

Casting Souls through Lessons: Exploring and Applying the Teaching Path of Civics in the “Two Hearts, Three Elements, and X Steps” Curriculum

-- Taking the mathematics major course of Hangzhou Normal University as an example

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Abstract: At present, the ideology and politics of the curriculum is an important way for Chinese higher education to realize the cultivation of morality in the classroom. Carrying out the construction of course ideology and politics in the context of the construction of first-class undergraduate majors is a necessary requirement for realizing the talent cultivation of “three full educations and five simultaneous educations”. This paper takes university professional courses as an example, puts forward the overall idea of casting the soul of the course, under the guidance of the OBE concept and contextual learning theory, conducts research around the “driving mechanism-operating mechanism-guaranteeing mechanism”, and explores the “two-centered, three-dimensional and X-step” course ideology teaching path, and presents its advantages in teacher training and education, as well as its advantages in the teaching and learning of teachers. It explores the path of “two-centered, three-dimensional and X-step” course teaching and presents practical cases of its application in teacher training colleges, so that the classroom is more than “teaching knowledge” and more than “lecturing textbooks”, and the nurturing advantages of socialist education with Chinese characteristics are brought into full play.

Keywords: Five education; OBE concept; Contextual learning theory; Two hearts, Three Elements, and X-order; Curricular ideology and politics

1. “Five Education”, Moral Education First: Education Development, Civics and Politics First

The “three-pronged education and five-pronged education” is an important initiative of colleges and universities under the fundamental task of cultivating morality, aiming to cultivate new-age talents suitable for the development of today's society, and giving full play to the nurturing advantages of socialist education with Chinese characteristics. General Secretary Xi Jinping once pointed out at the National Education Conference, “Cultivate socialist builders and successors with all-round development of morality, intelligence, physicality, aesthetics and aesthetics, accelerate the modernization of education, build a strong education country, and do a good job of education to the satisfaction of the people.” In the face of the current intricate domestic and international situation, colleges and universities are facing new pressures and challenges in the work of “three-pronged education”, and the fundamental question of “what kind of people to cultivate, how to cultivate people, and for whom to cultivate people” is once again in front of higher education, and how to carry out and practise the ideological and political work in colleges and universities has become a prominent issue. How the ideological and political work of colleges and universities is carried out and practiced has become a prominent issue.

2. The coupling association between pedagogical theory and curriculum ideology

2.1 Outcome-oriented (OBE)

OBE, or Outcome-Based Education, is a “student-centered” output model of continuous improvement compared to the traditional “teacher-centered” input model of teaching and learning, which shifts from “focusing on how well teachers teach” to “focusing on how well students learn”. OBE is a “student-centered” model of continuous improvement, shifting from “focusing on how teachers teach” to “focusing on how students learn”.^[1] The OBE concept is based on the principle of reverse design, in which the social demand determines the cultivation goal, the cultivation goal determines the graduation requirement, and the graduation requirement determines the curriculum teaching system. Traditional education can only “adapt” to the external needs of the country, society, industry and employers, but it is difficult to “meet”, while

results-oriented education is implemented positively through the principle of reverse design, which maximizes the consistency of educational goals and results. The consistency of educational goals and outcomes is maximized. Therefore, it is of great significance to conduct research based on the OBE concept to construct the teaching path of Civics and Political Science courses.

2.2 Situational learning theory

In December 2017, the Ministry of Education released the Implementation Outline of the Project for Improving the Quality of Ideological and Political Work in Colleges and Universities, stating that it would "sort out the elements of ideological and political education embedded in each professional course and the classroom teaching functions carried by them" and "realize the effective unification of ideological and political education and education of the knowledge system". From this, it can be seen that curriculum ideology and politics refers to integrating elements of ideological and political education into general courses, professional courses and practical courses, so that all kinds of courses and ideological and political theory courses can move forward in concert to realize the goal of educating people in the whole curriculum.

Contextual learning and curriculum Civics have commonality in the application of teaching resources.^[2]With the development of modern information technology, resources such as online and offline course platforms, multimedia smart classrooms, internship training classrooms and other resources are more and more often used in the creation of teaching contexts, which is also an important entry point for constructing the Civic Politics context and integrating Civic Politics elements. Applying the theory of contextual learning to the teaching of Civics is conducive to presenting the context, expanding the carrier and enriching the elements.

