

Engineering Teachers' Actions to Enhance High-Quality Course Ideological and Political Education in Chinese Universities

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Abstract: Course ideological and political education has emerged as a prominent feature in Chinese higher education. This study, grounded in time theory, provides a holistic and actionable framework aimed at engineering teachers' actions to deliver high-quality ideological and political education. Through literature review and qualitative analysis, the study identifies key components of the framework which include teachers' lifelong learning actions, conducting pedagogical research, and short-term classroom teaching practices. First of all, practical strategies for continuous learning are recommended: creating a personal learning roadmap, taking time to participate in professional and academic activities, and maintaining an open dialogue with students. Next, the process of pedagogical research can divide into three stages: primary research before a session, further research in a session, and evaluation and improvement after a session. Teachers should research teaching objects, define clear moral education objectives, and teaching methods and materials. Thoughtful structuring of the course contents, selection of resources, and design of assignments and assessments are crucial for high-quality ideological and political education. Finally, the study highlights four teachers' actions for integrating course ideological and political education into the entire process of class: (1) drawing support from online education platform, (2) adopting time-based teaching techniques in class, (3) applying effective teaching methods and balanced pacing, and (4) selecting relevant and resonant teaching contents. The proposed framework ensures both theoretical depth and practical applicability.

1. Introduction

The following passage which was at the beginning of the summary from Ni Zhou. She was one of my students who studied Management of Transnational Corporation course.

I encountered a special teacher who updated the data related to the PowerPoint presentation timely. In one class, although it was only a brief data sharing, I saw that the data source marked by the teacher was within a week. Moreover, in the following classes, I could also see that the teacher

was really updating the courseware (PPT) information in real time and would share interesting cases she saw with us in class. I was very surprised, it could be said that I was flattered. After class, I shared my discovery with my classmates, and everyone thought that this teacher was a very responsible teacher. While keeping pace with the times, she did update the relevant data of her courseware in a timely manner. I was really excited to choose this teacher's course at that time. Under the influence of the teacher, I not only learned the course knowledge, but also realized not to "lie flat" and "slack off".

Reading these words, I think I have successfully executed course ideological and political education to some degree, on the basis of "arrow of time". Ni Zhou thought I had a responsible sense of being a teacher, updating courseware in time. Yes, I love my job and am dedicated to it, which is essential to long-term ideological education. I not only sustain learning, but also research my students' needs and interests. The development of students' ideals, beliefs, and moral characters is a long-term process (Mo, Mo, and Mo, 2024)^[1]. Successfully ideological and political education is a matter of time, which takes for a long time for teacher's engineering actions. "Engineering" typically implies enhancing a function through the design and optimization of processes. It also means systematically and operationally designing teachers' actions, making them more planned and directed. This concept can help us think and plan more systematically about teachers' actions in ideological and political education. Hjelt, Kirsti and Kupila (2023) argued that time had an essential but complex role in the work practices of educational institutions^[2]. The common field of education has a target point in a certain future that the learners must grasp under the idea of progress (Askarizadeh and Heydari, 2023)^[3].

Course ideological and political education has become the core content of current higher education work in China (Fu, 2024)^[4] and has developed into an institutionalized and nationwide system (Zhao, Liu and Starkey, 2023)^[5]. The earliest concept of course ideological and political education came into being in 2014. Its primary goal was to solve the "isolated island" dilemma of college students' ideological-political education and the "two skins" phenomenon between ideological and political theory courses and other courses (Wen and Wang, 2022)^[6]. Ideological and political theory courses are some courses such as Introduction to the Basic Principles of Marxism, Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Outline of Modern Chinese History, Ideological and Moral Cultivation and Legal Basis, Situation and Policy. Over a longer period of time, the effectiveness of ideological and political education courses may occur slowly.

