



Foundational Grounding in Generalized Design, Layered Advancement, and Cross-Disciplinary Empowerment: An Exploration of Reform in Five-Year Undergraduate Architectural Education and Diversified Talent Cultivation in the New Era

Chibiao Hao^{1,*}

¹Chair of the International Academic Union of Oceanic Architecture (IAUOA)

*Corresponding Author: president@iauo.org

Abstract Against the background of the green, digital, and intelligent transformation of the construction industry in the new era, as well as the coordinated development of the digital cultural and creative industries, this paper responds directly to such practical problems as the rigidity of professional entry in traditional architectural education, the closure of teaching boundaries, the disjunction between talent cultivation and industrial demand, and the singularity of employment pathways. Taking the first- and second-year foundational platform of generalized design as the core formative stage, the paper constructs a new three-stage progressive model for five-year undergraduate education: generalized design literacy as foundation, specialized cultivation in mentor studios, and innovative empowerment through interdisciplinary graduation design. The teaching system systematically incorporates core content in intelligent design and intelligent construction, strengthens the cultivation of project planning and project management capacity, and appropriately enhances training in the design of virtual spaces for film, animation, and games. It clarifies the teaching objectives, curricular system, practice pathways, and support mechanisms at each stage, with the aim of enabling graduates to pursue employment in traditional architectural design, intelligent construction, and digital spatial creation, while also accommodating advanced skilled technical positions on construction sites and multiple pathways for postgraduate study. The study seeks to break through the single-track training barriers of architectural education and to cultivate interdisciplinary talent with professional grounding, intelligent technological literacy, spatially innovative thinking, project coordination capacity, and practical on-site competence, thereby offering a practical reference for reform in architectural education.

Keywords generalized design; architectural education; five-year educational reform; intelligent design and construction; virtual spatial design; project management; diversified employment

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1. Introduction

With the continuous advancement of high-quality urban and rural construction in China, new models such as intelligent construction, prefabricated building, and digitalized building operation and maintenance have been implemented on a broad scale. The construction industry has entered a new stage characterized by the integration of green, digital, and intelligent development, and the structure of talent demand within the industry has undergone fundamental change. Compared with the traditional single type of drafting-oriented design talent, the market increasingly requires interdisciplinary professionals who combine design aesthetics, engineering technology, on-site practice, cross-disciplinary innovation, and project coordination. On the one hand, the whole-process intelligence of construction continues to deepen, and the shortage of professionals who command intelligent design and digital construction technologies is expanding. On the other hand, the core logic of spatial making in architecture is extending outward. Fields of virtual space, including film set construction, spatial world-building for animation, game level design, and open-world spatial creation, are highly compatible with architecture in terms of scale control, circulation organization, atmospheric narrative, and construction logic; they have thus become emerging arenas for the cross-disciplinary development of architectural talent. At the same time, the full-cycle operation of construction projects urgently requires professionals who possess both technical expertise and capacities in project planning and management. High-level technical practitioners for construction sites have also long been in short supply, and the industry urgently needs advanced skilled workers who can be rooted in the construction site, understand construction processes, and coordinate on-site technology with project schedules.

In contrast, China's five-year undergraduate architectural education system still contains many shortcomings that require urgent resolution. Teaching in the lower years is often confined too early to the domain of physical architecture, leaving students with a narrow horizon of spatial cognition and making it difficult for them to develop an integrated understanding of physical and virtual space. Curricula tend to emphasize artistic form, while intelligent design, intelligent construction, and project management are introduced too late; consequently, students' reserves of digital technology and project coordination capacity remain weak. Teaching places greater weight on theoretical schemes than on on-site practice and whole-process project training, so students lack experience in construction site practice and project management and are unable to meet the demands of frontline technical positions and project coordination. Graduation design topics remain rigid, disciplinary boundaries are relatively closed, and insufficient attention is paid to innovative topics such as virtual spatial design and intelligent construction. The outcomes of talent cultivation therefore show a single-track tendency: graduates cluster in architectural design institutes, while the demand for advanced technical positions and project management roles on construction sites is not met; the employment potential of virtual spatial fields such as film, animation, and games is not fully explored; and postgraduate pathways are largely limited to traditional architecture, severely constraining the space for talent development.

