

Path of Curriculum Ideological and Political Construction in Local Universities Based on Cultural Response

Juan Li*

College of Ethnology and Sociology, Inner Mongolia University, Hohhot City, Inner Mongolia Autonomous Region, China
ndlijuan@imu.edu.cn
**Corresponding author*

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Abstract: Culture determines the learning environment and also determines the experiences of students. Nowadays, cultural response is an important way to implement effective teaching and guide students to appreciate the cultural values of the curriculum. This article believed that teacher identification is an important content of ideological and political (IP) education in the curriculum. Professional teachers should start from the specific situation of local universities and the training goals of professional talents, comprehensively understand the various cognitive behaviors of students during this period, and confirm and affirm their value, reflecting the content of IP education in the curriculum. Through cultural response, vocational teachers can be effectively guided. By intervening extensively in the cultural background of students, their cultural background can be fully excavated. In terms of teaching methods, it is necessary to design according to the logic of the IP teaching situation in the curriculum, considering both the living environment and learning environment of students. In the comparison between the experimental group (local cultural field investigation) and the control group (traditional theoretical teaching method) under different evaluation indicators, the interest of students in IP courses was 9.0 points in the experimental group and 6.5 points in the control group. This article was conducive to providing ideas for the construction of IP courses in local universities.

1. Introduction

At present, universities across China are in a dilemma of transitioning from extensive development to intensive development. Curriculum IP education is an effective way to improve moral education in universities. At present, there is a common phenomenon of "labeling" and "two skins" in the moral education work of Chinese universities, which ignores the changes in students' multicultural backgrounds, the misalignment of moral education methods and goals, and cannot effectively solve the problem of students' cultural response. Therefore, this article introduces the concept of cultural responsive teaching into professional teaching, creating culturally adaptable IP

content for local university students from different cultural backgrounds and living environments, in order to solve the problem of the lack of effective ways in China's current curriculum IP construction.

This article first provides the background of the IP construction path of local university courses based on cultural response. Based on culture, this article takes the perspective of improving teaching quality and utilizes the teaching concept of "cultural response". This idea clearly reveals the potential impact of culture on teaching. Secondly, the problem presentation of curriculum IP construction is presented. The purpose of curriculum IP education is to promote professional courses to focus on the value roots of education. While ensuring the integrity of professional knowledge system, the IP elements included in the curriculum are excavated to make them more approachable, infectious, and targeted. Finally, a local cultural themed lecture is held, inviting renowned local experts and scholars to explain the significance and value of local culture to students.

2. Related Work

Course IP education is an important measure to promote the construction of the IP work system in universities. In recent years, with the active exploration of education departments and universities in various regions, the development of curriculum IP education has been steadily advancing and has achieved certain results. Zhang Haijun believed that in some regions, universities still have inconsistent concepts, unclear responsibility subjects, and superficial phenomena, which make it difficult to fully and effectively implement IP education in the curriculum. Compared with professional courses, general education courses are more universal, flexible, and extensive, which is of great help for faster course IP education, institutional construction, and effectiveness evaluation [1]. Hong Zaoqing believed that in university curriculum teaching, IP education is a guiding content. It not only allows students to have a deeper understanding and recognition of professional knowledge, but also enables them to cultivate and strengthen their own qualities and cultivation in learning [2]. Tan Hongyan believed that the construction of IP education in courses is a systematic project, which is an important way to promote the continuous improvement of IP education in courses. The lack of a set of evaluation indicators with strong practicality has become a major obstacle to the deepening development of IP education in courses [3]. Lu Daokun believed that with the gradual deepening of research on curriculum IP education, its root causes, internal mechanisms, theoretical framework, methodological system, and other issues have gradually been resolved; significant achievements have been made in the construction of the IP education system, the teaching staff, curriculum and teaching reform, and the construction of teaching resources [4]. Wang Y analyzed the artificial intelligence teaching expert system, summarized its functions and characteristics, and pointed out that the college student IP teaching system based on mobile artificial intelligence terminals can serve as a teaching manager, teaching assistant, and even as a teaching object to guide students' learning [5]. Wang P believed that the socialist ideology with Chinese characteristics in the new era is a guiding ideology that China has long adhered to. Faced with this new change, IP education in universities is constantly innovating political teaching methods. Studying the identity of IP education for college students in the media era is not only a need for IP education to keep up with the times, but also a need for the continuous development of college students themselves [6]. Liu X provided a detailed introduction to the structure and practice of IP education in universities, demonstrating how IP education in Chinese universities has developed into an institutionalized system [7]. Gao H W believed that the opening and spread of the Internet has also had some negative effects, especially on IP education in colleges and universities. He conducted a special study on innovative strategies for IP education methods in universities in the era