Course ideological and political education is that integration of ideological and political elements into the course content, with the goal of fostering virtue and cultivating talent, through both in-class and out-of-class activities, as well as offline and online teaching, using a variety of teaching methods (Wang, 2024)^[7]. Before this definition, Further ahead, Xu (2022) emphasized that course ideological and political education primarily involved that teachers of professional courses in colleges and universities excavate the ideological and political elements and moral education elements contained in the course, and adopt the integration and penetration methods^[8]. Qiu (2017) argued the ideological and political education of curriculum is an educational activity with the curriculum as the carrier, the ideological and political education elements contained in the knowledge of various disciplines as the entry point, and the classroom implementation as the basic way^[9].

High-quality course ideological and political education refers to a pedagogical approach that seamlessly integrates ideological and political elements into course content, aiming to foster virtue and cultivate talent, through a series of activities designed by teachers, utilizing a combination of offline and online teaching methods. In essence, high-quality course ideological and political education in China emphasizes comprehensive integration, promoting both intellectual and

character development, enabling students to become knowledgeable, socially responsible, and ethical individuals. This article aims to provide a holistic and actionable framework for empowering teachers to deliver high-quality ideological and political education, fostering students' moral development while aligning with broader educational goals.

The article is structured as follows. First, I provide time theory as a foundation for my study. Second, I construct a framework of enhancing course ideological and political education through teachers' effective actions. Third, the findings, implications and limitations are discussed. Finally, a summary is made.

2. Time Theory

Time is a concept that has fascinated humanity for centuries, and its nature can be explored from various disciplines like physics, philosophy, and sociology.

2.1 Time in Physics

In physics, time is a dimension that allows events to be ordered from the past through the present to the future. It provides a framework for measuring change and motion. The clock's hours and days are synchronised in the calendar's months and years, a time that has the same character; it is measurable, divisible (by days, hours, minutes and seconds), controllable, objective, comparable. Because of the increase of entropy (disorder) in the universe, time likes an arrow flows from the past, through the present, toward the future. The present originates from past, retaining traces of a gradually fading past, while extending into the imminent future. The past can only exist in the present as the past; the past is what precedes the present, and the future is what follows it (Wright-Maley, 2022)^[10].

2.2 Time in Philosophy

In philosophy, there are two theories on the nature of time, notably the A-theory and the B-theory. The A-theory posits that time is dynamic, characterized by the passage of time and the distinction between past, present, and future, which is often described as a linear flow. This perspective emphasizes the reality of temporal becoming, where the present holds a unique ontological status. On contrary, the B-theory argues that time is fundamentally static and devoid of independent existence, serving merely as a descriptive framework for motion and change.

2.3 Time in Sociology

In sociology, time can be linear, which is common in Western thought, viewing time as a straight path with a beginning and an end. It can also be cyclical time, which is seen in many Eastern and Indigenous traditions, emphasizing recurring cycles like seasons. Time can be classified as linear clock-oriented time and process-oriented time (Reinecke and Ansari, 2015)^[11]. In view of clock-oriented time, time is considered to be an objective and quantifiable measure of motion, events, and actions. In view of process-oriented time, time is non-linear, qualitatively determined, and endogenous to events and processes. A clock-oriented view regards time as a unitary measure of events, activities, or tasks, amenable to a world of objects and products. A process oriented view regards time as residing within the event, activity, or task, amenable to a world of processes and becoming.

3. Enhancing Course Ideological and Political Education through Teachers' Effective Actions

Teachers play a pivotal role in course ideological and political education. Teachers' actions can include teachers' long-term continuous learning, medium-term pedagogical research, and short-term classroom teaching practices.

3.1 Lifelong Learning Actions for Sustained Development

3.1.1 Bridging Past Experiences, Present Practice, and Future Growth

Wen and Wang (2022) argue that the construction of the course ideological political education is always on the road ^[6], advocating for a more nuanced understanding of time's role in course ideological political education. Although time is usually related to objective states, it is also socially constructed through the condition of temporality, that is, the state of existing within or having some relationship with time. The connectivities between people, action, space and objects do not exist out of time but are entrenched in a symbolic process of time construction. Time is a measure endogenous to the entity's or substance's movement through time, rather than being imposed exogenously (Hernes, Feddersen and Schultz, 2021)^[12].