Based on the disciplinary essence of architecture as spatial making, and in response to the intelligent transformation of the construction industry, the development of the digital cultural and creative industries, and the demand for multi-level talent, this paper reconstructs the talent cultivation system for the five-year undergraduate program. It positions the generalized design literacy platform in the first and second years as the foundation of training, strengthening general spatial design, the humanities and arts, basic engineering technology, and preliminary project planning awareness. In the middle and senior years, special directions in intelligent design and intelligent construction are added, and teaching in full-cycle project planning and management is incorporated in order to address deficiencies in frontier industrial technologies and project coordination. Teaching in spatial design for film, animation, and games is appropriately strengthened to break down the thinking barriers between physical and virtual spatial design. Mentor studios enable specialized cultivation, while interdisciplinary graduation design completes the synthesis and elevation of comprehensive capacities. The entire model upholds the professional core of architecture while responding to industrial development trends; it accommodates four employment directions in advanced design, project management, on-site practice, and virtual creation, broadens the boundaries of employment and further study, and achieves more precise alignment among talent cultivation, industrial needs, and students' career planning.

2. Core Demands of Undergraduate Architectural Education Reform in the New Era

2.1. Building Integrated Spatial Cognition of the Physical and the Virtual through a Generalized Design Platform

Spatial making is the core of architecture. Its scope includes physical spaces such as urban buildings, rural dwellings, and public venues, as well as digital virtual spaces such as film shooting scenes, narrative spaces in animation, and interactive scenes in games. These two types of space are highly consistent in design logic, aesthetic expression, and narrative logic.

Traditional lower-year teaching that directly enters physical architectural instruction fragments the integrity of spatial design and limits students' creative divergence. The reform uses generalized design as a foundational platform for the lower years, coordinates the initiation of physical architecture with spatial design for film, animation, and games, and simultaneously implants basic awareness of simple project planning. In doing so, it helps students establish integrated spatial thinking and preliminary project consciousness, thereby laying a firm conceptual foundation for subsequent specialized learning, cross-disciplinary creation, and project coordination.

2.2. Aligning with Industrial Transformation and Addressing Shortfalls in Intelligent Construction and Project Management

Intelligent design, prefabricated construction, BIM application, and digitalized construction management are central directions in the upgrading of the construction industry, while project planning, cost control, schedule management, and on-site coordination are key links in the realization of construction projects. Together they constitute the core competencies of industry talent. Traditional architectural curricula focus mainly on classical design and conventional construction, while content related to intelligent algorithms, whole-process BIM application, prefabricated component design, project planning, and engineering management occupies a relatively small proportion. Students therefore lack sufficient reserves in intelligent technologies and project coordination, as well as adequate practical training. Educational reform must keep pace with industry by incorporating intelligent design and intelligent construction, together with project planning and management, into the core teaching modules and by systematically developing both theoretical and practical teaching to meet the industry's comprehensive demand for talent.

2.3. Balancing Design and Practice to Match Employment Needs across Multiple Levels

The construction industry chain covers multiple levels of positions, including schematic design, technological research and development, project management, on-site construction, and operation and maintenance management. It requires creative design and research-oriented talent, but it also depends on advanced technical and managerial personnel who are proficient in project planning, able to coordinate project advancement, rooted in the construction site, capable of controlling processes, and able to solve on-site technical problems. Traditional education places excessive emphasis on drawing-based design while weakening instruction in construction processes, project management, and engineering practice. As a result, students' comprehensive practical and coordination capacities are relatively weak and cannot meet the requirements of full-chain positions. Educational reform should give equal attention to design, practice, and management, enabling graduates not only to take up design positions but also to engage in project planning and management, and further to enter construction sites competently as advanced technical personnel in intelligent construction technology management, prefabricated construction control, and engineering quality supervision.

2.4. Expanding Appropriately across Boundaries to Enrich Employment and Postgraduate Options

While consolidating the core teaching of architecture, the program may appropriately expand cross-disciplinary content such as film scene staging, animation spatial modeling, and game level design by relying on the shared logic of spatial design. It should also include training in digital spatial project planning. Such expansion can enrich students' creative horizons and improve their capacities in spatial shaping and project coordination, while opening new career tracks and breaking the limitation that employment is confined to the construction industry. At the same time, a diversified knowledge system allows students' postgraduate choices to move beyond traditional majors toward intelligent construction, engineering management, design studies, digital media art, virtual spatial design, and related directions, effectively broadening the boundaries of academic and professional development.

