

# *Research on the "Curriculum Ideological and Political Education" System for Sino-Foreign Cooperative Education Programs*

**Manying Wang**

*EIT-DSCC, Zhejiang Yuexiu University, Shaoxing, Zhejiang, 312000, China*

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**Abstract:** The comprehensive deepening of the construction of the CIPE system is not only a strategic move to implement the fundamental task of cultivating people with moral integrity, but also a very important task to improve the quality for the talent cultivation and teaching. This article mainly starts by studying the cultural differences between Chinese and foreign cooperative majors, internationalization and student localization, and the characteristics of Chinese and foreign cooperative major students. By constructing a "major-course-classroom" teaching content system for CIPE, a "staged-progressive" teaching goal system for CIPE, a "textbook-teaching plan-teaching method" integration system for CIPE, a "school – department t- teacher" collaborative education system for CIPE, and a student-centered "learning + growth + development" teaching professional quality evaluation system for CIPE, this article aims to innovate the path of educating people, strengthen the theoretical connotation and practical construction of SFCE programs, and achieve the fundamental goal of cultivating people with moral integrity.

## **1. Introduction**

The comprehensive deepening of the construction of CIPE is not only a strategic national move to implement the fundamental task of cultivating people with moral integrity but also a primary task to enhance the overall quality of talent training. <sup>[1]</sup> The fundamental issues of higher education development concern who we cultivate, how we cultivate them, and for whom we cultivate them. The effectiveness of moral cultivation serves as the fundamental criterion for evaluating all aspects of higher education institutions. To fulfill the fundamental task of moral cultivation, it is imperative to integrate the imparting of knowledge, skill training, and value formation seamlessly.

Promoting the construction of CIPE in a comprehensive and thorough manner embeds its value guidance in the transmission of knowledge and the cultivation of abilities. <sup>[2]</sup> This approach aims to assist students in forming a correct socialist worldview, outlook on life, and values, which are essential components of talent cultivation. <sup>[3]</sup>

SFCE, as the "third pillar" of higher education, plays a significant role in promoting the internationalization of China's higher education. While fully utilizing foreign high-quality educational resources, it is also influenced by foreign social ideology, cultural values, and

ideologies. Therefore, to ensure the socialist direction of Sino-foreign cooperative education and fulfill the fundamental task of moral cultivation, it is particularly important to construct a comprehensive CIPE system for talent cultivation. <sup>[4]</sup>

## **2. Current Situation Analysis**

### **2.1 Cultural Differences in Ideological and Political Education (IPE) between China and Foreign Countries**

Ideological and political education for university students is not a unique educational approach to China, as it is also valued in foreign universities. <sup>[5]</sup> Foreign universities also place great emphasis on moral education, integrating elements such as values, law, professional ethics, and psychological education into explicit and implicit curricula. The difference lies in the basic content, value orientation, and methods of ideological and political education. Students majoring in Sino-foreign cooperative education programs are exposed to different knowledge systems, moral concepts, political beliefs, and cultural traditions, resulting in collisions of multicultural perspectives. The most prominent feature is the collision of ideologies and values between China and foreign countries, which directly impacts the formation of students' values. Therefore, the CIPE of Sino-foreign cooperative education not only carries the mission of educating students in patriotism and socialism with Chinese characteristics, but also compares ideologies and cultures between China and foreign countries, strengthening students' identification with the socialist path and system while helping them better understand foreign cultural history and adapt to study and life both domestically and internationally. This poses significant challenges to the CIPE of SFCE.

### **2.2 Internationalization and Localization Issues in Courses, Textbooks, and Teachers**

The goal of Sino-foreign cooperative education is to emphasize the internationalization of majors. By introducing high-quality foreign courses and other related teaching resources, and taking the Chinese side as the mainstay, it jointly researches, develops, and plans its own course structure to cultivate a group of compound talents and internationalized professional technical talents. <sup>[6]</sup> Taking the three undergraduate majors of the School of Data Science and Communication at the Eastern Polytechnic Institute of Zhejiang Yuexiu Foreign Languages University as examples, the curriculum system is composed of three parts: Chinese courses, foreign courses, and Sino-foreign cooperative courses, which are jointly discussed and designed by both Chinese and foreign parties.

For Chinese courses, some teachers have been promoting ideological and political education, but there are still many issues to be addressed. First, the lack of teaching philosophy, ability level, and educational sentiment among some teachers has become an obstacle to the construction of education. Second, there is a lack of mechanisms to effectively mobilize teachers' enthusiasm and creativity in participating in the construction of their own major's ideological and political disciplines, which affects the quality and effectiveness of education. Thirdly, issues such as "how to extract" the elements, "how to integrate" them, and "how to build" the curriculum system have become difficulties in its construction.

