

Exploration of the Cooperative Educational Model of "Ideological and Political Course" and "Curriculum Ideology and Politics"

Ping Ai and Wenbin Liu*

Wuhan Technology and Business University, Wuhan, 430065, China

*Corresponding Author: Wenbin Liu, Email: 812926096@qq.com

Keywords: Curriculum Ideology and Politics; Ideological and Political Course; Cooperative Education

Abstract. College curricula and educators should basically educate people. Teachers should pay attention to the needs and expectations of students' growth and development in classroom teaching. The main body of education should clarify the concept of "Curriculum Ideology and Politics", exchange and cooperate, tap and integrate educational resources, improve the assessment and evaluation methods, so as to optimize and maximize the effect of ideological and political education.

Introduction

The concept of "Curriculum Ideology and Politics " originates from the exploration of the whole curriculum education in the reform of moral education curriculum in Shanghai colleges.

On November 19, 2016, the seminar "From Ideological and Political Courses to Curriculum Ideology and Politics - Innovation of Course System of Ideological and Political Theory Education in Colleges and Universities" was held at East China University of Politics and Law. The educational concept and design of "Curriculum Ideology and Politics " were put forward. Based on this, a consensus has been reached that college education should be 360 degrees. We should start from the essence of educating people and promote the extension of "Ideological and Political Course" to such a field with more abundant connotation as "Curriculum Ideology and Politics".

"Curriculum Ideology and Politics " does not refer to a specific course but a teaching concept. In daily teaching, the curriculum goal is to combine knowledge imparting with value leading. Teachers integrate ideological and political education into all aspects of curriculum teaching and reform, to achieve the goal of "standing up for virtue and cultivating people silently"^[1]. Teachers can transform the subject resources and academic resources of professional courses and general courses into educational resources. They should integrate the pursuit of a career with the pursuit of Taoism, so as to realize the mission of teaching and educating people in universities.

In December 2017, the Ministry of Education issued *"the Outline for Implementing the Project of Improving the Quality of Ideological and Political Work in Colleges and Universities"*. It clearly pointed out that we should vigorously promote the reform of classroom teaching aiming at "Curriculum Ideology and Politics" and comprehensively promote curriculum education, so as to form a "full-staff, whole-process, and all-round personality education bureau"^[2] (after this referred to as "Three-round Education").

How to give full play to the educational function of all courses, how to create "Curriculum Ideology and Politics" and how to enhance the synergistic effect between "Ideological and Political Course" and " Curriculum Ideology and Politics " and how to realize "Three-round Education" is a difficult problem to be explored and solved urgently in the ideological and political education work of colleges and universities.

The Theoretical Basis of Constructing Cooperative Education Model

Education is to Educate and Build People. Han Yu's "Shi shuo" said: "Teachers, preach, teach and solve puzzles." That is to say, the duty of teachers lies in imparting knowledge to solve puzzles, and more importantly, in preaching to cultivate one's mind and improve one's character to make it a person needed for social development.

"Each definition of curriculum implies the author's philosophical assumptions and value orientation, and implies some ideology and some belief in education."^[3] As the carrier of education, the connotation of each course includes not only the imparting of professional knowledge and skills but also the integration of humanistic, scientific, speculative, and national conditions. Teachers should pay attention to the needs and expectations of students' growth and development in classroom teaching.

Einstein once said meaningfully: "It is not enough to educate people with professional knowledge. Through vocational education, he can become a useful machine, but he can not become a harmonious person."^[4] College curricula and educators should educate people, cultivate builders and successors of socialist cause with all-round development of morality, intelligence, physical fitness, beauty and labor.

Synergistic Ordering Enlarges the Effect. In the 1970s, Herman Hacken, a famous German theoretical physicist, put forward the theory of "synergy", whose core idea is "synergy leads to order"^[5]. The theory holds that the system is composed of many subsystems, which make the system change from disorder to order through mutual synergy.

