



# Research on the Design and Implementation of Ideological and Political Curriculum in Normal University

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## Abstract

Curriculum ideological and political education is a new form of development in the new era of ideological and political education in universities. It can effectively implement the concept of cultivating morality and talents, and be implemented as a powerful tool for the Party's education concept and improving teachers' education ability; It is an important support for implementing the concept of curriculum education and promoting the construction of curriculum connotation. It is the responsibility of every teacher to integrate ideological and political education into daily curriculum teaching. In order to effectively integrate ideological and political education into the course teaching, taking the course of Modern Educational Technology as an example and combining the characteristics of some teaching contents, the teaching design of ideological and political education is carried out from the theoretical knowledge and practical knowledge respectively, and finally, three issues that need special attention in the ideological and political teaching of the course are summarized.

## Keywords

College curriculum, ideological and political education, instructional design, implementation

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## 1. Introduction

Curriculum ideology and politics is to integrate ideological and political elements such as (patriotic education, three comprehensive education, etc.) into daily curriculum teaching, with the aim of effectively cultivating students' correct three views: world view, life outlook, and values through the teaching of professional courses and teacher training public courses in the four years of university. Obviously, curriculum ideological and political education is a major educational project that requires everyone's efforts.

## 2. The Necessity of Ideological and Political Curriculum

The sentence in "University": "The Road of the university is: to illustrate virtue", which means: the purpose of the university is to promote the upright character (University, 2022), which shows that the ancients in the two Han Dynasties were already advocating that university education should pay attention to moral education; Among the core values mentioned by General Secretary Xi in 2014: "The country cannot prosper without virtue, and people cannot stand without virtue" (Xi, 2014), which shows that educating people lies in virtue. In December 2016, the National Conference on Ideological and Political Work in Colleges and Universities proposed that higher education should take the cultivation of virtue and cultivating people as the central link, and run ideology and politics through the whole process

of education and teaching, and put forward the concept of "curriculum ideology and politics" for the first time (Education of the Communist, 2016), June 2020, the Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities", which once again proposed that curriculum ideology and politics should be regarded as a strategic measure to implement the fundamental task of cultivating virtue and cultivating people, and an important task to comprehensively improve the quality of talent training (Education of the Communist, 2016).

### 3. The Ideological and Political Integration of College Courses

Higher Education Division of Ministry of Education [2019] No. 6 "Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training" mentions: ideological and political education runs through the whole process of talent training, promotes the "all-staff, whole-process, all-round" three-perfect education pattern, and implements curriculum ideology and politics as the key link of "cultivating people with virtue" (Education of the Communist, 2019), so the fundamental task of college education is to "cultivate people with virtue" (Xi, 2021), and cultivate students into all-round people with the necessary character and key abilities to adapt to social development, such as: family and country feelings, Education, responsibility, social care, core literacy, teamwork, innovation and independent development.

In this context, the curriculum of "Modern Educational Technology" also needs to be effectively combined with ideological and political education to enhance the function of professional education, so that students can master the theoretical and practical skills of educational technology while realizing the unity of moral education and intellectual education (Ye Kai, Tang Jingying, & Ding Hengyan, 2020).

### 4. Taking "Modern Educational Technology" as an Example

This course is a very important compulsory course of teacher education for normal students in higher normal colleges, the teaching content of the course mainly includes: theoretical basis of education teaching, teaching design theory and practical operation, courseware production, micro-course design and production, etc., mainly to cultivate the operation and application of teacher teaching skills training for normal students, laying a solid foundation for educational internship and future teaching work.

The ideological and political construction of this course adheres to the guidance of General Secretary Xi Thought on Socialism with Chinese Characteristics for a New Era, closely focuses on the fundamental issues of "who to cultivate, how to cultivate people, and for whom to cultivate people" (Wu Degang, 2021), focusing on the design of ideological and political content such as family and country feelings and teachers' professional ethics into the teaching content, promoting the organic integration and unification of ideological and political education and curriculum teaching, and actively playing the leading role of teachers in classroom teaching.