For the latter two types of courses, on the one hand, it is necessary to grasp the standards for selecting textbooks to ensure that they can absorb advanced concepts and methods of world education while preventing textbooks that spread foreign values from entering the classroom. On the other hand, it poses a significant challenge to effectively extract and integrate elements into courses taught by foreign teachers or courses taught in foreign languages.

## **2.3 Student Characteristics Pose Significant Challenges to the Integration of Ideological and Political Education into Curricula under the New Situation of SFCE**

Most students participating in Sino-foreign cooperative education under the new situation have grown up in the era of mobile internet. Before entering university, they were able to quickly obtain a large amount of information from the internet through the proficient use of computers and mobile devices. [7] They have active thinking, open minds, pursue fashionable trends and fresh things, and are easily exposed to various cultures. According to surveys of current students, their family economic status is relatively good, and most of them are only children, centered on their own development, lacking a sense of awe towards rules and regulations, and some of them have entered society relatively early. Compared to other majors in the same university, the entrance evaluation scores of many graduates of Sino-foreign cooperative education are not high, and students lack initiative in learning. There are also certain gaps in learning methods. Based on the above-mentioned characteristics of students, if ideological and political courses are not organically integrated into the cultivation of professional talents, it will directly lead to the inefficiency and invalidity of the ideological and political courses, and there is a great possibility that it will directly lead to the reversal effect of student weariness of learning.

## **3. Constructing the IPE System in SFCE**

SFCE not only possesses the uniqueness of its educational model, but is also regarded as a crucial component of China's higher education system rooted in its native soil. The integration of IPE content with professional courses plays a vital role in strengthening students' political awareness and patriotism. At the same time, it is of great significance for universities to adhere to the nature of Sino-foreign cooperative education and enhance the effectiveness of moral and character cultivation. This article aims to construct the IPE system in SFCE programs through specific case studies and analysis, focusing on five different dimensions: teaching content, course objectives, teaching methods, personnel, and course evaluation.

### **3.1 The CIPE Content System of "Major – Course - Classroom"**

From a professional perspective, we plan, expand on courses, and focus in the classroom. Following the logic of knowledge, history, reality, and demand, we explore the humanistic spirit contained in humanities and social sciences and the craftsmanship spirit embedded in engineering courses. This forms a comprehensive, distinctive, and integrated IPE content system. The purpose of SFCE programs is to enrich and optimize urgently needed and underdeveloped majors by introducing high-quality foreign educational resources to cultivate international talents. Therefore, we actively utilize the advantages of both Chinese and foreign teaching resources to identify entry points for IPE. On one hand, we strengthen the main position of Chinese ideological and political courses, apart from the specifically prescribed teaching content in university IPE courses. This includes constantly developing education that integrates contemporary Chinese national traditional spirit and social era student spiritual quality character cultivation, basic national conditions and international situation education policy guidance, legal and integrity cultivation, social ethics, professional ethics, and excellent family traditional virtues cultivation, humanistic spirit and social science student spiritual quality character cultivation, and mental health and self-development and innovation social practice student spiritual quality character cultivation. On the other hand, we integrate IPE into the foreign professional course system to form a professional education community. In course design, we focus more on ideology, deeply discovering the educational value of politics and traditional culture. We refine and integrate foreign courses in combination with the

talent training objectives of specific majors, correctly guiding students in comparing and understanding Chinese and foreign cultures in the classroom, enhancing their understanding, promotion, and inheritance of national culture while learning advanced foreign knowledge.

### **3.2 The CIPE Goal System of "Segmented - Progressive"**

Courses are the basic elements of a major. Each course achieves the goal of educating students through the three-dimensional objectives of knowledge transmission, ability cultivation, and value guidance, achieving the effect of "1+1>2" in professional talent training. Classroom teaching is an important place for students to receive education in the university, achieving the goal of IPE through the "teaching" first classroom, the "practice" second classroom, and the "network" third classroom. In the first year of university, students are particularly emphasized to establish their career goals and make their career plans; in the second and third years, they are particularly emphasized to cultivate their social comprehensive psychological quality and social practice innovation ability; in the fourth year, they are emphasized on professional ethics and career choice.

### **3.3 The CIPE Integration System of "Textbook - Teaching Plan - Teaching Method"**

CIPE is not only a crucial pathway for imparting knowledge but also a key aspect in cultivating students' correct values, worldviews, and outlooks on life. The integration of ideological and political elements into the "textbooks-teaching plans-teaching methods" framework is a seamless and subtle process. By closely aligning these elements with professional knowledge, teaching schemes, and teaching methodologies, we can achieve a harmonious blend of ideological and political education with professional education.