Talents training is a vast and complex system, which includes such subsystems as disciplines, specialties, courses, teachers, managers, students and so on. "Whether the system can play a synergistic effect is determined by the synergistic effect of the subsystems or organizations within the system. If the system is well-coordinated, the overall function of the system will be strong, and produce the synergistic effect of $1 + 1 > 2$."^[6]

Coordination among various elements to form an orderly structure of optimal allocation of resources can increase the effectiveness of personnel training. In the aspect of curriculum synergy, it is necessary to find a point of convergence between different kinds of courses, to break through the knowledge channel and logical relationship between "Ideological and Political Course" and "Curriculum Ideology and Politics", to form an orderly structure of the whole education system, and to make all kinds of courses go in the same direction under the guidance of the goal of "educating and cultivating people", and to form the synergistic effect of $1+1>2$. To optimize and maximize the impact of ideological and political education.

The Realistic Basis of Constructing Cooperative Education Model

The Advantages of Professional Courses. The ideological and political education of professional undercover courses can rely on its knowledge system and scientific concepts, which is more persuasive and appealing and will not make students feel excluded.

Teachers' professional qualities and backgrounds will also make them more friendly accessible to their students, which will effectively enhance the affinity of ideological and political education, and convey the correct value pursuit to students silently. Besides, professional teachers are more likely to break the fence between colleges and society in the light of the development of national economy and society, so that students can cultivate the good professional spirit and have strong ideological and political literacy in the process of communicating with the elites in the same profession.

Teachers have the most contact with students and know students best in small classes comparing with the conventional ideological and political "big class". They can thoroughly grasp the students' ideological and learning conditions, timely prescribe remedies to the symptoms, and solve the puzzles of students. In the process of professional learning, students are more likely to have a sense of acquisition and generate the endogenous motivation of learning by communicating with the teacher's soul and colliding with his wisdom.

The Solution of Practical Problems. The ideological and political course has always had the problems of limited class hours, limited resources and single training and evaluation methods. Compared with professional courses, students always think that this course has little impact on their future career development, and treat it negatively.

Professional curriculum teachers focus more on teaching professional knowledge and specific skills, ignoring or do not know how to infiltrate value education in the teaching of professional knowledge, so that the classroom less warm exchange, slightly cold. Based on education and human's social nature, it leads to a poor sense of career acquisition. If professional teachers integrate the concept of "Curriculum Ideology and Politics" into the teaching, and combine the subject knowledge with the content of ideological and political education appropriately in the exploration, they can make the content more profound and the classroom more temperate.

Based on learning the basic theory, students can arouse emotional resonance and think about life, country and society. At the same time, teachers will have more sense of career acquisition and happiness, and further believe that the concept of collaborative education and continue to practice in teaching.

Successful Cases in Exploration

In 2017, colleges and universities in Shanghai launched a comprehensive reform of education and teaching named "Curriculum Ideology and Politics", with the ideological and political course as the core and all kinds of courses integrated into the elements of ideological and political education. After Shanghai University offered the courses of "Great Power Strategy" and "Innovating China", Fudan University has "Governing the Country", Shanghai Jiaotong University has "Understanding China", Tongji University has "China Road" and so on.

These lessons bid farewell to the ideological and political teacher "soldier-to-soldier combat", and let professors and subject leaders teach together in the fields of economy, history, law, culture and international relations to educate students in collaboration^[7]. These teachers, starting from their respective professional backgrounds, bring students different perspectives of disciplines. These courses closely follow the development of the times, cut in from students' concerns, respond to students' urgent demands, expand students' horizons and arouse students' thinking.

These courses are silently infiltrating ideological and political education in the teaching process, assisting ideological and political professional courses, trying to lead them to feel the times, understand China, foster the feelings of home and country, see the future and responsibility of individuals in the future of the nation, and form an integrated effect of education.

Practice shows that the exploration of this way of educating people touches some teachers' responsibility for education. Teachers are willing to take the initiative to taste the taste of ideological and political education.