3. Construction of a Three-Stage Progressive Training Model for Five-Year Undergraduate Architecture

The five-year educational reform system constructed in this study follows the core logic of grounding in generalized design, empowerment through intelligent technology, balanced attention to physical and virtual space, equal emphasis on design and practice, continuous project management, and diversified development. It divides the five-year program into three closely connected and progressively advanced stages, arranging professional design, intelligent construction, on-site practice, virtual spatial creation, and project coordination in a balanced manner, thereby forming a comprehensive and integrated closed loop for talent cultivation.

3.1. Stage One: Years One and Two - Foundational Period of the Generalized Design Literacy Platform

This stage is the core foundation of the entire training system. It fully abandons the single physical-architecture teaching mode in the lower years and instead takes generalized design as its core, establishing a broad literacy platform that integrates six dimensions: spatial design, the humanities and arts, engineering technology, intelligent foundations, initiation into virtual space, and introduction to project planning. The core objective of the stage is to break the rigidity of professional thinking, enable students to master general design methods, build complete spatial cognition, consolidate foundations in the humanities, technology, and software, understand the commonalities between physical architecture and spaces for film, animation, and games, and become familiar with the concepts of intelligent construction and basic project planning. It thus establishes a common capacity framework for subsequent specialization, employment, and further study.

The curriculum adopts a six-dimensional integrated configuration. First, generalized design foundation courses include form composition, spatial form design, color aesthetics, and planar and site design, breaking down the boundaries among architecture, landscape, and interior design and training basic aesthetic judgment and general design thinking. Second, courses in the humanities and artistic literacy cover Chinese and foreign architectural history, art appreciation, regional culture, and spatial aesthetics, accumulating cultural depth and endowing design with humanistic meaning. Third, architectural basic technology courses teach architectural drafting, material properties, construction principles, and an introduction to engineering mechanics, together with practical training in CAD and SketchUp, thereby consolidating the engineering foundation of physical architecture. Fourth, introductory courses in intelligent foundations, including an introduction to intelligent construction, fundamentals of digital design, and introductory BIM, allow students to understand the intelligent forms and basic tools of the industry. Fifth, virtual spatial extension courses appropriately strengthen content related to film, animation, and games. Through analysis of classic film sets, world-building scenes in animation, and game level cases, they compare the scale, structure, atmosphere, and narrative rules of physical and virtual spaces, and combine these with simple virtual spatial sketches and form-copying exercises to stimulate interest in cross-disciplinary creation. Sixth, project foundation courses implant introductory content on engineering project planning and process cognition, enabling students to understand the basic logic by which architectural projects move from conception to implementation.

Practical teaching in this stage balances foundational creation, field cognition, and cross-disciplinary exercises. Small-scale physical space renovation and architectural installation design serve as basic training, while simple scheme planning is incorporated to develop capacities in conceptualization and preliminary project planning. Field investigations of urban blocks and traditional buildings are organized to provide direct understanding of real spatial forms and project implementation settings. After-class exercises such as film scene sketching, animation spatial conception, and small game-scene arrangement cultivate perception of virtual space. In the latter half of the lower-year stage, short-term construction site cognition and project-process investigation internships are arranged. Students are guided into construction sites to observe construction procedures, component hoisting, and on-site management, to understand the operational logic of project sites, and to form preliminary awareness of construction and project coordination, thereby reversing the tendency to value drawings while neglecting construction and management.

Assessment at this stage centers on the attainment of comprehensive foundational abilities. It evaluates spatial conception, hand drawing and software expression, theoretical knowledge, virtual spatial perception, engineering foundations, and preliminary project planning capacity, ensuring students' comprehensive and balanced development and laying a solid foundation for later professional differentiation.

3.2. Stage Two: Years Three and Four - Specialized Cultivation in Mentor Studios

After two years of literacy accumulation, the third and fourth years enter a crucial stage of specialized capacity enhancement. This stage establishes three categories of mentor studio platforms: traditional architectural design, intelligent design and intelligent construction, and virtual spatial design for film, animation, and games. Through a two-way selection mechanism between teachers and students, students choose studios according to their interests, career plans, and intentions for further study. Small-class teaching is used to carry out deep, project-based, and practice-oriented specialized training, while the cultivation of project management capacities such as project planning, schedule control, teamwork, and cost control is integrated throughout the process. This approach purposefully refines professional skills and comprehensive coordination capacities in subdivided fields.

