ideology. It uses comparative analysis to elucidate the concepts, significance, and value of brand culture, guiding students to gain a profound understanding of the importance and necessity of integrating excellent traditional Chinese culture into the construction of domestic brands.

### **6.2 Case-Based Teaching Method**

By employing typical case studies, this approach provides a practical context for the ideological and political education content within professional courses, deepening students' understanding of the real world and guiding them in establishing a correct

worldview, outlook on life, and values. For example, various case studies of internationally renowned brands related to social responsibility are presented to provoke students' reflection and awareness regarding social responsibility.

### **6.3 Experiential Teaching Method**

Utilizing the fashion resources available in Fujian, we organize student participation in events such as fashion weeks and clothing exhibitions. This hands-on experience in real-world contexts enhances students' recognition of ethnic clothing brands and provides professional experience, thereby increasing their motivation to learn and enthusiasm for the industry.

### **6.4 Emotional Teaching Method**

By stimulating students' emotional needs, we aim to engage them actively in developing a sense of patriotism. The course content, selection of cases, and formulation of questions all emphasize the guidance of emotional factors, subtly influencing students' emotional attitudes and value orientations.

### **6.5 Heuristic Teaching Method**

This approach integrates ideological and political elements into the teaching process, emphasizing the importance of guiding students to consciously explore and reflect, thereby stimulating their innovative consciousness and initiative. We advocate for collaborative interaction between teachers and students, guiding students to establish correct values and to recognize the value choices inherent in the process of industry development.

## **7 Conclusion**

This paper takes the course "Fashion Brand Planning and Design" as a case study to systematically integrate ideological and political education content with professional education content, and to design a detailed implementation plan for ideological and political teaching. This ongoing educational effort aims to enhance the role of the course in fostering ideological and political awareness among students, cultivating more socially responsible and innovative talents, and making a positive contribution to the sustainable development of the fashion industry and the harmonious progress of society. Through ideological and political education, students' professional knowledge levels are improved, and their worldview and values are shaped appropriately. This approach encourages students to develop a stronger affinity for and trust in domestic clothing brands, to inherit excellent clothing culture, and to actively contribute to the development of the domestic apparel market.

## Acknowledgements

Ministry of Education Industry-University Cooperation Collaborative Education Project (First Batch of 2022) (220503231292845); 2021 Minjiang University "Curriculum Ideological and Political" Education Teaching Reform Excellence Project (MJU2021KC521); Teaching Reform Project of Minjiang University 2021 (MJUJG2021B037).

## References

1. He Wang. Reform of Brand Planning Course Teaching Based on Project-Driven Teaching Method: A Case Study of Jiangxi University of Finance and Economics [J]. *Teacher's Digest (Research Edition)*, 2018, 8(11): 4-6.
2. Wu Yuping. Exploration of Teaching Methods for the "Composite Materials" Course under the Ideological and Political Curriculum Concept [J]. *Win the Future*, 2020(05): 27-31.
3. Liang Yan. Teaching Reform of Fashion Design Major under New Industry Trends [J]. *Art Design Research*, 2016, (02): 121-128.
4. Cheng Guiying. Three Focus Points for Promoting "Curriculum Ideological and Political" Teaching Reform [J]. *Journal of Ideological and Theoretical Education*, 2018, (09): 67-70.
5. Safapour, E.; Kermanshachi, S.; Taneja, P. A Review of Nontraditional Teaching Methods: Flipped Classroom, Gamification, Case Study, Self-Learning, and Social Media. *Educ. Sci.* 2019, 9, 273.
6. Al-Rahmi, W.; Othman, M. The Impact of Social Media use on Academic Performance among university students: A Pilot Study. *J. Inf. Syst. Res. Innov.* 2013, 4, 1–10.
7. Faghihi, U.; Brautigam, A.; Jorgenson, K.; Martin, D.; Brown, A.; Measures, E.; Maldonado-Bouchard, S. How Gamification Applies for Educational Purpose Specially with College Algebra. *Procedia Comput. Sci.* 2014, 41, 182–187.
8. He Xuan, Ran Ran. Teaching Practice of Project-Driven "Layout Design" in Brand Design Course Group [J]. *Hunan Packaging*, 2022, 37(3): 174-176.
9. Sa Renqiqige. Research on Project-Based Teaching from the Perspective of Cultivating Applied Talents: A Case Study of Brand Marketing and Management Course [J]. *Journal of Inner Mongolia University of Finance and Economics*, 2023, 21(06): 59-62.
10. Tian Yilin. Research on Project Modular Teaching to Meet the Needs of Applied Talent Cultivation: A Case Study of the "Brand Management" Course [J]. *Modern Business and Trade Industry*, 2021, 42(18): 68-69.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