Teachers represent the embodiment of their past, present, and future selves within the flow of time. In the past, Chinese teachers typically graduated from universities or colleges, acquiring professional knowledge and skills through university-based teacher preparation programmes. Their early cognitions were shaped by their experiences as students in higher education. When they became novice teachers, they may learn the art of teaching by observing experienced teachers and teaching under their guidance. They may participate in training organized by the Education Commission. Now they maybe have become seasoned practitioners in the field, accumulating years of practical experience. Even so, they often engage in professional development programs or receive training relevant to their job positions. As a result, they possess present knowledge, present abilities, and present cognitions. For example, they are familiar with policies on education, such as the Implementation Outline of the Quality Improvement Project of ideological-political Work in Colleges and Universities, issued by the Ministry of Education of China in 2017. This policy serves as a landmark initiative to promote course ideological-political education. However, the present knowledge, abilities, and cognitions of teachers may not always align with the demands of the future. To meet future challenges, teachers must cultivate new cognitions such as understanding the significance of high-quality course ideological and political education, and acquire new theoretical knowledge in this field. Additionally, they need to develop practical abilities to implement course ideological and political education in their teaching practices. This includes integrating ideological and political elements into their curriculum, fostering students' moral values, and adapting to evolving educational policies and societal expectations. By enhancing these areas, teachers can better develop themselves and contribute to the holistic development of students. It is noteworthy that the future-oriented abilities not only come from re-education and re-training, but also emerge from the active learning of teachers, who make ideological and political content a part of their thoughts through active and conscious learning (Zhou,2022)^[13].

3.1.2 The Evolution of Knowledge, Abilities, and Cognitions

By understanding of time as an arrow, we can cultivate a deeper awareness of the past, present, and future. Some knowledge is not only applicable in the past, but also is relevant in the present. Similarly, some abilities that were beneficial in the past continue to be valuable today. Cognitions extend from the past to the present. In addition, some knowledge acquired in the present is

applicable to the future. Likewise, certain abilities developed in the present are still valuable in the future. Cognitions also extend forward, bridging the present with the future. As a result, there are some overlapping areas between the past and present, as well as between the present and future. These overlaps highlight the continuity and progression of knowledge, abilities, and cognitions across time, underscoring the importance of leveraging insights from the past and present to shape a more informed and prepared future.

However, teachers must be aware that their knowledge, cognitions, and abilities may become out-dated due to the rapid advancement of science, technology, and pedagogical theories. In today's world, where knowledge is growing exponentially, staying static risks a disconnection from students' evolving needs and the broader societal context.

3.1.3 Practical Strategies for Teachers' Continuous Learning

What can teachers do? Teachers can draw valuable insights from history and Chinese traditional culture, which can be ideological political education element for courses. Continuous learning enables teachers to better predict future trends in education and social development. This proactive approach not only ensures that teachers are equipped with the latest knowledge but also helps them integrate core ideological values, such as patriotism, social harmony, and collective responsibility, into their courses. Teachers can learn from the present surely. To enhance their learning at present, the following actions are recommended.

First, creating a personal learning roadmap is necessary. Teachers can integrate continuous learning into their professional development plans by creating a personal learning roadmap so as to build a knowledge structure suited for the future. This might include setting aside time to take part in training, self-learning, and exploring resources beyond immediate course materials, such as books, articles, policies and essays, to broaden their perspectives.

Second, teachers can take time to participate in professional and academic activities. Taking part in workshops, seminars, online courses, competitions, or academic conferences related to ideological and political education can keep teachers updated with current trends and new ideas. Leveraging digital platforms, academic journals, and educational podcasts further enhances access to diverse and up-to-date resources that they may not otherwise have.

Third, teachers should maintain an open dialogue with students about the political and ideological issues they care about. Teachers can invite students to share their experiences in class. Teachers can regularly schedule office hour to actively engage with students and facilitate communication. This helps teachers to remain grounded in the realities of their students' lives and incorporate contemporary concerns into their teaching.

To sum up, lifelong learning grounded in time theory is illustrated in the Figure 1.

