The Construction and Effectiveness of the "1332" Teaching Model in Ideological and Political Theory Courses in Colleges and Universities.

Abstract: Ideological and political theory courses in colleges and universities are pivotal for implementing the "Two Integrations," which in turn provide innovative approaches to teaching reform in these courses. To thoroughly, clearly, and vividly expound on the "Two Integrations," the course team takes students' "real questions" as the starting point and adopts "basic principles + classical texts + vivid cases" as the teaching content. By empowering the teaching methods of "online courses + thematic discussions + practical teaching" and the comprehensive evaluation method of "process evaluation + final assessment" through digital and intelligent technologies, the team has explored and established the "1332" teaching model. This model enhances the relevance and appeal of the courses, facilitating the transformation of ideological and political theory courses in colleges and universities from mere knowledge transmission to competency cultivation and value shaping.

Keywords: "Two Integrations"; Ideological and political theory courses in colleges and universities; "1332" teaching model; Digital and intelligent technologies

The exposition on integrating the basic tenets of Marxism with China's specific realities and with fine traditional Chinese culture (hereinafter referred to as the "Two Integrations") not only profoundly reveals the fundamental principles and advancement pathways of the Sinicization and modernization of Marxism, but also brings highly valuable inspiration and innovative ideas to the teaching reform of ideological and political theory courses in colleges and universities. Teaching practice demonstrates that the "1332" teaching model, developed by advancing the teaching reform of these courses in line with the thinking of the "Two Integrations," helps enhance the precision and appeal of such courses, and deeply integrates knowledge transmission, competency cultivation, and value shaping.

1. "Two Integrations" Provide New Ideas for the Teaching Reform of Ideological and Political Theory Courses in Colleges and Universities

Ideological and political theory courses in colleges and universities are pivotal for implementing the "Two Integrations," which in turn provide clear direction and innovative approaches for the teaching reform of these courses.

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(1) Clarifying Teaching Philosophy: Focusing on Students' "Real Questions"

Integrating the "Two Integrations" into ideological and political theory courses begins with identifying the right entry points. "Only by pinpointing the problems of the present and resolving them can we achieve the goals of the future."[1] Teaching in these courses must be guided by a strong "problem awareness," keenly capturing hot social issues and directly addressing students' concerns. At the same time, the basic tenets of Marxism should be applied to deeply analyze these issues, thereby dispelling students' doubts and providing clarifications. Only in this way can the relevance and appeal of the courses be effectively enhanced, and students' sense of gain in learning be strengthened. In real life, hot social issues emerge frequently, and students' concerns manifest in diverse forms. This requires teachers of these courses not only to continuously track social dynamics, but also to keenly observe students' ideological trends, grasp the common social issues and genuine confusion they care about, and conduct systematic sorting and in-depth analysis. Through this process, teachers can accurately identify "real questions"—the intersection of key and difficult points in the curriculum, hot social issues, and students' doubts.

(2) Optimizing the Teaching Content System: "Abstract Principles + Vibrant Practice + Cultural Resources"

Following the fundamental approach of the "Two Integrations," the key to thematic teaching in ideological and political courses lies in constructing a teaching content system that integrates abstract principles, vibrant practice, and profound cultural resources. Specifically, efforts can be made through a dual-dimensional approach:

On the one hand, "Ideological and political courses in colleges and universities shoulder the important task of cultivating students' theoretical literacy in ideology and politics, and guiding them to master and apply the Marxist stance, viewpoints, and methods to understand, analyze, and solve problems."[2] It is necessary to promote the deep coupling of abstract principles and vibrant practice, focusing on using the Marxist stance, viewpoints, and methods as tools to systematically explain the uniqueness of China's contemporary development path, the internal mechanisms of its institutional advantages, the practical manifestations of its great achievements, and the theoretical logic behind them.

On the other hand, "Integration with fine traditional Chinese culture also serves as an internal driving force for enhancing the theoretical and cultural confidence of Sinicized and modernized Marxism."[3] This requires deeply exploring the ideological

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essence and values of fine traditional Chinese culture that resonate with Marxism, thereby strengthening students' cultural foundation and emotional resonance in their theoretical identification with Marxism.

(3) Integrating Diverse Teaching Methods: "Theoretical Elucidation + Practical Experience + Cultural Immersion"

To advance the reform of ideological and political courses guided by the fundamental principle of the "Two Integrations," it is also necessary to integrate theoretical elucidation, practical experience, and cultural immersion, guiding students to deeply understand in practice how theory guides practice and how culture nourishes reality.