of the internet [8]. Zhang W took the teaching of electrical engineering and automation as an example, integrating thinking elements into professional course classroom teaching. Based on the three characteristics of knowledge transfer, ability cultivation, and spiritual shaping in the design of electrical professional courses, a framework for IP construction of core professional courses was constructed in combination with the teaching process [9]. Meng F believed that "curriculum ideology" is a new teaching concept that combines professional courses with IP courses [10]. However, their research lacks further consideration of cultural responses.

Looking at the current overall teaching system, the teaching of IP courses alone is far from enough. It is necessary to combine IP education with professional course teaching, and give full play to the "main force" role of professional course teachers. The teaching of professional courses is regarded as the "main battlefield", and the "main channel" of professional courses is expanded, thereby achieving new results in the continuous innovation and development of IP work in courses. In the new era, "IP courses" and "cultural responses" are complementary, requiring the indoctrination of IP courses and the active participation of professional disciplines. However, the construction of IP education in Chinese university courses still faces many problems such as teaching concepts, faculty strength, resources, and overall coordination. It is urgent to find a targeted, operable, and effective solution to achieve the fundamental goal of "cultivating morality and nurturing talents".

3. Methods

3.1 Cultural Response

This article is based on culture and takes the perspective of improving teaching quality, utilizing the teaching concept of "cultural response" [11-12]. This idea clearly reveals the potential impact of culture on teaching, believing that culture has the most fundamental and profound impact on teaching. It highlights the cultural background differences of students and is an important prerequisite for promoting student learning and achieving effective teaching. The essence of "cultural response teaching" is to use different cultural knowledge, previous experiences, knowledge structures, and expressions of students in the teaching process, making learning more relevant and efficient for students. "Cultural response teaching" advocates seeking connections between students and cultures, enabling students to construct the significance of IP construction in university courses under the support of cultural context, and thus promoting students to participate more deeply in the culture of IP construction in university courses. In this context, at the macro level, it is called on teachers to recognize the four key points that should be paid attention to in "culture based teaching": the first is to provide students with teaching content related to culture; the second is to implement teaching organizations that are suitable for culture; the third is to focus on cultural interpretation as the core teaching purpose; the fourth is to promote cultural integration in teaching evaluation. On this basis, the meaning and proposition of "cultural response" are clarified, in order to provide guidance for teachers to carry out "cultural response".

3.2 Presentation of Issues in Course IP Construction

(1) Target differentiation, adding but not integrating

In the specific teaching process, IP education and professional courses in universities often go their own way in cultivating students, lacking effective value guidance mechanisms, which seriously affects the effectiveness of course IP education. Some professional teachers have not effectively coordinated and analyzed the goals of IP education in the curriculum, the teaching objectives of the profession, and the actual needs of students, resulting in the fragmentation and

integration of teaching objectives. Some professional teachers still have misconceptions in achieving the IP goals of the curriculum, manifested as superficiality, passive identification, and superficial discussions. Some professional course teachers treat IP education as a mandatory task. Their enthusiasm, initiative, and creativity are not high, and they have not fully explored IP elements. They mechanically implant IP content in teaching chapters, resulting in a serious disconnection between professional course content and IP content, which goes against the overall nature of training objectives and leads to the alienation of educational objectives. In addition, some professional teachers have a certain recognition of IP education in the curriculum, and have a certain understanding of the ways and means of implementing IP education in the curriculum. However, they have not actually applied it to specific teaching work, only saying little, and the educational effect is not good enough.

