

Research on the Exploration of Teaching Elements and Instructional Design from the Perspective of Ideological and Political Education in Curriculum: A Case Study of the "Film and Television Special Effects" Course

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Abstract: With the deepening of educational reform, ideological and political education in curriculum, as an important concept for promoting students' all-round development, has gradually permeated the teaching of various disciplines. The film and television special effects course, as a key field for cultivating innovative talents, bears the dual responsibility of enhancing students' professional skills and fostering their sense of social responsibility. This study aims to explore the significance of ideological and political education in film and television special effects teaching, identify relevant teaching elements, and conduct effective instructional design. By analyzing the ideological and political orientation of course objectives, content, and methods, the study proposes an optimized evaluation mechanism and ultimately develops a systematic instructional design scheme. The research results indicate that ideological and political education in curriculum can significantly improve students' overall competence, strengthen their sense of social responsibility, and enhance their innovative capability.

Keywords: ideological and political education in curriculum; film and television special effects; teaching elements; instructional design; overall competence

Introduction

Against the backdrop of the increasingly changing global educational environment, ideological and political education in curriculum, as an important component of educational reform, has become a crucial approach to enhancing students' overall competence. The film and television special effects course not only integrates technology and art but also carries the responsibility of conveying social values. Therefore, studying the application of ideological and political education in film and television special effects teaching holds significant theoretical and practical value. Through an in-depth analysis of teaching objectives, content, and methods, it is possible to better integrate knowledge transmission with value guidance, thereby supporting the cultivation of high-quality talents with social responsibility and innovative capability.

1. The Importance of Ideological and Political Education in Curriculum in Film and Television Special Effects Teaching

1.1 The Connotation and Value of Ideological and Political Education in Curriculum

Ideological and political education in curriculum is a concept that integrates ideological and political education into professional course teaching, aiming to promote the formation of students' values, outlook on life, and worldview through the transmission of disciplinary content. In film and television special effects teaching, the connotation of ideological and political education lies in achieving the dual objectives of cultivating students' professional competence and moral literacy. By combining the technical characteristics of film and television special effects with humanistic concerns, the course can guide students to understand the relationship between technology and ethics, encouraging them to consider social impact and moral responsibility during the creative process, thereby realizing the enhancement of both professional knowledge and ideological values^[1].

Ideological and political education in curriculum not only improves students' technical skills but also, through specific case analyses—such as reflections on social issues—helps students develop a sense of responsibility and empathy. In addition, it promotes a deeper understanding of artistic creation, making students aware of the importance of technology in serving society. This educational model enables students to become not only outstanding technical professionals in their future careers but also cultural communicators who actively participate in social change.

1.2 The Social Responsibility of Film and Television Special Effects Education

Film and television special effects are not merely a technology but also an important medium for cultural expression. As future creators in the film and television industry, students, while mastering professional skills, must also undertake the responsibility of promoting social progress and cultural development. Film and television special effects education should focus on cultivating students' keen observation of social realities, guiding them to convey positive energy, communicate a sense of social responsibility, and demonstrate humanistic concern through special effects creation [2].

In this process, educators should emphasize the social influence of film and television works, enabling students to balance technological innovation with the social value of their creations, thereby truly realizing the principle of art serving humanity. By integrating social issues and humanistic themes, students can learn to incorporate concerns for social problems—such as environmental protection, equality, and inclusiveness—into special effects creation, which stimulates their creativity and sense of responsibility.

In addition, film and television special effects education should encourage students to participate in social practice activities to deepen their understanding of and sense of belonging to society, enabling them to become not only technical executors but also cultural leaders and promoters of social change.

1.3 The Impact of Ideological and Political Education in Curriculum on Students' Overall Competence

The implementation of ideological and political education in curriculum in film and television special effects teaching can effectively enhance students' overall competence. By introducing ideological and political elements, students not only achieve progress in technical skills but also experience comprehensive development in thinking patterns, value judgment, and emotional cognition. Specifically, ideological and political education encourages students to develop stronger critical thinking abilities when facing technical challenges and to engage in profound ethical reflection within a multicultural context. Meanwhile, discussions and collaborative learning in the course promote students' teamwork and communication skills, enabling them to better adapt to complex working environments in their future careers.