Paths to Construct Cooperative Education Model

Make Clear the Concept of "Curriculum Ideology and Politics" and Build a System of Collaborative Education.

The general direction of "Three-round Education" in colleges and universities should be that "Ideological and Political Course" and "Curriculum Ideology and Politics" complement each other and cooperate in educating people in the future.

Colleges should set up corresponding specialized institutions under the unified leadership of Party committees, construct a "Curriculum Ideology and Politics" system, incorporate it into the outline of college development planning, and establish a normalized and effective operational mechanism and evaluation mechanism. The organization shall provide regular training for full-time teachers, logistics service personnel, administrative management personnel and other staff to enable them to master the connotation of ideological and political education and improve their educational quality.

Colleges should invest heavily in infrastructure and provide an adequate guarantee. The foremost leaders of the Party and government should go deep into the front line of teaching, teach in person, and do a good job in educating. The educational and personnel administration in colleges should adjust their departmental planning in time, such as formulating the guidance and reward mechanism for ideological and political projects, regularly conducting ideological and political courses, solidifying the teaching demonstration team, sending teachers to participate in training, and refining the elements of education and ideological and political aspects in the personnel training program.

Promoting Teachers' exchange and Cooperation and Building a Team of Cooperative Education. Teachers are the key to the construction of "Curriculum Ideology and Politics" and the realization of collaborative education with "Ideological and Political Course". Therefore, it is necessary to build a qualified and competent team.

Ideological and political teachers and professional teachers can prepare lessons in pairs and exchange ideas with each other. Professional teachers' professional background and teaching experience can provide material and wisdom support for ideological and political teachers. In this way, the ideological and political teachers can choose specific professional cases to enrich the teaching content and jump out of the preaching trap to enhance the intimacy of college students to the ideological and political lessons. Under the support and guidance of ideological and political teachers, professional teachers can fully tap the educational elements of professional courses, design a scientific and not rigid classroom teaching mode, and gradually build a curriculum system with ideological and political flavor. Collective lesson preparation group can set up regular exchange system, share lesson construction experience and the latest professional cases in time, and reflect on teaching, to form a fixed model of division of labor and cooperation to facilitate follow-up teaching.

In order to respond to students' demands in an all-round way, we should also strive to absorb experts and scholars from other fields, elites from various areas or outstanding alumni from colleges to form a teaching team of collaborative education. They will broaden students' horizons and make them understand the world, the country, the market and the people. Of course, we also need to gradually clarify the high degree of cooperation and rational division of labor among the educators in the exploration.

Explore and integrate curriculum resources and build a platform for collaborative education. All professional disciplines and curricula can extract the cultural genes and values contained in them. Of course, they can not be separated from the knowledge map and logical system of the curriculum itself. Natural Science Courses can integrate the ideals and beliefs of scientists, patriotism and dedication, Humanities and Social Science Course can integrate cultural self-confidence, value guidance and other ideological and political elements, Medical courses can integrate the professional quality of life-saving and injury-relief, and so on. These are fresh, warm and thick ideological and educational resources^[8].

This kind of edification can lead students to be full of humanistic feelings, sense of family and country, and take a rational and peaceful attitude to assume social responsibility. Teachers can try to compile curriculum plans and guides together and build a resource bank to fill and continuously update, to keep pace with the times but not depart from its purpose. Besides, we can combine the regional and college characteristics to extract the results of collaborative education to create an elective course of ideological and political education to promote cooperative education further. Integrating resources should also include ideological and political practice, professional practice and practical training resources, to indeed extend the theory to life and society, and achieve all-round education.

Karl Marx once pointed out that it is possible to solve the contradiction of theory itself only by means of practice and by virtue of the practical power of human beings^[9]. Almost every major will have a practical internship period. We can try to integrate ideological and political elements into the professional practice period and make the best use of social resources. Students gain direct experience in the social classroom, change passivity into the initiative, and realize the importance of rigor, dedication and commitment while continually improving their abilities, to better identify with ideological and political education and practice scientific values. In this way, even if students leave college, they can silently bring ideological and political education into their daily life and run through the whole process of individual growth and development.

