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"Exploring the Integrated Teaching Mode of Curriculum Thinking, Competition, and Practice Innovation"-Take a Packaging Design Course as an Example

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Abstract: With the development and changes in society, traditional teaching methods can no longer fully meet the needs of students' comprehensive quality training. Therefore, the education sector has started to explore new teaching modes, and change the education concept, to cultivate students' thinking and political awareness, innovation ability and practical ability, and the integrated teaching mode of "curriculum thinking and political, competition, practice and innovation" has come into being. The article focuses on the integrated teaching mode of "curriculum thinking and politics, competition and practical innovation", taking a packaging design course as an example, and discusses how to integrate "curriculum thinking and politics" into a packaging design course to cultivate students' awareness of social responsibility and ethical concepts. We discuss the selection and organization of competition projects and the influence of competition activities on students' innovation and teamwork, and study how to plan practical projects and the role of practical activities in cultivating students' practical ability and professionalism, to provide some suggestions.

Keywords: curriculum thinking, competition, practical innovation, packaging design, teaching mode

Introduction

With the rapid development and change in society, college education should not only focus on students' subject knowledge but also cultivate students' sense of social responsibility and values. Packaging design courses also develop in the direction of more innovation, focus on cultural awareness, and emphasize practical ability and professionalism with the development of society and industry. The integrated teaching mode of "curriculum thinking, competition and practice innovation" meets the needs of the current educational reform and cultivates students' thinking consciousness, innovation ability, and practical ability required for comprehensive development. For packaging design courses, this model is conducive to building an educational environment for students' comprehensive growth and development and providing more opportunities and platforms for students to apply their knowledge and exercise their abilities in practice, and show their talents in competitions, to promote students' professional development and enhance their professional abilities.

1. Overview of the integrated teaching mode of "curriculum thinking, competition, and practice innovation"

The integrated teaching mode of "Curriculum Civics, Competition, and Practical Innovation" is a comprehensive teaching mode, which aims at organically combining ideological and political education, competition elements, and practical innovation activities in the course teaching, to

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promote the overall improvement of students' comprehensive quality. The core idea of this teaching model is to provide students with opportunities to think, create and practice through the integration of ideological and political education, competition elements, and practical innovation activities, to cultivate students' ideological and moral character, innovation ability, and practical ability, to help students better understand and apply their subject knowledge, and to cultivate students' cooperation spirit and practical problem-solving ability (Wang & Zhang，2023). In terms of curriculum thinking and politics, this teaching mode focuses on guiding students to focus on social responsibility, ethical concepts, cultural awareness, and other thinking and politics elements through course content and teaching methods to cultivate students' social responsibility and good moral quality. The introduction of competition elements enables students to showcase their talents, improve their design abilities, and stimulate their creativity and competitive consciousness in the competition. By participating in activities such as packaging design competitions, students can not only exercise their professionalism but also improve their teamwork and communication skills. Practical innovation activities provide students with opportunities to practice projects, allowing them to apply what they have learned in practice and develop their practical skills and professionalism. Through participation in practical projects, students can accumulate practical experience and enhance their ability to solve practical problems.