In the classroom, we mainly use task-based teaching methods. Let's take the teaching content of this course as an example to explain how to integrate ideological and political elements into the course.

The curriculum objectives have changed with the reform of the new curriculum, and the objectives of this course have been determined to be: knowledge and skills, processes and methods, emotional attitudes and values in three dimensions (Wang Yajun, 2013). This kind of three-dimensional goal is three aspects of a thing, which are closely linked. However, in the past, parents and teachers paid more attention to scores, so in teaching, teachers paid more attention to the transmission of knowledge and skills, and ignored the cultivation of emotions and attitudes. The teaching goals of ideological and political education and emotional attitudes and values are exactly the same (LuoTingting & Ding Qingbin, 2022), so the author places the ideological and political education goals of this course among the three teaching goals of emotions, attitudes and values. Below we will classify the knowledge points of this course into two categories: theoretical knowledge and practical knowledge, and select one knowledge point for ideological and political design of the course.

#### 4.1 Theoretical Knowledge

There are many theoretical knowledge points in this course, including the tower of experience, behaviorism, constructivism, instructional design definition, instructional design elements, instructional design patterns, etc., let's take constructivism in the first section of Chapter 2 "The Theory of Learning and Teaching" as an example.

Constructivism asserts that the world exists objectively, but that the understanding of things is determined by personal experience (Constructivist Theory, 2023). It is believed that learning is a process of meaning-construction, in which learners form, enrich and adjust their cognitive structure through the interaction of new and old knowledge and experience (Zhang Tianjing, 2021).

In previous teaching, the goals we designed were generally shown in Table 1:

**Table 1. Teaching objectives of constructivism (Mendian Xue, 2019)**

Knowledge And Skills	1. Preliminary understanding of the meaning of constructivism; 2. Understand the four basic ideas of constructivism.
Process & Methods	Learn constructivist learning theory to explain some cases similar to this video in life by watching the video "Fish and Cow Story".
Emotional Attitudes And Values	1. Feel the influence of constructivist teaching in future teaching; 2. Willing to use constructivist theory for instructional design;

However, since I had the idea of curriculum ideology and politics, I have actively integrated the curriculum ideology and politics concept into the courses I teach. Before teaching this course, I learned that the students in this class come from different regions, different families, and almost different life experiences, and constructivism is a theory about knowledge and learning, emphasizing learners' initiative, and believing that learning is the process of learners generating meaning and constructing understanding based on their original knowledge and experience. Therefore, when explaining the constructivist learning theory, two conflicting students were selected as research objects, and they learned that they had a small misunderstanding due to their different understandings, which led to the two not answering each other for two years. When students understand that contradiction is because each person's experience is different, the meaning of constructing the same problem is also different. Therefore, when dealing with others, learn to be tolerant and accepting of those who disagree with you. When explaining the teaching content, the first two objectives are basically maintained, and the ideological and political elements are integrated into the emotional goals, and the teaching objectives of this section have been redesigned, as shown in Table 2:

**Table 2. Teaching objectives of constructivism (Mendian Xue, 2019)**

Knowledge And Skills	1. Understand the meaning of constructivism and be able to repeat its definition; 2. Understand the four elements of constructivism; 3. Understand the meaning of constructivist views of knowledge, students, and learning.
Process & Methods	Master constructivist learning theory by watching the video "Fish and Cow Stories"
Emotional Attitudes And Values	1. Learn to be tolerant and accepting, and be willing to rethink and examine questions from the perspective of others; 2. Master the scientific spirit of seeking truth from facts; 3. Cultivate innovative thinking that breaks through stereotypes and forges ahead; 4. Cultivate the professional attitude of teachers who love their jobs and study hard.

## 4.2 Practical Knowledge

When learning practical knowledge, ideological and political elements can be integrated into the themes and materials of practical exercises. For example, when talking about the production of courseware, the author chose the theme of "Awareness of the new coronavirus" as a group assignment in connection with the current coronavirus problem. Courseware needs to have text, pictures, images, video, audio and other resources, some resources can be obtained from other channels, and some resources need to be produced by themselves. Therefore, when students want to complete this courseware, they must first learn to use the browser to search for relevant resources; Second, you need to learn to use WORD for text acquisition and processing; Third, you need to use PhotoShop to process related pictures, such as designing viral pictures yourself; Fourth, use Premiere to edit videos, etc.