(2) Abrupt content and rigid form

The content of professional courses is like "food", and the content of moral education is like "salt". The timing and amount of "adding salt" can affect the taste of "food", which in turn affects students' intake of nutrients. However, in the actual teaching process, some professional teachers only blindly add. They believe that as long as there is IP content, it must be curriculum IP education. The lack of overall planning for curriculum IP education, and the lack of in-depth research on the "heat" of integration, may make students feel that the content is abrupt and the methods are rigid, thereby affecting the affinity and infectiousness of curriculum IP education. The single mode of IP education in the curriculum is also a prominent problem, with a lack of diverse design methods for IP education in the curriculum. The exploration of practical interaction is still in a silent state, which cannot truly resonate with the IP education in the curriculum and vocational education.

(3) Lack of power and ability

In classroom teaching, teachers play a leading role in improving the effectiveness of moral education, and the key lies in teachers [13]. To achieve "teaching", one must have the motivation to "be willing to teach", the ability to "teach", and the ability to "teach well". However, in the actual teaching process, some professional teachers have not integrated the ideology of IP education into their own thinking, have not clearly defined the requirements of IP education, lack the sense of responsibility for IP education, lack sufficient motivation to carry out IP education, and even have a negative and exclusionary mentality, resulting in the phenomenon of "two skins" between professional and moral education work still existing, and many "bottlenecks". Some professional teachers do not attach enough importance to the improvement of IP abilities in the curriculum, lack exploration of IP elements in the curriculum, and lack exploration of the diversity of IP teaching methods in the curriculum. The teaching methods are relatively weak, and there is no common consensus on the value of IP education in the curriculum, which leads to a lack of solid value support for the construction of IP education in the curriculum.

This index is used to quantify the diversity of cultural responses in curriculum IP construction. Assuming n different cultural factors are considered, the weight of each cultural factor is w_i . The degree to which each cultural factor is reflected in the curriculum is c_i , and the multicultural index can be expressed as:

$$MCI = \sum_{i=1}^n w_i \cdot c_i \quad (1)$$

Among them, c_i is the degree to which the i -th cultural factor is reflected in the curriculum.

CIM is used to evaluate the degree of cultural integration in the IP construction of local university courses. Assuming there are two main cultural dimensions, CA and CB, their degree of integration in the curriculum can be expressed by the following formula:

$$CIM = CA + CB^2 \cdot CA \cdot CB \quad (2)$$

This model adopts a form similar to correlation coefficient, where the closer the value is to 1, the higher the fusion degree.

TEEF is used to quantitatively evaluate the teaching effectiveness of IP construction in courses. Assuming that teaching effectiveness is influenced by multiple factors, such as student satisfaction S , teacher quality T , course content quality C , cultural responsiveness R , etc., the teaching effectiveness evaluation function can be expressed as:

$$\text{TEEF} = f(S, T, C, R) \quad (3)$$

Assuming that the construction of IP education in the curriculum is influenced by various factors, such as cultural resources Rc , teacher abilities Ta , student needs Sd , etc., there is some relationship or constraint between these factors. The goal of optimizing the model is to maximize the effectiveness of IP education in the curriculum, which can be expressed as:

$$E = F(Rc, Ta, Sd) \quad (4)$$

This model can be solved using optimization algorithms (such as linear programming, nonlinear programming, etc.) to find the optimal path for curriculum IP construction.

3.3 Local University Curriculum IP Construction Based on Cultural Response

Firstly, teacher identification is an important content of IP education in the curriculum. Teaching is composed of what the teacher teaches and what the students learn. In the context of the mission of local universities to cultivate talents with regional characteristics, teachers should have a correct understanding of the value of local higher education and guide it to local recognition, so as to cultivate talents with regional characteristics for local economic and social development, and provide good ideological guarantees for local economic and social development. Therefore, it is necessary to have a professional teacher who can create a real IP environment with their emotions, express their thoughts with emotions, and make them realize the value of their local identity, so as to achieve a true transformation from "preaching" to "educating". While enhancing one's professional abilities, it is also necessary to dialectically examine the economic, social, and cultural development of the region, in order to achieve a rational response to culture.