3. Casting the Soul in the Way of the Lesson: Building a Teaching Path for Civic and Political Science Courses

Let the classroom not only "teach knowledge", let the classroom is not limited to "textbook". Based on this, this paper centers on the core objective of "three full education and five education", combines the theory of situational learning, based on the needs of students, and builds a "two hearted triad X-steps" teaching path of the course of ideology and politics, taking the professional courses of the university as an example.

3.1 A two-centered, three-dimensional, X-order model of curricular ideology and politics

In order to better promote the construction of university professional courses, this paper puts forward the core idea of "course casting soul", which is the basis for educating people and cultivating roots and casting souls. Combined with the characteristics of university professional courses, we have constructed the "two hearts, three elements, X-order course ideology model" (see Figure 1): "two hearts" refers to the OBE concept and the contextual learning theory of the two educational concepts, "three elements" refers to the driving mechanism, operation mechanism and safeguard mechanism. The "two hearts" refers to the two educational concepts of OBE concept and contextual learning theory, the "three elements" refers to the driving mechanism, operation mechanism and guarantee mechanism, and the "X-steps" refers to the X levels of the curriculum Civic and Political thought through the driving mechanism, operation mechanism and guarantee mechanism, and we have carried out the teaching reform practice in accordance with this model.

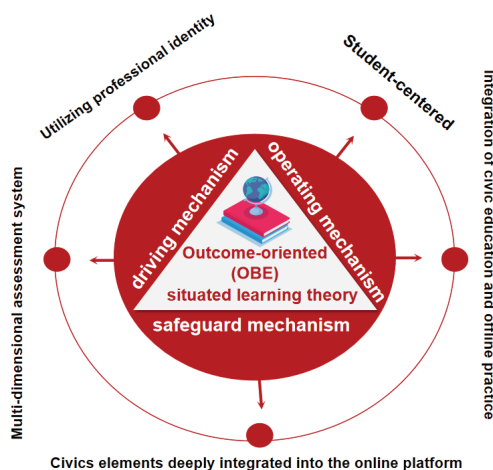


Fig. 1 Two-centered ternary X-order model of curricular thinking and politics

3.2 Establishment of a system for the development of a system of civics in specialized university courses based on pedagogical theories

Under the perspective of "three-round education and five education", based on the empirical investigation data of the construction of

university professional courses and the actual teaching, this paper takes “giving full play to professional characteristics” and “student-centered” as the driving mechanism, and “integration with offline practice” and “deep integration into the online platform” as the operation mechanism to ensure the comprehensive development of students of various majors. This paper takes “giving full play to professional characteristics” and “student-centeredness” as the driving mechanism, and is committed to promoting the comprehensive development of students of various majors; “integrating with offline practice” and “deeply integrating with online platform” as the operating mechanism to ensure the comprehensive literacy cultivation of students; and at the same time, in order to Meanwhile, in order to guarantee the teaching effect and students’ learning outcomes, the program adopts “diversified assessment system” as the guarantee mechanism to meet the learning needs of different students.

3.2.1 Driving mechanism

3.2.1.1 Utilizing professional identity - focusing on educational practice

To give full play to professional characteristics and focus on educational practice is an important mission of all kinds of institutions in the process of cultivating talents and serving the society. Different institutions have developed their own unique professional characteristics and modes of educational practice due to the differences in their historical backgrounds, disciplinary settings, and faculty strengths. By combining these specialties, they can better utilize their professional characteristics, improve the quality of education and cultivate more excellent talents. For example, the professional characteristics of comprehensive universities lie in the cross-fertilization of disciplines and the ability to innovate. In educational practice, this advantage can be fully utilized to encourage interdisciplinary teaching and scientific research cooperation and promote the cultivation of innovative talents. Interdisciplinary research centers or laboratories can be set up, interdisciplinary courses and projects can be provided, allowing students to explore and innovate under the knowledge background of different disciplines; the professional characteristics of science and engineering colleges and universities lie in the practice of practical application and technological innovation, and in educational practice, emphasis should be placed on the cultivation of students’ Practical ability and engineering technology level, establish practice bases integrating industry-university-research, so that students can master professional knowledge and skills in practice, etc.