Improving the way of assessment and evaluation to achieve the goal of collaborative education. The purpose of education is to cultivate morality and build people. Therefore, the traditional theoretical paper examination is not accurate in examining the effect of collaborative education. And students can not be judged by a test score or by a single quantitative score.

"Reasonable evaluation on teaching can guide the teaching activities towards the ideal goal; provide feedback to discover the shortcomings in teaching so as to lay the foundation for the improvement of teaching; promote the internal

motivation of teachers and students to participate in teaching activities, mobilize their potential, and enhance their enthusiasm and creativity in work.^[10]

In addition to examining the necessary theoretical knowledge, more careful consideration should be given to students' classroom performance, extracurricular practice performance and daily life performance. This assessment method can stimulate students' initiative and enhance students' participation. For teachers, they can not only grasp the static knowledge system of students but also observe the dynamic thinking and thinking of students, which can timely feedback the problems in teaching and fulfill mutual promotion of teaching and learning.

The evaluation system of teachers in colleges can not be quantified singly, considering that the task of teachers themselves is to educate people. It is complicated to objectively and quantitatively evaluate the effect of ideological and political education, which has the characteristics of complexity, concealment and long-term. It is a dynamic process of development. In order to arouse teachers' enthusiasm, we must have a scientific, reasonable and humanized evaluation and incentive system.

Specifically, we can increase the particular score of "ideological and political elements" in the assessment, make a long-term follow-up questionnaire survey for students to evaluate teachers, and incorporate education indicators into the evaluation of professional titles, the selection of excellent and advanced, etc.

Summary

In order to solve the fundamental problem of cultivating people with ideals, abilities, responsibilities and missions, the mode of "Ideological and Political Course" and "Curriculum Ideology and Politics" collaborative education still needs to be further interpreted in theory and also explored and perfected in practice. No reform can be accomplished overnight. Collaborative education is a systems engineering with complex elements. The construction of this model has a long way to go. A series of problems such as training objectives, teachers' teams, curriculum resources and teaching evaluation still needs to be explored.

Acknowledgements

This research was supported by the Project from Wuhan Technology and Business University in China (Grant No. 2018Z08).

References

- [1] D.Y. Gao, A.D. Zong. From Ideological and Political Course to Course Ideological and Political Course: Constructing the Course System of Ideological and Political Education in Colleges and Universities from a Strategic Perspective. *Higher Education in China*, 2017 (1), p.43-46.
- [2] Information on http://www.moe.edu.cn/srcsite/a12/s7060/201712/t20171206_320698.html.
- [3] L. F. Shi. *Course Theory - the Basis, Principles and Problems of Course*. Beijing: Educational Science Press, 1996, p.1.
- [4] Einstein, *Albert Einstein* (Volume 3). Beijing: Commercial Press, 1979, p.310.
- [5] X. P. Yuan. Research on the Cooperative Educational Model of Ideological and Political Education and Innovative Entrepreneurship Education in Colleges and Universities. *Educational Review*, 2014(6), p.100-102.
- [6] S. Y. Gao. The Change of Scientific Research Management in Colleges and Universities in the Context of Synergetics. *Research on Scientific and Technological Management*, 2010 (13), p.131.
- [7] Information on http://www.xinhuanet.com/politics/2017-12/25/c_1122161826.html
- [8] H. J. He. The internal logic and construction strategy of the development from "ideological and political course" to "Curriculum Ideology and Politics". *Research on Ideological and political education*, 2017 (5), p.60-64.
- [9] Marx, Engels. *Complete Works of Marx and Engels: Volume 42*. Beijing: People's Publishing House, 1979, p.127.
- [10] Y. C. Wang, C. J. Guo. *Education*. Beijing: Beijing Normal University Press, 2012, p.310.