At present, many colleges and universities have actively explored on-site practical teaching in venues such as museums, memorial halls, and factory workshops, and have achieved initial results. However, constrained by practical limitations such as the limited capacity of practice bases and the large scale of the student body, the frequency of practical teaching remains insufficient, making it difficult to achieve full coverage. In the current era of digital intelligence, "teachers can utilize digital intelligence technology to conduct remote practical activities, such as using 'cloud tour' technology to organize students for online, simulated virtual research activities."[4]

Furthermore, encouraging students to combine digital intelligence technology with traditional art forms to develop a series of short ideological and political videos, animations, and other works imbued with traditional cultural elements can make ideological and political courses more "alive" and "trendy," thereby effectively enhancing educational outcomes.

2 Construction of the "1332" Teaching Model for Ideological and Political Courses in Colleges and Universities

The curriculum team has combined years of experience in advancing the reform of ideological and political courses with the in-depth study of the "Two Integrations," exploring and establishing the "1332" teaching model. This model takes students' "real problems" as the starting point, integrates basic principles, classic texts, and vivid cases, and employs diversified and integrated teaching methods and evaluation approaches to explain the "Two Integrations" in a profound, thorough, and vivid manner. Specifically, the "1332" teaching model is constructed from the following four aspects:

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(1) "1": Taking Students' "Real Problems" as the Starting Point to Establish Thematic Topics and Finding the Entry Point for Integrating the "Two Integrations" into the Curriculum

The problem-chain thematic teaching method is a commonly used approach in ideological and political courses at colleges and universities, and the design of thematic topics and questions is the key to its implementation. It is essential to accurately identify "real problems" at the intersection of theoretical key and difficult points, current hot-button issues, and students' doubts, establish them as thematic topics, find the entry point for the "First Integration," and design a series of interconnected questions around them. So, how can we identify students' "real problems" and establish the themes for thematic teaching?

First, ideological and political course teachers must possess keen social insight, pay attention to social hot spots, and systematically carry out the work of searching and sorting them out, with particular emphasis on collecting problems that students are interested in or doubtful about. 1) Teachers can use internet buzzwords widely adopted by young people to accurately grasp their psychological emotions and ideological confusion. 2) Teachers can leverage new media platforms and WeChat official accounts to grasp college students' personalized expressions and focus of attention. 3) Teachers can grasp students' problem domains through classroom discussions and regular assignments. Second, after collecting students' concerns and doubts, ideological and political course teachers should conduct in-depth analysis of these issues in light of the key and difficult points of the curriculum, select "real problems" suitable for use as thematic teaching topics, and at the same time transform them into specific problem situations that students can perceive and explore. This attracts students to actively participate in classroom teaching, and in the process of analyzing and solving "real problems," achieves an organic combination of knowledge imparting, ability cultivation, and value shaping, thereby enhancing the teaching appeal of the course and students' sense of gain.

(2) "3": Designing Thematic Teaching Content with "Basic Principles + Classic Texts + Vivid Cases" to Highlight the Concrete Connotations of the "Two Integrations"

After establishing the thematic topics based on students' "real problems," it is necessary to further design the teaching content and pedagogical links of the themes, enabling students to deeply understand the concrete connotations of the "Two

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Integrations." "From the macro perspective of the 'Two Integrations,' achieving high-quality development in ideological and political course teaching in colleges and universities requires observing reality with a historical vision, taking fine traditional Chinese culture as the foundation, applying historical materialism to creatively transform fine traditional Chinese culture, and building a teaching system with Chinese style and contemporary characteristics."[5] Therefore, the deep integration of the "Two Integrations" into ideological and political courses requires systematic advancement from two aspects:

On the one hand, based on the needs of teaching themes, select core chapters from classic Marxist texts and canonical works of fine traditional Chinese culture as vivid materials for elucidating Marxist theory, thereby enhancing the historical depth and cultural appeal of ideological and political course teaching. On the other hand, select vivid cases according to the themes. The selection of cases should include both vivid historical materials and great practical cases reflecting the themes of the times. Through case-based teaching, guide students to appreciate the significance of using dialectical materialism and historical materialism to correctly answer and resolve major issues raised by the times and practice.

(3) "3": Constructing an Integrated Teaching Approach of "Online Courses + Thematic Seminars + Practical Teaching" to **Integrate the "Two Integrations" into Teaching Activities**

"The innovation of digital intelligence technology empowers the teaching practice of ideological and political courses in colleges and universities, providing strong technical support and material guarantee for resource development, element integration, information circulation, and method innovation in ideological and political teaching."[6] Therefore, the curriculum team relies on digital intelligence technology to create a "three-stage" teaching model that organically unifies online teaching, classroom thematic teaching, and practical teaching, thereby integrating the "Two Integrations" into teaching activities.