When explaining the browser, the author first explains IE, Opera, Chrome, Firefox and other different browsers, and at the same time tells students to pay attention to browser security when using the browser, usually update and disinfect their computers in time, do not click on unknown websites because of curiosity, and do not click on unknown emails or links at will, in order to prevent the computer from being unknowingly implanted with Trojans and causing them to run naked on the Internet; Secondly, taking Baidu search as an example, tell students not to click on relevant web pages with "advertisements" written next to them, nor to post inappropriate remarks on the Internet casually. In the whole teaching process, the author did not involve the word ideological and political, but he well integrated the ideological and political content related to network security into the teaching.

When explaining WORD, the author mainly arranged the small theme of "text editing about the new crown virus" in order to cultivate the spirit of unity and cooperation of students, and divided the students into a group of 5 people for

text processing, one person is responsible for error correction, two people are responsible for typesetting, and two people are responsible for chapter number, picture sorting, table sorting, page numbering, table of contents generation, etc. During the whole operation process, the teacher is next to guide and the students complete the teaching task together, which invisibly cultivates the sense of teamwork of the students and integrates ideology and politics into the course teaching.

In this process, students not only learned to make courseware, but also felt the horror of the virus in the process of resource acquisition and treatment, and some countries ignored it and allowed it to develop freely, resulting in the epidemic that cannot be eliminated so far. With effective epidemic prevention measures and the united efforts of the people of the whole country, China has effectively controlled the spread of the epidemic and maintained a state of zero growth for a long time. Students experienced the greatness of Chinese and were moved and proud of being Chinese, thus cultivating students' patriotism and spirit of unity and cooperation.

In the explanation of practical knowledge, I mainly used heuristic teaching, told students about some cases related to network security and network accidents around them, ensured that professional knowledge and ideological and political education complement each other, strengthened ideological value guidance in the process of knowledge transfer, and realized the spring wind and rain of morality and cultivation of people, moisturizing things without silence (Hou Chuan-yan, 2021). At the same time, students were grouped into groups of 5 people, and group collaborative learning was carried out to cultivate students' collaborative spirit and realize close exchanges between classroom knowledge and ideology and politics.

## 5. Conclusion

### 5.1 Ideological and Political Courses Should Be Student-Centered

In the teaching design of curriculum ideology and politics, it is generally based on the educational concept of OBE (results-oriented education), which is a goal-oriented and backward thinking teaching concept, mainly student-centered, and teachers should pay attention to the final learning results that students can achieve after completing the learning task when designing and teaching. The ideological and political teaching content of the curriculum needs to be implemented into the specific curriculum layer by layer.

### 5.2 The Ideological and Political Methods of the Curriculum Cannot Be Single

In the usual teaching process, we generally use a variety of teaching methods, such as: lecture method, discussion method, experimental method, homework method and other combinations, but in the course ideological and political teaching, some teachers are accustomed to the teaching method, although the teacher explains very vividly, the teaching content seems to expand the breadth and depth of knowledge, but in fact, students have long been numb to this teaching method, therefore, in the course ideological and political teaching, teachers can appropriately let students watch some relevant teaching videos, audio, text, pictures, etc., and timely organize students to discuss relevant. In this way, students' participation in learning will be higher, and our ideological and political education will be more effective.

### 5.3 Ideological and Political Needs to Be Implicit

In the curriculum ideological and political education in the curriculum should not shout slogans, think for the sake of ideology and politics, and forcibly carry out ideological and political education on students by indoctrination; such ideological and political education will not only fail to achieve the expected teaching results, but also easily cause students' rebellious mentality, and such ideological and political education will not be worth the loss. As a teacher, before carrying out ideological and political education, it is necessary to prepare a sufficient teaching design plan, and when designing, hide ideological and political education in the teaching content, so that students can receive ideological and political education without realizing it, which has a multiplier effect with half the effort.

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