2. The implementation of curriculum thinking education in the packaging design course

2.1The cultivation of social responsibility

Since packaging design directly involves issues such as resource utilization, waste disposal, and environmental impact, cultivating students' sense of social responsibility can make them realize the impact of their design decisions on the environment and trigger them to adopt sustainable design methods, which can also help reduce resource consumption, waste genera, time and environmental damage to a certain extent and promote sustainable development (Liu & Zhang, 2023). Teachers can introduce sustainability topics in the curriculum and encourage students to discuss the environmental, so, social and economic impacts of packaging design to motivate them to focus on social issues and propose solutions. During the learning process, students can study and discuss the environmental impact of different types of packaging materials, such as plastic, cardboard, and glass, and learn how to consider aspects such as the use of environmentally friendly materials, optimization of resource use, and the impact of packaging on the product life cycle. In addition, teachers can consider involving students in hands-on projects and collaborations with industry, working with relevant organizations or companies to engage students first-hand in addressing social responsibility issues in actual packaging design to deepen their understanding of social responsibility and ethics. For example, students could work with a local environmental organization to design a recyclable packaging solution that promotes sustainable packaging practices for the local community. During this practice, teachers should also guide students to explore the relationship between packaging and brand image, so that they can understand how packaging design aligns with brand image and corporate values, emphasize the connection between brand image and social responsibility, and encourage students to think about how to communicate corporate social responsibility commitments through packaging design. Teachers can cite a packaging case of a well-known brand and ask students to analyze the relationship between its packaging design and corporate social responsibility initiatives and assess the sustainability practices of the brand, such as material selection, production met, hods, and packaging recycling programs.

2.2 Cultural Awareness and Aesthetic Literacy Enhancement

For enhancing students' cultural awareness, teachers sho be guided and allow students to give full play to their initiative. Students are encouraged to choose packaging design cases from different

countries or regions, such as China, India, Japan, and Europe, and to study these cases in depth. Students can analyze the colors, patterns, materials, and forms used in packaging design and how they relate to cultural contexts, historical traditions, and social customs. At the same time, students are reminded to focus on cultural signs, symbols, and meanings, and to understand the unique perspectives of different cultures on aesthetics and visual expression. For example, students can choose examples of traditional packaging design in China, such as tea packaging or traditional handicraft packaging. They can examine the emphasis on color, pattern, and symbolism in traditional cultures and explore how these elements convey cultural values and traditional ways of thinking. For students' aesthetic literacy, teachers, on the other hand, should develop students' understanding of aesthetic values and cultural diversity and promote students' initiative to explore aesthetic perspectives and aesthetic values in different cultures, such as balance and asymmetry, simplicity and complexity, tradition, and modernity, and discuss their application in packaging design with students (Li, 2022). And students are encouraged to compare and contrast aesthetic views and design styles of different cultures to develop their understanding and tolerant mindset towards cultural diversity. Finally, students should also be allowed to integrate the aesthetic elements and design principles of different cultures into their packaging design through practice and reflection to create cross-cultural innovative works.

3. Implementation of competition elements in the packaging design course

3.1 Selection and organization of competition projects

When choosing competition projects, teachers should, on the one hand, consider students' interests and choose competition projects related to packaging design, and usually pay more attention to packaging design competitions held at home and abroad, design innovation competitions, or design competitions organized within the school. On the other hand, they should also consider the reputation and influence of competition projects, and choose competitions with good reputations and professional judging teams to provide students with a broader platform and opportunity to showcase. On this basis, competition programs should be selected in a way that can stimulate students' creativity and design potential, and provide rich design requirements and challenges to stimulate students' enthusiasm and motivation (Ma, 2023).For example, students can choose to participate in international packaging design competitions, such as the iF Packaging Design Award and the Red Dot Design Award, which are widely known and professionally judged and can provide students with the opportunity to compete with the best designers around the world, which can be very effective in stimulating their creative potential. Alternatively, schools can organize their packaging design competitions to provide students with opportunities to participate and showcase. And invite relevant industry professionals to serve as judges to provide professional reviews and feedback to students to help them improve their designs (Zhao, 2019). Not only that, but schools can also invite experts in the field of packaging design or company representatives to hold lectures or workshops to provide students with professional knowledge and skills training and teach them the latest trends and techniques in packaging design to help them better perform and apply them in the competition.