Firstly, textbooks serve as the foundation for students' learning and are significant vehicles for ideological and political education. When compiling textbooks or lecture notes, it is essential to extract IPE from the perspectives of knowledge, ability, and quality, and integrate them in a "genetic" manner. This means that these elements should be tightly interwoven with professional knowledge, forming an integral part of the knowledge system rather than mere additions or piecemeal inclusions. By deeply exploring the ideological and political connotations within professional knowledge, students can naturally immerse themselves in IPE while acquiring professional expertise.

Secondly, teaching plans serve as the blueprint for teachers' instruction, guiding their teaching behaviors and students' learning processes. When formulating teaching plans, we should incorporate IPE in an "ecological" manner, ensuring their harmonious integration with teaching content, methods, and tools. Teachers must carefully consider the depth of coupling between these elements and professional knowledge, mastering the appropriate intensity and temperature of integration to ensure that IPE exerts its influence subtly.

Thirdly, teaching methods are pivotal in achieving educational objectives. When selecting teaching methods, we should integrate IPE in a "chemical" manner, generating a reactive effect that enhances the effectiveness of ideological and political education. For instance, interactive teaching methods such as case studies, scenario simulations, and role-playing can be adopted to enable students to grasp the essence of IPE through participation and experience. Simultaneously, emphasis should be placed on leveraging modern information technology tools, such as multimedia and the internet, to innovate the formats and content of IPE, making it more aligned with students' actual needs and interests.

### **3.4 The CIPE System of "College – Department - Teacher"**

Educating people has always been one of the core missions of the Chinese nation. In today's society, facing a complex and ever-changing educational environment and student needs, a single educational model can no longer meet the demands. Therefore, it is particularly important to construct a systematic, comprehensive, and collaborative education system. Among them, the "college-department-teacher" curriculum ideology and politics collaborative education system is an innovative and effective attempt.

Firstly, collaboration among teachers. Teachers are the mainstay of education, and their collaborative cooperation is the key to improving education quality. In this system, we encourage teachers with different backgrounds and expertise to communicate and cooperate, jointly develop curriculums, design teaching plans, and share teaching experiences. Through teacher salons, teaching seminars, and other forms, we promote the collision of ideas and the sharing of wisdom among teachers, thereby enhancing the overall teaching level.

Secondly, collaboration among courses. Each course has its unique educational value and function. In this system, we emphasize the collaboration and integration among courses, breaking down disciplinary barriers to achieve interdisciplinary and cross-field teaching. For example, ideology and politics courses can be combined with professional courses, allowing students to be influenced and guided by ideology and politics while mastering professional knowledge.

Thirdly, collaboration among classrooms. The classroom is the main front for educating people. In this system, we advocate collaborative teaching among classrooms. This can be achieved through various means such as joint course offering, sharing teaching resources, and student exchanges. Through classroom collaboration, not only can the teaching content and format be enriched, but also students' learning interest and motivation can be stimulated.

Fourthly, collaboration among departments. Various departments within the college possess abundant educational resources and functions. In this system, we emphasize collaborative cooperation and resource sharing among departments. For example, the teaching department can strengthen communication and collaboration with the student affairs department, research department, etc., to jointly formulate education plans, carry out educational activities, and evaluate education effects. Through departmental collaboration, the maximization of educational resources utilization and the optimization of educational effects can be achieved.

### **3.5 The CIPE Teaching Quality Evaluation System of Student - Centered "Learning + Growth + Development"**

First, focus on students' learning. The value-added evaluation of ideology and politics in the curriculum should not only fully pay attention to the achievements of teachers and students, but also focus on the trend of students' development and growth progress, namely, changes in ideological behavior, internalization of theoretical knowledge, and practical transformation. Second, pay attention to students' growth and improve comprehensive quality evaluation. Third, focus on students' development, integrate the evaluation of students, experts, and teachers, combine process evaluation with result evaluation, and emphasize the guide of continuous improvement.

## **4. Conclusion**

Currently, the construction of CIPE has shifted from theoretical research to teaching practice, but there are still many issues in the process of implementation. Through further enhancing political standing, constantly improving educational philosophy, and constructing a professional CIPE system for SFCE, including a "major-course-classroom" content system, a "staged - progressive"

goal system, a "textbook - teaching plan-teaching method" collaborative integration system, a "college – department - teacher" collaborative education system, and a student-centered "learning+ growth+ development" teaching quality evaluation system, we aim to enhance teachers' awareness, literacy, abilities, and sentiments related to IPE. This will enable students to actively internalize the content of IPE into their thoughts and behaviors, achieving the organic unity of "cultivating moral character" and "nurturing people." Through the collaborative efforts of teachers and students across the college, and the synchronization of different types of courses, we will continue to explore theoretically and improve practically, innovating paths for talent cultivation in higher education, strengthening the cultural connotation construction of SFCE majors, and ultimately realizing the fundamental goal of cultivating talents with moral integrity in universities.

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