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Title:. The Construction and Effectiveness of the "1332" Teaching Model in 1 Ideological and Political Theory Courses in Colleges and Universities.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This paper presents the "1332" teaching model for Chinese college ideological and political theory courses, grounded in the "Two Integrations." It starts from students' "real questions," organizes content as "basic principles + classic texts + vivid cases," integrates "online courses + thematic seminars + practical teaching," and uses "process evaluation + final assessment," supported by digital-intelligent technologies. Implemented since 2024 with over 2,000 freshmen and sophomores, questionnaire data reportedly show enhanced course appeal (over 90%), stronger student subjectivity (88.7% and 92.5%), and improved teamwork/comprehensive competence (over 85%). The model aims to move courses from knowledge transmission toward competency cultivation and value shaping.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The "1332" structure is simple and easy to communicate, making the teaching reform framework accessible to teachers and administrators.
2- It is explicitly grounded in the "Two Integrations," giving the model clear ideological, curricular and institutional relevance in the Chinese higher-education context.
3- The paper shows how smart courses, AI-supported classrooms, cloud tours and digital cultural resources can expand practical teaching and diversify learning experiences.
4- The "basic principles + classic texts + vivid cases" formula combines theory, canonical sources and practical illustration, supporting depth as well as accessibility.
5- "Online courses + thematic seminars + practical teaching" links independent learning, classroom discussion and practice, offering a coherent three-stage design.

WEAKNESSES:

1- The paper does not situate the "1332" model within established pedagogical theories such as constructive alignment, cognitive load, experiential learning
2- The study is Over-reliance on self-report and satisfaction data
3- Limited generalisability and critical discussion.