The second issue is the goal positioning of IP education in the curriculum. In the era of the internet, the depth and breadth of information integration are constantly increasing, and the multicultural background required for the growth of college students is also rapidly changing. Professional teachers should start from the specific situation of local universities and the training goals of professional talents, comprehensively understand the various cognitive behaviors of students during this period, confirm and affirm their value, and guide them accordingly. Starting from this, students are guided to build a comprehensive self-awareness system from knowing the place, understanding the place, to recognizing the place at three levels, so that their professional knowledge can truly take root on the earth.

The third is to reflect the content of IP education in the curriculum. Through cultural response, effective guidance can be provided to vocational teachers. Through a large number of interventions on students' cultural background, their cultural background has been fully explored, and the cultural situations they are familiar with but easily ignored have been integrated into professional teaching, adjusting cultural differences, thus playing a positive role in students' understanding and behavior, so that students are exposed to the explicit and implicit education of curriculum ideology and politics in the relevant cultural context.

The fourth is to respond to IP education in the curriculum in terms of teaching methods. In terms of teaching methods, it is necessary to design according to the logic of the IP teaching context of the course, considering both the living and learning environment of students, combining their own

cultural characteristics, fully leveraging their cultural environment, highlighting the characteristics of cultural resources, and emphasizing student participation. Teachers should consciously abide by the developmental laws of students from different groups, attach importance to the true needs of students from different groups in value pursuit, dignity awareness, and emotions, especially the cultural characteristics reflected in their learning and life. While maintaining cultural inclusiveness, teachers should reduce the sense of distance generated in IP work in the curriculum, and provide cultural feedback based IP education from the perspective of students' thinking level.

4. Results and Discussion

4.1 Explanation of Local Cultural Stories

Experimental group: In school IP education, a section on narrating local culture was added, and local folklore and historical events related to the area were introduced.

Control group: It was the traditional mode of teaching IP theory courses.

The comparison between the experimental group (explaining local cultural stories) and the control group (designing traditional IP courses) under different evaluation indicators is shown in Figure 1, with a maximum score of 10 points. The interest of students in IP courses was 8.5 points in the experimental group and 6.0 points in the control group. The student's awareness of local culture was 7.8 points in the experimental group and 5.5 points in the control group.

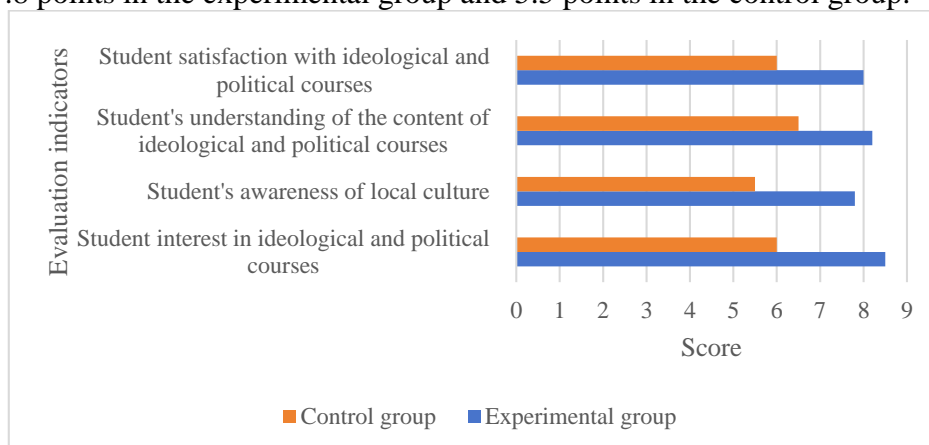


Figure 1: Experimental group (explaining local cultural stories) and control group (designing traditional IP courses) under different evaluation indicators

4.2 Local Cultural On-site Investigation

Experimental group: Students were organized to visit local cultural attractions and traditional craft exhibitions, allowing them to experience and understand local culture.

Control group: Traditional theoretical lectures were the main focus.

