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REVIEWER'S REPORT

Manuscript No.: IJAR-59862

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

Recommendation: Major revision required

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

Reviewer's ID: JPR-212

Detailed Reviewer's Report

This manuscript presents the "1332" teaching model developed by a curriculum team for ideological and political theory courses in Chinese colleges and universities, framed through the "Two Integrations" of Marxism with China's specific realities and with fine traditional Chinese culture. The topic is institutionally important in the Chinese higher education context, and the model is described in some detail. However, the manuscript has serious problems with evidence, methodology and reporting that prevent publication in its present form.

Strengths

The manuscript provides a coherent and well-organised account of the "1332" teaching model. The four components of the model, namely taking students' "real problems" as the starting point, designing content around "basic principles + classic texts + vivid cases," constructing an integrated approach of "online courses + thematic seminars + practical teaching," and adopting a comprehensive evaluation of "process evaluation + final assessment," are clearly presented and internally consistent.

The discussion of the "Two Integrations" as providing new ideas for teaching reform is coherent, and the three dimensions identified, namely clarifying teaching philosophy, optimising teaching content and integrating diverse teaching methods, are logically developed.

The manuscript includes a useful discussion of the practical challenges of on-site teaching, particularly the limited capacity of practice bases and the large scale of the student body, and the proposal to use "cloud tour" technology to overcome these constraints is a sensible response.

The reference list cites six Chinese-language sources, all from relevant journals, and these are integrated into the argument at appropriate points.

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The manuscript is clearly written and the structure is easy to follow.

Major Weaknesses

Evidence for effectiveness is not presented. This is the most serious problem. Section 3 is titled "The Effectiveness of the '1332' Teaching Model" and claims that the model has been implemented since 2024 in multiple courses covering over 2,000 students and that "a large amount of data obtained through questionnaire surveys proves" the effectiveness of the model. Yet no data are presented. There is no table of survey results, no description of the questionnaire, no statement of the sample size, no response rate, no reliability information and no statistical analysis. The figures that are reported, including that "over 90% of students felt that ideological and political courses are no longer abstract theory classes," that "over 82% of science and engineering students expressed strong interest," that "88.7% of students indicated" they discovered points of convergence, that "92.5% of students stated" that comparative analysis was a highly exploratory intellectual game, and that "over 85% of students approve of the group research and study approach," appear only in the prose and cannot be verified. The manuscript therefore asserts effectiveness without demonstrating it.

No methodology section. The manuscript has no methodology section. It does not describe the research design, the participants, the sampling procedure, the instruments, the data collection procedure, the data analysis procedure or the ethical considerations. The claims about effectiveness are therefore unsupported by any reported research method.

No comparison condition. The manuscript claims that the model "enhances the relevance and appeal of the courses" and that the model has been "widely recognized and well-received by students," but no comparison condition is described. There is no pre-post design, no comparison group, no baseline measure and no alternative teaching model against which the "1332" model is evaluated. The claim that the model is effective is therefore a claim about student satisfaction rather than a claim about learning outcomes.

No learning outcome data. The manuscript claims that the model facilitates "the transformation of ideological and political theory courses in colleges and universities from mere knowledge transmission to competency cultivation and value shaping," but no evidence of competency cultivation or value shaping is presented. The reported figures concern student perceptions and satisfaction, not learning outcomes, competency development or value change.

The model is not described in sufficient detail for replication. The "1332" model is described at the level of principle, but the manuscript does not provide sufficient detail for another institution to replicate it. For example, it is not stated how many thematic topics are covered in a semester, how the "real problems" are identified and selected, what the specific "basic principles," "classic texts" and "vivid cases" are, how the online and offline components are sequenced and integrated, how the process

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evaluation is scored and weighted, or what proportion of the final grade is allocated to each component.

No theoretical framework. The manuscript refers to the "Two Integrations" as a guiding framework, but it does not engage with the broader literature on teaching and learning in higher education, including constructivist pedagogy, problem-based learning, flipped classroom approaches or assessment for learning, which would situate the "1332" model within a wider scholarly conversation.

No limitations section. The manuscript has no limitations section. The absence of a limitations section is a significant omission, particularly given the absence of a methodology and the absence of rigorous evaluation data.

Reference base is very narrow. The manuscript cites only six references, all in Chinese and all from journals in the field of ideological and political education. There is no engagement with international scholarship on teaching and learning in higher education, on problem-based learning, on blended learning or on assessment design. The manuscript is therefore situated within a narrow national scholarly conversation and does not engage with the broader field.

Language and translation issues. There are a number of translation and stylistic issues. The term "Two Integrations" is a translation of a Chinese policy formulation, and while the translation is functional, the manuscript might benefit from a brief explanation of the term for non-Chinese readers. The phrase "digital and intelligent technologies" is a translation of "数智技术," and the manuscript uses "digital intelligence" and "digital and intelligent" inconsistently. The phrase "ideological and political theory courses" is a translation of "思想政治理论课," and the manuscript sometimes uses the full phrase and sometimes the abbreviated "ideological and political courses." These inconsistencies should be standardised.

Recommendation

Major revision required. This manuscript describes a teaching model that may be of interest to scholars of ideological and political education in China, but it does not present the evidence needed to support its claims about effectiveness. The authors should first add a methodology section describing the research design, participants, sampling procedure, instruments, data collection procedure, data analysis procedure and ethical considerations. Second, they should present the questionnaire data in tables, including the questionnaire items, the response distributions, the sample size and the response rate, and they should state the reliability of the instrument and the statistical analysis conducted. Third, they should either provide evidence of learning outcomes, competency development and value change, or moderate the claims to reflect what has actually been demonstrated, namely student perceptions and satisfaction. Fourth, they should describe the "1332" model in sufficient detail for replication, including the number of thematic topics, the selection of "real problems," the specific content components, the sequencing of online and offline elements, and the weighting of the assessment components. Fifth, they should engage with the broader international literature on teaching and learning in higher education to

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situate the model within a wider scholarly conversation. Sixth, they should add a limitations section. Seventh, they should standardise the translation of key terms. With these revisions, the manuscript could make a useful contribution to the literature on teaching reform in Chinese higher education.