3.2.1.2 Student-centered - emphasizing competency development

The OBE philosophy emphasizes student learning outcomes and ultimate competencies rather than traditional knowledge transfer and test scores. Under this philosophy, students can learn at their own pace and gradually build up their understanding of the whole program. Teachers, on the other hand, play the roles of guides and facilitators, guiding students to explore actively and think positively through teaching strategies such as heuristic pedagogy and problem-oriented learning, so as to enhance their learning abilities and practical skills. It helps students to develop practical skills, problem-solving abilities and innovative thinking, prepare for future career development, shoulder the function of moral education and cultivate students’ disciplinary literacy.

3.2.2 Operational mechanisms

3.2.2.1 Integration of Civic and Political Education and Offline Practice

In today’s education system, the integration of Civic and Political Education and offline practice is especially crucial. This integration can not only deepen students’ understanding of the knowledge of Civic and Political Science, but also make them realize the connotation of the spirit of Civic and Political Science and form correct values and outlook on life through practical activities.

Offline practice is an important carrier of Civic and Political Education. By participating in practical activities, students can personally feel the changes and development of society, understand the national guidelines and policies, and enhance their sense of identification with the country and the nation; at the same time, Civic and political education provides theoretical guidance for offline practice. In practical activities, students need to apply the knowledge of Civics and Politics they have learned to analyze and solve problems. This process of theory guiding practice helps students better understand and apply their knowledge of Civics and Politics, and improve their thinking and problem-solving abilities.

In order to realize the deep integration of Civic and Political Education and offline practice, we can take a series of measures. For example, we can design practical activity programs or studies with elements of Civics and Politics, so that students can feel the charm of the spirit of Civics and Politics in practice.

3.2.2.2 Deep Integration of Civics Elements into Online Platforms

With the continuous development of the SPOC education model, the online platform is gradually becoming an important carrier of modern education. In this new era of digitalized and intelligent education, it is not only necessary to pay attention to the teaching of knowledge and the cultivation of skills, but also to pay attention to the in-depth integration of the elements of Civics and Politics, in order to shape the sound personality of students and guide them to form the correct values and worldview.

The online platform provides unlimited possibilities for the integration of Civic and Political elements. Teachers carefully design the course content and teaching methods according to the students’ personality characteristics and learning needs, and skillfully integrate the

Civic and Political elements into the professional courses. The explanation of theoretical knowledge and the analysis of practical cases are integrated into the Civic and Political elements, and students are guided to actively participate and think deeply through thematic discussions, online lectures and interactive Q&A, so that they can feel the charm of Civic and Political education in the interactive exchanges.

3.2.3 Safeguard mechanisms

3.2.3.1 Diversified appraisal system - focusing on the combination of process evaluation and outcome evaluation

Traditional assessment methods are often too single, mainly relying on written tests and examination results, which makes it difficult to comprehensively assess students' ideological and political literacy and comprehensive ability. Therefore, building a diversified assessment system has become a key initiative to enhance the effectiveness of course ideology and politics.

The diversified assessment system should emphasize the combination of process evaluation and outcome evaluation. In addition to focusing on students' final examination results, it should also pay attention to students' performance in the learning process, such as classroom participation, contribution to group discussions, and completion of project practice. This helps to reflect students' ideological and political literacy and practical application ability more comprehensively; the diversified assessment system should introduce a variety of assessment methods. In addition to the traditional written and closed-book exams, open-book exams, oral exams, case studies, practical reports and other forms can be used. These methods can better test students' understanding and application of ideological and political theories, and at the same time can stimulate students' learning interest and enthusiasm.