The comparison between the experimental group (local cultural field investigation) and the control group (traditional theoretical teaching method) under different evaluation indicators is shown in Figure 2, with a maximum score of 10 points. The interest of students in IP courses was 9.0 points in the experimental group and 6.5 points in the control group. The student's awareness of local culture was 8.5 points in the experimental group and 5.8 points in the control group. The student's understanding of the content of IP courses was 8.8 points in the experimental group and 6.7 points in the control group.

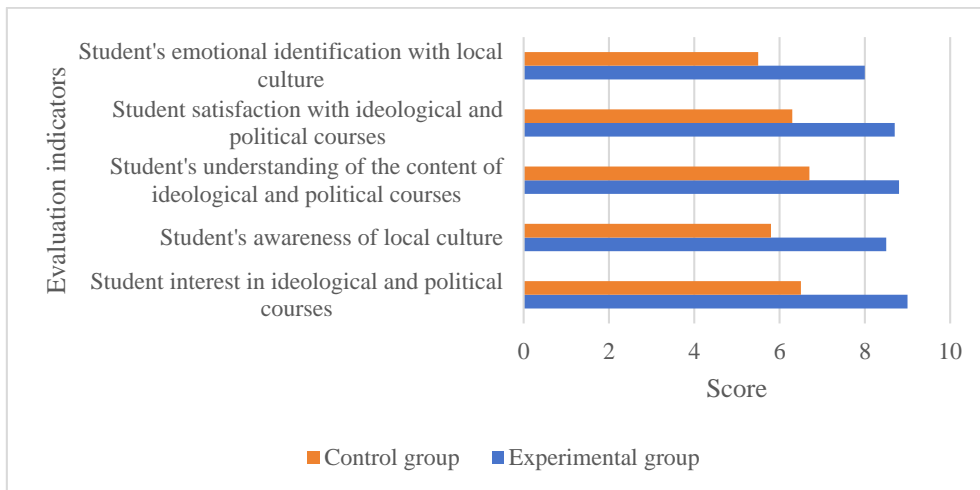


Figure 2: Comparison between the experimental group (local cultural field investigation) and the control group (traditional theoretical teaching method) under different evaluation indicators

4.3 Local Cultural Cases

Experimental group: Taking local culture as a case study, the relationship between values, moral norms, and local culture in the case study was explored.

Control group: Traditional teaching mode mainly based on case analysis was adopted.

The comparison between the experimental group (local cultural case analysis) and the control group (traditional case analysis teaching method) under different evaluation indicators is shown in Figure 3. The interest of students in IP courses was 8.6 points in the experimental group and 7.0 points in the control group. The level of understanding of local culture among students was 8.3 points in the experimental group and 5.5 points in the control group.

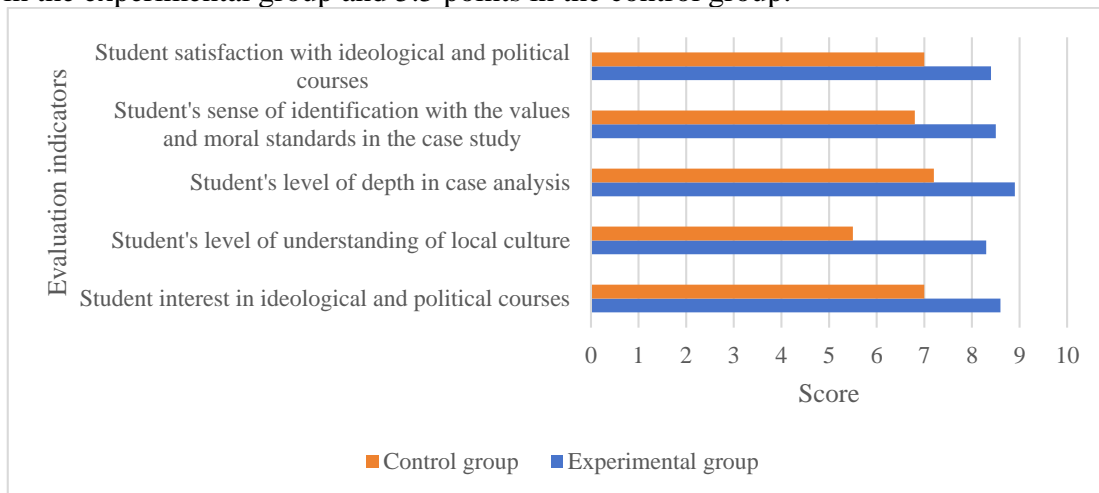


Figure 3: Comparison between the experimental group (local cultural case analysis) and the control group (traditional case analysis teaching method) under different evaluation indicators