Each studio clarifies its training emphasis. The first category, traditional architectural design studios, is subdivided into directions such as heritage conservation, low-carbon green architecture, urban renewal, rural construction, and public building design. These studios deepen work on physical architectural scheme optimization, site adaptation, functional integration, and the application of traditional craftsmanship, while also strengthening training in full-cycle architectural project planning, scheme presentation, and team management. The second category, intelligent design and intelligent

construction studios, focuses on whole-process BIM application, parametric intelligent design, prefabricated component design, digital construction simulation, intelligent construction site control, and intelligent building operation and maintenance. Through real projects, these studios train capacities in intelligent design, engineering control, and construction project management. The third category, virtual spatial design studios, strengthens teaching in film scene construction, animation space building, and game level and open-world design. It explains techniques for light-and-shadow shaping, atmosphere creation, narrative arrangement, and interactive scale design in virtual spaces, incorporates digital spatial project planning, script implementation, and team-based creative management, and relies on professional software for model-making practice, thereby exploring the potential of cross-disciplinary design and project coordination.

All studios adopt project-driven teaching, using actual engineering projects, design competitions, and university-enterprise cooperation projects as carriers. They simulate the whole project process, from preliminary investigation, demand judgment, scheme derivation, technical optimization, and schedule control to outcome implementation and final presentation, allowing students to improve project planning and management capacity through practice. The traditional design direction emphasizes scheme implementability and optimization of project coordination. The intelligent construction direction adds practical work in prefabricated construction simulation, on-site technical response, intelligent equipment application, and project schedule control. The virtual spatial direction strengthens exercises in film scene restoration, animation world-building, game circulation design, and creative project management. The teaching team introduces diverse industry instructors, inviting design institute architects, intelligent construction engineers, construction site technical leaders, spatial designers from the film, animation, and game industries, and senior project management practitioners to participate in teaching and critique. Intelligent construction training, visits to prefabrication factories, construction site practice, and university-enterprise joint creation of virtual spaces are organized regularly, enabling students to become familiar with four types of work settings: design, management, construction sites, and cultural creativity.

Assessment at this stage comprehensively considers scheme quality, technical practice, project effectiveness, teamwork, and project management performance. After two years of specialized cultivation, students develop differentiated advantages. They can be competent for positions in architectural design, intelligent building research and development, and virtual spatial creation, while also acquiring professional qualities for project planning, engineering management, and advanced skilled positions on construction sites. Each direction can also connect with corresponding postgraduate programs, thereby strengthening the foundation for further study.

3.3. Stage Three: Year Five - Innovative Empowerment through Interdisciplinary Graduation Design

As the concluding and elevating stage of undergraduate education, the fifth year takes interdisciplinary integration, the combination of theory and practice, balanced attention to physical and virtual space, full-cycle project implementation, and innovation-oriented empowerment as its core objectives. It integrates the knowledge learned in the previous four years and links architecture with urban and rural planning, civil engineering, intelligent construction, digital media art, film and animation, and engineering management for collaborative creation. Graduation design serves as the vehicle for testing professional capacity, practical capacity, and project management capacity, while also helping students clarify their directions for employment, practice, cross-disciplinary development, and further study.

Graduation design topics align with industrial frontiers and are divided into three major sections. The first is innovative design in traditional architecture, covering urban district renewal, revitalization of rural dwellings, heritage repair, low-carbon public buildings, and similar topics, with project feasibility analysis and planning-scheme preparation incorporated. The second is innovative practice in intelligent construction, including practical topics such as prefabricated building design, integrated BIM application, intelligent operation and maintenance buildings, and digital construction site planning, with emphasis on assessment of project construction organization and management. The third is innovative creation in virtual space, with an appropriately increased proportion of topics such as original film narrative scenes, spatial making for animation IP, open-world game planning, and immersive virtual architectural design. Students are required to complete full spatial project planning and implementation proposals, using the strengths of architectural spatial making to achieve cross-disciplinary innovation.

Graduation design adopts cross-professional team formation and joint guidance by dual mentors. According to the topic, mentors from architecture, technology, and management are paired to ensure academic rigor, implementability, innovation, and rational project coordination. Differentiated guidance is provided according to students' plans. For students oriented toward design positions, the focus is on scheme completeness, implementation value, and project planning capacity. For students oriented toward project management or advanced skilled positions on construction sites, emphasis is placed on construction organization, on-site control, process optimization, project schedule, and cost management. For students oriented toward the film, animation, and game industries, the focus is on spatial modeling, atmospheric narrative, scene creation, and digital project coordination. For students intending to pursue postgraduate study, guidance emphasizes

academic logic, thesis writing, theoretical inquiry, and project research capacity.