First, "online courses" focus on undertaking the task of imparting basic knowledge points of the course, guiding students to independently learn the basic concepts and core principles of the course, and laying a solid foundation of prior knowledge for the subsequent offline thematic teaching. At present, the curriculum team is attempting to build smart courses with the help of digital intelligence technology. Second, "thematic seminars" take students' "real problems" as the starting point to establish thematic

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topics, effectively responding to students' practical concerns and ideological confusion. To practically carry out classroom teaching activities and collect and analyze learning situations, the curriculum team is actively exploring innovative paths to empower classroom teaching with AI technology. Finally, in the face of many difficulties in the implementation of practical teaching, the curriculum team is striving to explore how to effectively integrate online cloud tour venues with offline physical venue resources, innovate practical teaching forms, and actively try to digitally transform and present regional characteristic intangible cultural heritage activities relying on digital intelligence technology, so as to meet contemporary college students' diverse experience needs for traditional culture.

(4) "2": Constructing a Comprehensive Evaluation Method of "Process Evaluation + Final Assessment" to Test the Effectiveness of Integrating the "Two Integrations" into the Curriculum

Based on the implementation of the diversified and integrated teaching approach, the course adopts a comprehensive evaluation method that combines process evaluation and final assessment, so as to test the effectiveness of integrating the "Two Integrations" into the curriculum.

On the one hand, "process evaluation" comprehensively incorporates students' performance in activities such as classic reading, classroom discussion, and social practice into the evaluation system, thereby guiding students to continuously deepen their theoretical understanding and enhance their comprehensive competence in practice. Given the generally large student enrollment in ideological and political courses in colleges and universities, process evaluation is usually carried out through group research and study. With the help of digital intelligence technology, students develop ideological and political works imbued with elements of fine traditional Chinese culture, forming a diversified and multi-dimensional evaluation content that stimulates students' enthusiasm for participating in classroom activities related to the "Two Integrations." On the other hand, the "final assessment" mainly consists of two parts: online course learning and an offline written examination. Online course learning performance is automatically recorded and generated by the teaching system on the online platform; the offline written examination emphasizes the assessment of students' "integration" ability—evaluating not only students' practical ability to use

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principles to analyze real-world problems, but also their deep understanding of the inherent connection between fine traditional Chinese culture and Marxism.

3. The Effectiveness of the "1332" Teaching Model for Ideological and Political Courses in Colleges and Universities

Since 2024, the curriculum team has implemented the "1332" teaching model in multiple ideological and political courses at our university, covering over 2,000 students in their freshman and sophomore years. A large amount of data obtained through questionnaire surveys proves that the classroom teaching centered on the "Two Integrations" has indeed enhanced the relevance and appeal of the course, and has been widely recognized and well-received by students. Specifically, the effectiveness of the "1332" teaching model is mainly manifested in three aspects: First, the appeal of the course has been significantly enhanced. The "1332" teaching model connects history, reality, and the future, integrates theory and practice, and constructs a three-dimensional curriculum system that integrates knowledge, ability, and values, making previously abstract concepts and principles more concrete, and attracting an increasing number of students to participate in the classroom activities related to the "Two Integrations." Over 90% of students felt that ideological and political courses are no longer abstract theory classes or rigid preaching classes. In particular, over 82% of science and engineering students expressed strong interest in the series of themes and teaching activities designed for the course, believing that text reading, case analysis, and practical teaching enabled them to truly understand the profound connotations of the "Two Integrations."

Second, students' subjectivity has been fully demonstrated. The "1332" teaching model has activated students' thirst for knowledge and desire to explore, thereby stimulating their enthusiasm and initiative in participating in classroom activities related to the "Two Integrations." 88.7% of students indicated that through this teaching model, they themselves discovered many points of convergence between fine traditional Chinese culture and Marxism. Compared with direct indoctrination by teachers, this approach enabled them to more genuinely appreciate the inherent commonalities between the two, thus subtly strengthening their theoretical and cultural confidence. 92.5% of students stated that studying Marxist classic texts alongside relevant chapters of traditional cultural canon, and conducting comparative analysis, was a highly exploratory "intellectual game."

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Third, students' teamwork skills and comprehensive competence have been exercised and enhanced. The "1332" teaching model is usually carried out through group research and study. Students in each group can divide work according to their respective strengths, thereby collaborating efficiently and effectively to complete tasks such as collecting and organizing materials, making PPTs, editing videos, and presenting reports. Over 85% of students approve of the group research and study approach, believing that this method not only saves time and improves efficiency, but also helps individuals improve their communication and collaboration skills as well as their overall competence in teamwork. Additionally, 60% of students believe that in the process of completing tasks in a group, they can recognize their own shortcomings and weaknesses, thereby consciously learning from others' strengths to continuously improve themselves.

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