In addition, ideological and political education helps students establish correct values, encouraging them to consciously integrate social responsibility and ethical considerations into artistic creation. This improvement in overall competence is not only reflected in academic performance but also significantly influences their professional ethics and sense of social responsibility, motivating them to approach the relationship between technology and society from a more holistic perspective in their future work.

2. Exploration of Teaching Elements in Film and Television Special Effects Courses from the Perspective of Ideological and Political Education in Curriculum

2.1 Ideological and Political Reconstruction of Teaching Objectives

In setting the teaching objectives of film and television special effects courses, ideological and political reconstruction requires integrating the values of ideological and political education into the cultivation of professional skills. Traditional teaching objectives usually focus on improving technical competence, whereas, from the perspective of ideological and political education in curriculum, teaching objectives should encompass students' ethical awareness, sense of social responsibility, and spirit of innovation. For example, the objectives can be redefined not only to ensure that students master the basic skills of film and television special effects but also to guide them to pay attention to social issues and reflect on the potential social impact of technological applications during the creative process.

In addition, through case analysis and project-based practice, teachers can encourage students to

explore the role of film and television works in cultural communication, moral values, and social influence. Such objectives not only enhance students' artistic creativity but also cultivate their critical thinking and overall competence, enabling them to undertake greater social responsibility in their future careers. By setting ideologically and politically oriented teaching objectives, students can become not only skilled technicians but also cultural communicators and innovators with a strong sense of social responsibility and mission, thereby promoting the healthy development of the film and television special effects industry [3].

2.2 Integration of Teaching Content with Ideological and Political Elements

The design of teaching content should be closely integrated with ideological and political elements to achieve an organic combination of professional knowledge and ideological education. Film and television special effects courses can stimulate students' reflection by introducing socially meaningful cases, such as films addressing themes of environmental protection and social justice. For example, analyzing the environmental protection issues in *Crosscurrent* or the exploration of social justice in *Article 20* can be incorporated into teaching. Teachers should guide students to discuss the values and social significance conveyed in these works by analyzing the special effects techniques and narrative methods in detail. Through the deconstruction of film language, students can not only understand the application of special effects technology but also recognize its role in conveying social awareness.

In addition, teachers may design interactive activities such as themed discussions and role-playing, encouraging students to explore social phenomena reflected in film and television works through practice. For instance, discussing the influence of film and television special effects on shaping public awareness of environmental issues can prompt students to reflect on their own responsibilities as artistic creators. Such integration enables students to enhance their sensitivity to social issues and their recognition of humanistic values while learning professional knowledge, thus achieving more comprehensive development. By organically combining ideological and political elements with teaching content, the course not only broadens students' professional horizons but also cultivates their sense of social responsibility and critical thinking skills, laying a solid foundation for their future careers.

2.3 Innovation and Diversification of Teaching Methods

Under the background of ideological and political education in curriculum, teaching methods should be innovated and diversified to meet the educational demands of the new era. The adoption of project-based learning, flipped classrooms, and case analysis can effectively promote students' active participation and critical thinking. In project-based learning, students can independently design special effects projects around social themes, which not only develops their technical competence but also strengthens their sense of social responsibility. For example, students may choose to create a short film themed on environmental protection, using special effects to illustrate the impact of environmental changes, thereby enhancing their understanding of and concern for social issues [4].

The flipped classroom encourages students to engage in self-directed learning of relevant theories before class and to conduct in-depth discussions and practical applications during class, facilitating the implementation of ideological and political concepts. In class, teachers can guide students to share their learning outcomes, deepening their understanding of ideological and political content through group discussions and interactive Q&A. Additionally, the case analysis method helps students understand the role of special effects in conveying social values by analyzing classic film and television works. Teachers can lead students to explore ethical issues presented in the cases, fostering their critical thinking ability.

Through diversified teaching methods, students' learning interest and creativity can be stimulated, enabling them to continuously reflect and grow in authentic learning environments. Such instructional design not only equips students with professional skills but also encourages them to integrate technology with social responsibility, forming a more comprehensive artistic vision. Ultimately, this innovation and diversification in teaching methods will strongly support the improvement of teaching quality in film and television special effects courses and the cultivation of students' overall competence.