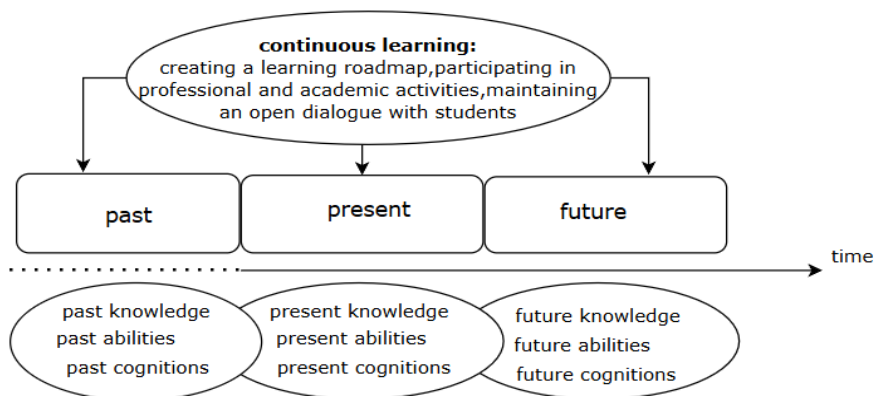


Figure 1: Lifelong learning grounded in time theory

3.2 Conducting Pedagogical Research for Practical Insights

Teachers should view their teaching practices as constantly evolving, allowing for research to ensure that they remain relevant and effective over time. The teaching research of professional courses is not only limited to classroom teaching, professional textbook construction and open course construction, but also includes the related subject research of curriculum ideology and politics (Zhou,2022)^[13]. Teachers must stay updated on current research such as course ideological and political education, because engaging with pedagogical research offers significant benefits for teachers, both in terms of their professional development and the impact on student learning. From a medium term perspective, the process of integrating ideological and political education into research can classify as three stages. They are primary research before a session (semester or term), further research in a session (semester or term), and evaluation and improvement after a session (semester or term).

3.2.1 Primary Research before a Session

First, teachers should research the objects. As is well known, the objects of the college curriculum-based ideological and political education are generally young people between 18 and 30 years old (Ying, 2022)^[14]. They are with different characteristics, professional background. It is essential for teachers to consider factors, such as student demographics and learning preferences of course ideological and political education.

Second, course moral education objectives should be identified. These objectives are what students should achieve by the end of a course. Furthermore, teachers should break down learning objectives into smaller, time-bound goals. That is to say, integrating ideological and political elements into course content should be done gradually and thoughtfully, ensuring that it aligns with the course. In the meantime, how to assess ideological and political education at the end of a course should be studied, too.

Third, teachers require careful structuring of the curriculum to optimize the use of time. It involves aligning teaching methods, materials, and schedules with the natural flow of time in human perception. The balance between essential knowledge and value guide must be maintained, ensuring that course not only meet educational knowledge standards but also empower students to engage actively inside and outside classroom.

Fourth, it is necessary to study teaching materials, including books, online resources, cases, videos, and so on, sharing them with students. It takes much time to study teaching materials. For me, I often take more than three hours to observe several videos, from which I select one video lasting twenty minutes or less for students. I follow some principles to the selection of videos. Those videos highly relevant to the knowledge of my course taught, and with the potential to extract ideological and political elements can be chosen. Full teaching materials allow students to feel the teacher's attentiveness and effort.

Fifth, assignments for the course should be also studied. Thoughtfully designed assignments that incorporate implicit ideological and political elements can further engage students in the educational process (Chen, Yang, and Niu et al., 2022)^[15].

Sixth, teaching methods need be studied. For example, for Freshmen, the application of lecture based teaching method is the main focus, while self-directed learning teaching method is secondary; For Sophomores and Juniors, case-based teaching method and discussion method are mainly adopted, supplemented by self-directed learning teaching method; For senior students, self-directed learning and task driven teaching methods are mainly adopted.

Seventh, assessment of a course should be researched to ensure that it measures the learning outcomes, aligns with the course, and provides meaningful feedback to students and teachers

themselves for improvement.