The graduation review committee is composed of a composite panel of judges, including university teachers, industry designers, construction site technical experts, project management professionals, and cultural and creative practitioners. The quality of outcomes is evaluated from multiple dimensions, including professional design, technical practice, innovation capacity, and project management level. An exhibition of outcomes is also held for construction enterprises, contractors, cultural and creative enterprises, and universities, creating a platform for employment and academic exchange. Graduates with project management capacity are given priority recommendations for related management and technical management positions.

After five years of systematic cultivation, graduates achieve multi-level and broad-field development. In terms of employment, they may enter design institutes and planning institutes to engage in design and project planning; join engineering enterprises in project management-related roles; work in intelligent construction enterprises or construction companies as technical supervisors, construction supervisors, prefabricated technology specialists, and other advanced skilled personnel rooted in construction sites; or enter film, animation, and game enterprises to undertake scene design, spatial modeling, level planning, and project coordination. In terms of further study, they may apply to traditional programs such as architecture, urban and rural planning, and civil engineering, or choose emerging programs such as intelligent construction, engineering management, design studies, digital media art, and virtual spatial design. Their space for development is thereby comprehensively expanded.

4. Support Mechanisms for Implementing the Educational Reform Model

4.1. Support through a Diversified Faculty Team

A four-in-one faculty team should be constructed, composed of full-time university teachers, industry technical mentors, project management mentors, and cross-disciplinary cultural and creative mentors. University teachers are responsible for basic theory and professional design teaching and consolidate students' professional foundations. Industry technical mentors, including intelligent construction engineers, backbone technical personnel from construction sites, and design institute architects, undertake practical courses, training, and construction site teaching. Project management mentors are recruited from senior project management personnel in construction and cultural and creative enterprises and are responsible for specialized teaching in project planning and management. Cross-disciplinary cultural and creative mentors, including spatial designers from film, animation, and game industries, are invited to provide special lectures and graduation design guidance. Regular faculty training and exchange should be carried out to keep pace with new industrial developments, technologies, and management models, ensuring that teaching content remains current.

4.2. Support through Systematic Curricular Articulation

The five-year curricular trajectory should be clarified to build a progressive system consisting of literacy foundation courses, specialized direction courses, practical training courses, project management courses, and interdisciplinary integration courses. In the first and second years, common literacy and basic project planning courses are offered uniformly to ensure the attainment of foundational capacities and project awareness. In the third and fourth years, specialized courses and subdivided project management courses are offered according to studio directions, transmitting professional skills and coordination methods in a targeted way. In the fifth year, the focus is on interdisciplinary integration, graduation design creation, and full-process project integration, with attention to design, practice, and management. The proportion of class hours for intelligent construction, virtual spatial design, and project management should be arranged reasonably, so that the program neither deviates from the core of architecture nor fails to implement the requirements of intelligent, cross-disciplinary, and management-oriented training; it should also avoid curricular repetition and content discontinuity.

4.3. Support through Software, Hardware, and Practice Bases

On-campus teaching facilities should be improved by building design studios, model workshops, BIM laboratories, digital virtual spatial creation computer rooms, and project management simulation classrooms. Professional design, modeling, and project management software should be provided to meet the needs of teaching, creation, and management simulation. Off-campus practice platforms should also be expanded. Engineering practice and project management bases should be jointly built with design institutes, prefabrication factories, construction sites, and project management companies, while cross-disciplinary training bases should be established with film, animation, and game enterprises, thereby providing

venues and real-project support for student internships, practical work, and project management training.

4.4. Support through Layered Comprehensive Assessment and Evaluation

The single assessment model should be abandoned in favor of a three-stage layered comprehensive assessment system. The first and second years focus on comprehensive foundational abilities and examine design thinking, theoretical knowledge, software operation, cross-disciplinary perception, and preliminary project planning capacity. The third and fourth years take project outcomes, practical performance, teamwork, and project management capacity as the core, evaluating specialized skills and coordination literacy. The fifth year comprehensively evaluates graduation design quality, innovation capacity, practical level, and full-cycle project operation capacity. Throughout the process, the weight of formative assessment is increased, with records kept of daily assignments, practical training performance, competition outcomes, and project coordination performance, so as to evaluate students' comprehensive qualities in a comprehensive and objective manner.