4.4 Local Cultural Theme Lectures

Experimental group: Renowned local experts and scholars were invited to explain the significance and value of local culture to students.

Control group: Traditional teaching methods were adopted.

The comparison between the experimental group (local cultural themed lectures) and the control group (traditional lecture format) under different evaluation indicators is shown in Table 1. The interest of students in local culture was 8.7 points in the experimental group and 6.2 points in the control group. The student's awareness of the importance of local culture was 8.4 points in the experimental group and 5.8 points in the control group.

Table 1: Comparison between the experimental group (local cultural themed lectures) and the control group (traditional lecture format) under different evaluation indicators

Evaluation indicators	Experimental Group (local culture theme lecture)	Control group (traditional lecture format)
Student interest in local culture (out of 10)	8.7	6.2
Student's awareness of the importance of local culture (out of 10 points)	8.4	5.8
Student's understanding of lecture content (out of 10 points)	8.6	6.5
Student participation in lectures (%)	93	78
Student satisfaction with the lecture (out of 10 points)	8.3	6.0

4.5 Community Participatory IP Education

Experimental group: Through collaboration with the community, IP education was carried out through community activities, enabling students to actively participate in community construction, public welfare and other activities, and experience the practical value of local culture.

Control group: A traditional teaching method was adopted.

The comparison between the experimental group (community participatory IP education) and the control group (traditional classroom teaching form) under different evaluation indicators is shown in Table 2. The student's awareness of local culture was 9.2 points in the experimental group and 6.9 points in the control group. The participation rate of students in community construction was 95% in the experimental group and 30% in the control group. This indicates that community participatory IP education has a significant effect on the construction of IP courses in local universities, which can effectively enhance students' awareness of local culture and interest in IP courses, and promote their comprehensive development.

Table 2: Comparison between the experimental group (community participatory IP education) and the control group (traditional classroom teaching form) under different evaluation indicators

Evaluation indicators	Experimental group (community participatory IP education)	Control group (traditional classroom teaching form)
Student's awareness of local culture (out of 10)	9.2	6.9
Student participation in community building (%)	95%	30%
Student enthusiasm for public welfare activities (%)	90%	40%
Student interest in IP courses (out of 10 points)	8.9	7.1
Student's understanding of the content of IP courses (out of 10 points)	8.7	7.3
Student satisfaction with IP courses (out of 10 points)	8.8	6.9

5. Conclusions

Currently, local higher education institutions in China are in a dilemma of transitioning from extensive development to intensive professional construction. At the same time, due to the complexity of the student source structure and the relative weakness of the teaching staff, the sustainable and high-quality development of regional undergraduate institutions is facing many

challenges. In local universities, it is necessary to comprehensively promote the construction of high-quality IP courses, and integrate the IP work system into the entire process of cultivating applied talents. This can not only enhance the cultural soft power of local universities, but also fully play their role in moral education, and promote the improvement of their educational ability. Therefore, this article focused on the problem of the lack of full process teaching in the moral education of local universities in China, and took cultural response teaching ideas as the starting point to construct a path for the IP construction of local university courses. Through collaboration with the community, IP education was carried out through community activities, enabling students to actively participate in community construction, public welfare and other activities, and experience the practical value of local culture. In the future, guiding teachers should pay attention to the different cultural backgrounds of student groups, explore their learning methods and social psychological abilities, so that they can discover their potential, fully understand the cultural values of national culture, community culture, and ethnic culture, and better integrate the content of IP education into their teaching. This would provide useful reference for the reform and practice of IP education in other professional courses.

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