3.2 The impact of competition activities on students' innovation ability and teamwork

Competition activities not only contribute to the improvement of students' innovation ability but also strengthen students' team cooperation ability in the process of student competition. In terms of developing innovative abilities, competition programs provide a practical platform for students to put their innovative thinking into practice, from which they can learn and develop their innovative abilities. Participation in competitions also requires students to demonstrate unique creative and design ideas, which in turn motivates them to think deeply and practice innovative methods and strategies (Li，

2013). By facing real design problems and competing with other participants, students will continue to experiment with new ideas and approaches, and their innovative abilities will be significantly enhanced. Based on the fact that many competition projects encourage students to participate as a team, to pursue excellent design results in competition activities, students need to divide and cooperate in a team, listen and respect different opinions, coordinate and communicate with each other, and complete design projects together, which invariably promotes the cultivation of students' teamwork ability. In addition, through teamwork, students can share their knowledge and experience, inspire and complement each other to achieve better design outcomes (Yu，2023). For example, students participate in a packaging design competition that requires them to design food packaging with environmentally friendly materials. In teamwork, they can work together to research different eco-friendly material options, conduct market research and user needs analysis, and then brainstorm together to design a packaging solution that meets environmental requirements and is aesthetically pleasing and practical. In this competition process, students are continuously improving their innovation ability and teamwork skills, laying a solid foundation for their future design practice.

4. Design and implementation of practical innovation activities in the packaging design course

4.1 Planning and implementation of practical projects

To design targeted practical projects for students, teachers need to conduct in-depth research from several steps to ensure the feasibility of the project and the effectiveness of the practice. The first step is to clarify the goals and themes of the practice project, such as exploring sustainable packaging design and studying brand image building. This helps students focus on a specific area in their practice and develop clear learning objectives. Next, a detailed project plan is developed based on the project objectives and themes. This includes the project timeline, task allocation, and resource requirements to ensure that the project process is rational and orderly and that available resources can be fully utilized. At the same time, teachers should encourage students to learn and explore on their own, promote their participation in practical projects as a team, conduct regular team meetings, organize student discussions, and enhance communication and cooperation among students to solve design problems together (Zhang， 2022). Finally, emphasis should be placed on implementing assessment and feedback to assess student's learning progress and design outcomes at different stages of the practicum project. Through assessment and feedback, students are guided to improve their design solutions and provided with targeted guidance and suggestions. Assuming innovative recyclable packaging as the theme of the practice project, during the planning and implementation process, teachers should clarify the project goal to promote environmental awareness, develop a project plan including the schedule for the design and implementation phases, provide students with the required packaging materials and design tools, encourage students to explore innovative packaging design concepts on their own, and form student teams to collaborate on the design. At the same time, teachers can organize regular team meetings to provide feedback and guidance, and evaluate and provide feedback on students' design results at regular intervals to promote students' growth and progress.

4.2 Practical activities cultivate students' practical skills and professionalism

Practical activities provide students with the opportunity to apply classroom learning to real-world situations. Through the process of practical operation, design and production, and solving practical problems, students can exercise and improve their practical skills. They learn to translate theoretical knowledge into practical applications, increase their familiarity with materials, tools, and techniques, and improve their practical skills. In the hands-on process, students not only use their creativity and design skills,

but also collaborate with team members, communicate with clients, and provide feedback. Through various practical activities, students can develop creative thinking and improve teamwork and communication skills, and the practical activities also bring students closer to the professional practice environment, enabling them to understand and experience the requirements and standards of the packaging design industry and develop their professional qualities, such as work discipline, responsibility, time management, self-management, and customer communication. In addition, practical activities can help students build professional networks and interpersonal relationships, which will help them to be more confident and competitive in their future career development.

5.Conclusion

In summary, the packaging design course is closely related to the integrated teaching mode of "curriculum thinking, competition, and practical innovation", which injects new vitality into the packaging design course. The introduction of curriculum thinking enables students to think about social responsibility and ethical concepts from the perspective of packaging design and cultivate a sense of concern and responsibility for social issues. Competitions serve as a platform for practice and presentation, stimulating students' sense of competition and innovative thinking, pushing them to pursue excellence and improve their design. The implementation of practical innovation enables students to apply what they have learned to real-world projects, continuously refine their critical thinking, and develop a unique design perspective and problem-solving skills. As the field of packaging design develops, the application of this teaching model will further promote the overall development of students and lay a solid foundation for their future career development.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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