4.5. Support through Multi-Channel Employment and Further-Study Services

A comprehensive employment and postgraduate-service system should be established. The program should connect with architecture, construction, cultural and creative, and project management enterprises to conduct special recruitment events and internship recommendations, providing targeted channels for design, technical, and management-oriented talent. For advanced skilled positions on construction sites and project management positions, specialized guidance should be provided on construction standards, site management, project control, and safety technology. For cultural and creative directions, industry employment information and project coordination-related positions should be recommended. A postgraduate exchange platform should be built to compile information on entrance examinations in architecture, intelligent construction, engineering management, digital design, and related fields; lectures, preparation exchanges, and mentor matching should be organized to support diversified pathways to further study.

5. Characteristics and Innovative Value of the Educational Reform Model

5.1. Upholding Generalized Design as Foundation and Balancing Teaching in Physical and Virtual Space

This model takes the first- and second-year generalized design platform as its core feature. It breaks through the constraints of premature professionalization in traditional education, and while consolidating the principal position of physical architectural teaching, it appropriately strengthens content related to virtual spaces in film, animation, and games. Relying on the common logic of spatial making, it connects the two types of design thinking, ensuring that core architectural capacities are not weakened while expanding students' creative horizons and achieving balanced cultivation in the foundational stage.

5.2. Responding Closely to Industrial Upgrading and Strengthening Training in Intelligent Construction and Project Management

Following the trends of intelligence, industrialization, and standardization in the construction industry, the model incorporates intelligent design and construction, together with project planning and management, into core specialized modules. It improves the curriculum and practical training system, remedies the digital, engineering, and management deficiencies of traditional education, cultivates interdisciplinary talent suited to the needs of the whole industrial chain, and contributes to high-quality industrial development.

5.3. Opening Multi-Level Employment Channels and Integrating Advanced Design, Project Management, and On-Site Practice

The model changes the drawbacks of traditional education, which emphasizes design while neglecting construction and management. It integrates construction site cognition, practical operation, and project management throughout the entire cultivation process, covering multiple levels including advanced design, project management, intelligent research and development, and advanced skilled work on construction sites. In doing so, it helps alleviate the comprehensive shortage of talent in the industry, broadens employment channels, and reduces the pressure of competition within a single employment

track.

5.4. Realizing Integrated Diversified Development through Three-Stage Progressive and Aptitude-Based Teaching

Relying on staged cultivation and studio-based differentiation, the model fully respects students' interests and career plans and implements personalized teaching. The three major directions complement one another and simultaneously cultivate design, technical, management, and cross-disciplinary capacities. Students can deepen their work in traditional architecture, embrace the intelligent construction industry, or enter the track of virtual spatial creation, while also achieving multi-field employment and cross-disciplinary further study. Their overall competitiveness is thereby enhanced.

6. Conclusion

In the new era of intelligent upgrading in the construction industry and vigorous development of the digital cultural and creative industries, society's requirements for architectural talent have become increasingly diversified. The traditional five-year training model can no longer match the industry's multi-level employment needs or students' diverse development demands. The three-stage progressive training model constructed in this paper firmly anchors the core role of the first- and second-year generalized design platform, while strengthening teaching in intelligent design and construction as well as project planning and management. It reasonably increases the proportion of virtual spatial content related to film, animation, and games, and gives attention to the cultivation of design, practice, and coordination capacities. It preserves the professional essence of architecture while responding to industrial development trends, opens four employment pathways in advanced design, project management, advanced skilled work on construction sites, and digital cultural and creative production, broadens channels for multi-disciplinary further study, and effectively addresses the core pain points of traditional architectural education.

In subsequent implementation, the curriculum and practical training system should be dynamically optimized in light of institutional characteristics and regional industrial conditions. University-enterprise collaboration, interdisciplinary cooperation, and project-based teaching should be continuously deepened, and the details of cultivation should be refined so as to comprehensively improve educational quality. In this way, the program can supply the construction industry, intelligent construction fields, and digital cultural and creative industries with outstanding interdisciplinary talent possessing professional grounding, technical capacity, and management literacy; support graduates in achieving diversified and high-quality career development; and contribute professional strength to urban and rural construction as well as the cultural and creative industries.

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