4. Practical Application: Points and Paths of Integration of Civic Politics in the Curriculum

Based on the exploration of the above paths, the mathematics teaching and research group of Hangzhou Normal University has integrated curriculum politics into daily teaching:

4.1 Driving mechanisms for the development of teacher educators' identity: daily micro-teaching activities

"As a specific form of practice of course politics, students combine the learning materials of the Learning Power app, Youth Learning and other platforms as well as their own experiences, and carry out a 5-minute daily micro-lesson before class every day to talk about major breakthroughs at the forefront of contemporary science and technology or news on current affairs and hot topics in contemporary international politics. They will talk about major breakthroughs at the forefront of contemporary science and technology, or news about current events in contemporary international politics, etc. They will guide the youth groups to tell the stories of scientists and carry forward the nurturing spirit of the course's ideology and politics.

For teacher trainees, students are encouraged to adopt various forms of content interpretation, such as speeches, sitcoms, debates, etc., which can subconsciously incorporate elements of ideological and political education into their daily teaching, focus on the expression ability, preparation skills and content interpretation level of teacher trainees, improve their classroom expressiveness and infectiousness, and effectively enhance their ideological and political literacy, while at the same time deepening their knowledge and recognition of the teaching profession. Through this activity, the teacher trainees can not only enhance their ideological and political literacy, but also improve their ability to engage in education in the future in practice.

4.2 Integration of ideological education with online and offline under the operational mechanism

4.2.1 Before and during the lesson: integrating the history of mathematics

Before the class, teachers will release the biographies and contributions of famous Chinese and foreign mathematicians related to the knowledge point on the MOOC platform, such as Zu Chongzhi, Hua Luogeng, Chen Jingrun, Chen Jianguang and so on. Through students' understanding and learning the mathematicians' spirit of scientific exploration, patriotic feelings and charisma in advance, students' national pride and sense of responsibility will be stimulated.

In the lesson, the teacher will also penetrate the discovery process of mathematical theorems and formulas in explaining the knowledge points, digging into the background of mathematical theorems and discoveries, revealing the hardships and twists and turns, letting the students experience the difficulty of scientific exploration, and cultivating their persistence and perseverance.

4.2.2 After the lesson: interaction with party branch building

The Civics and Politics of the curriculum is co-constructed with the party branch of the college, and students are organized to participate in the activities of the party branch and visit the former residences of celebrities such as the former residence of Mr. Chen Jianguang, which, as a witness to history, carries a rich historical connotation. During the visit, students learned about Mr. Chen Jianguang's outstanding contributions to the national mathematical cause, gained a deeper understanding of Mr. Chen Jianguang's life story, patriotic sentiment and scientific research spirit, enhanced their sense of historical mission and social responsibility, and inspired their enthusiasm to contribute to the development of the country.

4.2.3 Establishment of multiple assessment rules under the safeguard mechanism: multi-dimensional and multi-platform

Under the perfect guarantee mechanism, we have constructed diversified assessment rules, aiming at comprehensively assessing students' learning status and stimulating their interest and initiative in learning. As an important part of the assessment system, regular grades cover a wide range of aspects such as learning on the online platform, attendance and completion of assignments, writing course essays, participation in classroom questions and performance in group activities.

Teachers focus on the innovation, logic and standardization of the paper when evaluating the mini paper, as a way to cultivate students' research ability, academic literacy as well as ideological and political literacy. The group activity contains group report, teacher's comment, student-student mutual evaluation and results submission to strengthen the process evaluation, and the opening of the final comprehensive test is the result evaluation, which mainly assesses the students' understanding and mastery of the key knowledge points of the course. The diversified assessment system stimulates students' interest and initiative in learning, and cultivates their quality of ideology and innovation.

5. Summary

Curriculum Civics is an advanced educational concept, which requires full, all-round, whole-process teaching practice, and needs to be constantly upgraded in practice, iterative educational concepts, enrichment of the knowledge system, exploring the integration path of educating people and educating talents, and cultivating applied undergraduates of the new era of the all-round development of morality, intelligence, physical fitness, aesthetics, and labor. This paper carries out the teaching exploration of the "two hearts, three elements and X-order" course ideological teaching mode and applies it to colleges and universities. The results of teaching practice show that students have higher satisfaction with the teaching content, teaching methods and the understanding and perception of the elements of course Civics, realizing the integration of "knowledge transfer, skills training and value leadership", effectively enhancing students' professional beliefs, establishing professional confidence, and realizing the in-depth integration of Civics and professionalism.

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