2.4 Optimization of the Learning Evaluation Mechanism

To better implement ideological and political education in curriculum, the learning evaluation mechanism needs to be correspondingly optimized. Traditional evaluation methods often focus on assessing technical skills, whereas, within the framework of ideological and political education,

evaluations should comprehensively encompass students' ideological and political literacy as well as their overall competence. Diverse evaluation forms, such as self-assessment, peer assessment, and project presentation, can be introduced to encourage students to engage in self-reflection and mutual evaluation during the learning process.

Self-assessment enables students to actively analyze their strengths and weaknesses, thereby improving self-awareness; peer assessment fosters interaction and cooperation among students, deepening their understanding and appreciation of their peers' works. In addition, project presentation, as a practical evaluation method, not only examines students' technical proficiency but also allows them to demonstrate the sense of social responsibility and innovative thinking reflected in their projects.

When formulating evaluation criteria, attention should be paid to students' performance in areas such as social responsibility, innovative capability, and teamwork in their projects. This approach not only guides students to focus on social issues but also cultivates their critical thinking and team spirit. Through such comprehensive evaluation, teachers can better understand students' learning progress and ideological and political literacy, providing a basis for subsequent instructional adjustments.

Ultimately, optimizing the evaluation mechanism can not only improve teaching effectiveness but also motivate students to maintain continuous attention to and reflection on social issues in their future learning and creative work. The establishment of this mechanism will lay a solid foundation for the sustainable development of film and television special effects courses, ensuring that students achieve a proper balance between artistry and social responsibility.

3. Research on Instructional Design of Film and Television Special Effects Courses from the Perspective of Ideological and Political Education in Curriculum

3.1 Theoretical Framework of Instructional Design

The theoretical framework of instructional design should be based on constructivist learning theory and situated learning theory, emphasizing the role of students as active learners. From the perspective of ideological and political education in curriculum, instructional design needs to equally focus on knowledge transmission and value cultivation. First, instructional objectives should encompass three aspects: knowledge, skills, and emotional attitudes. Through contextualized learning activities, students should acquire professional skills in real or simulated scenarios while developing a profound understanding of social responsibility.

For example, the film and television special effects course can be designed as project-based learning modules, requiring students to create short films around specific social themes, such as environmental protection or equality. In this process, students not only learn the technical aspects of special effects production but also reflect on how to convey social messages through visual expression. Second, course design should integrate multicultural and social perspectives, encouraging students to engage in critical thinking during the learning process and to incorporate humanistic care and social values into their special effects creation.

In addition, teachers can introduce real-life cases, analyzing the use of special effects in well-known film and television works and their social impact to inspire students' reflection. For instance, by studying the special effects in a film addressing social issues, students can gain a deeper understanding that special effects are not merely a technical representation but also a reflection of social culture. Such a theoretical framework provides comprehensive guidance for teaching in film and television special effects courses, enabling students to develop a positive sense of social responsibility and a humanistic vision while mastering professional skills, thus truly achieving the dual enhancement of knowledge and values ^[5].

3.2 Course Structure and Content Arrangement

The structure and content arrangement of the film and television special effects course should be designed in accordance with the logical and practical requirements of the knowledge system to ensure that students receive comprehensive education at the intersection of technology and art. The course can be divided into three modules: basic theory, professional skills, and practical application.

In the basic theory module, the focus should be on teaching the fundamental concepts of film and television special effects, their historical background, and their social impact. By analyzing special effects in classic film and television works, students can understand that special effects are not merely a technical application but also a tool for cultural expression and social critique. This module should also

cover the development of film and television special effects at different historical stages, helping students recognize how technological advancements have transformed narrative methods and audience experiences.

The professional skills module should cover core techniques such as visual effects production, animation design, and post-production compositing. Through case-based analysis, such as examining the visual effects in *Ne Zha*, students can better understand the integration of technology and art. In addition to teaching software operation, instructors should guide students to explore how technology can be used to achieve specific emotional expressions and convey social themes, thereby deepening their understanding of the application of technology.

The practical application module should adopt a project-based approach, encouraging students to create special effects projects focusing on current social issues. For instance, students may produce short films on themes such as environmental protection and social justice, using special effects to enhance the impact of their works. Such projects not only enable students to apply their acquired skills but also inspire their sense of social responsibility and innovative thinking. Through this structural arrangement, the course can meet students' demand for professional knowledge while strengthening their social responsibility and fostering their awareness of playing an active role in their future professional careers.

3.3 Design of Practical Teaching Activities

Practical teaching activities should be carefully designed around course objectives to enhance students' overall competence and professional skills, particularly in the field of film and television special effects where the importance of practice is increasingly prominent. Project-based learning, teamwork, and role-playing activities can be adopted to encourage students to deepen their understanding and application through practice.

For example, students can be organized into teams to create film and television special effects projects, promoting teamwork and mutual learning throughout the entire process from topic selection and planning to implementation. In this process, students may choose socially relevant themes, such as environmental protection or cultural heritage, and use special effects technology to express their perspectives. Such practice not only strengthens students' technical abilities but also enables them to experience the social responsibility inherent in artistic creation.

In addition, inviting industry experts to deliver lectures or conduct workshops can help students understand the relationship between industry trends and social responsibility, enhancing their awareness of professional development. Experts can share real-life cases and analyze the use of special effects in successful works to stimulate students' creativity and critical thinking. For instance, by analyzing a highly influential film, students can discuss how its special effects technology supports storytelling and addresses social issues, thereby developing a deeper connection between professional skills and social values.

Role-playing activities can also be designed to simulate real working environments, allowing students to produce special effects while experiencing the complexity of project management and teamwork. This approach not only improves students' hands-on abilities but also cultivates their critical thinking and innovative awareness. By simulating real-life scenarios, students can gain a deeper understanding of the role and impact of film and television special effects in society, laying a solid foundation for future career development. Through such practical teaching activities, students can integrate theory with practice, developing comprehensive professional competence and a strong sense of social responsibility.

3.4 Teaching Feedback and Continuous Improvement Strategies

Teaching feedback and continuous improvement are crucial for ensuring teaching quality and effectiveness, especially in the rapidly developing field of film and television special effects, where timely feedback and adjustment are particularly important. First, regular teaching evaluations should be conducted to collect students' feedback on course content, teaching methods, and practical activities, as well as to understand their learning outcomes and the implementation of ideological and political education. Feedback can be gathered through questionnaires, interviews, and classroom discussions to ensure that students' voices are fully heard. By analyzing the collected data, teachers can identify strengths and weaknesses in teaching and make targeted improvements^[6].

Second, teachers should establish a dynamic teaching adjustment mechanism to continuously optimize course structure and teaching methods based on feedback, ensuring that the course keeps pace

with the times. For instance, if students are found to lack sufficient mastery of a particular special effects technique, teachers can redesign relevant content and reinforce it through more vivid case studies or practical activities. Emerging technologies and trends, such as Virtual Reality (VR) and Augmented Reality (AR), can also be introduced to maintain the course's cutting-edge nature.

Teachers can further engage in professional exchanges with peers to share experiences and best practices, fostering collective intelligence. For example, cross-departmental seminars can be organized, inviting industry experts and scholars to discuss strategies for integrating ideological and political elements into film and television special effects teaching. This not only provides teachers with new insights but also offers students opportunities to engage with industry frontiers.

In addition, regular feedback sessions can be established, inviting students to evaluate practical projects and reflect on how they applied special effects technology and its underlying social responsibilities. Through such continuous improvement strategies, the overall quality of the course can be enhanced, and ideological and political education can be more effectively integrated into professional teaching, cultivating film and television special effects talents with social responsibility and innovative capabilities. This feedback mechanism ensures flexibility and adaptability in teaching, enabling students to achieve well-rounded development through the integration of technology and humanistic care.

Conclusion

This study, through the exploration of the application of ideological and political education in curriculum in film and television special effects teaching, reveals its significant impact on improving students' overall competence, innovative capability, and sense of social responsibility. In the future, instructional design should continue to focus on the in-depth integration of ideological and political elements, combining new technologies with educational concepts to further optimize course structure and evaluation mechanisms. Meanwhile, professional training and ideological and political education for teachers should be strengthened to enhance their practical application ability in classroom teaching, thereby better meeting the requirements of educational development in the new era.

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