3.2.2 Further Research during a Session

During a session (semester or term), teachers need further research teaching contents, materials, teaching methods and so on. Teachers can observe and research how students respond to different teaching methods and materials to identify their preferred teaching styles. When necessary, they can make appropriate readjustment. These might include modifying teaching strategies, pacing, or classroom management techniques.

3.2.3 Research on Evaluation and Improvement after a Session

After a session (semester or term), teachers need evaluate performance. After all, teaching is “intricate and unnatural work” where “decisions about what to do are not appropriately rooted in personal preferences or experiences but are instead based on professionally justified knowledge and on the moral imperatives of the role” (Langsford and Rusznyak,2024)^[16]. Teachers assess if the pacing of the curriculum was appropriate, and whether all key concepts were covered effectively within the time frame. What’s more, teachers can research how different types of assessment (formative assessments like quizzes, or summative assessments like final exams) impact student learning and performance. After summary, teachers should define clear, measurable goals for the upcoming session (semester or term) based on insights from the current session.

Figure 2 presents the comprehensive contents of doing thorough pedagogical research based on process-oriented time.

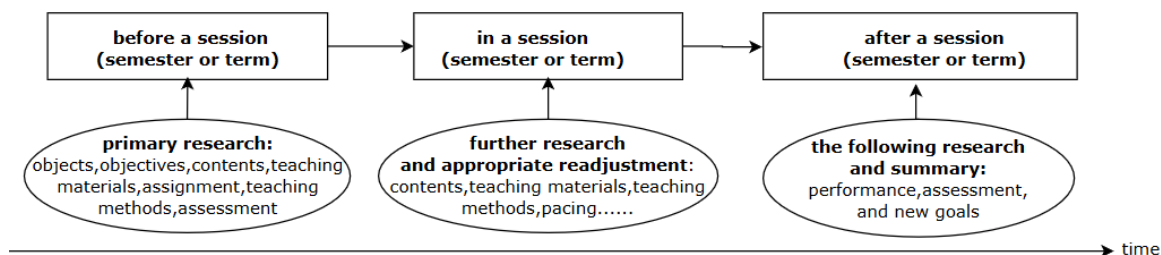


Figure 2: Doing thorough pedagogical research

3.3 Integrating Course Ideological and Political Education into the Entire Process of Class

From a short term perspective, the process of integrating ideological and political education into courses can be divided into three time phases: pre-class, in-class, and post-class. Song and Wu (2020) suggested that integrating “curriculum ideological and political” into preview^[17]. Furthermore, the “course ideology and politics” can be integrated into the after-class review to realize the educational function of the whole teaching process knowledge.

3.3.1 Drawing Support from Online Education Platform

Online education platforms where teachers can upload prepared materials, allowing students to preview content before class. Teachers can utilize the Chinese University Massive Open Online Course (MOOC) platform to select course resources suitable for their class’s learning. And students can prepare and preview promptly before class through online teaching platforms, too. Teachers can use online education platforms like Learning Pass platform (Xuexitong), offering additional features that enhance the delivering of ideological and political education. On the platform teachers can share inspiring stories of individuals who embody ideological and political elements before class. They can also discuss how ideological principles like responsibility apply in everyday decision-

making. Moreover, the platform enables teachers to facilitate discussions on moral dilemmas to deepen students' ideological understanding. On the platform teachers allow can students to address doubts. Furthermore, the online education platforms support self-paced learning modules where students can spend more time on challenging topics. Zhang (2024) analysed the impact of information technology on ideological and political education and concluded that innovative models for ideological and political education could enhance student engagement and learning effectiveness [18].

3.3.2 Adopting Time-based Teaching Techniques in Class

When using various teaching methods, teachers need to integrate some time-based teaching techniques. First, teachers can allocate specific time slots for teaching different activities. Teachers can allocate specific time within the course schedule for discussions, or activities focused on ideological and political education themes. This ensures that these topics receive adequate attention without overwhelming the primary course content. Second, teachers can use timers during activities to create focus, and set clear deadlines for tasks. For example, in some universities in China, students need to swipe campus cards on the machine at the entrance of classroom before class begins. Third, teachers can dedicate moments for students to pause, and internalize what they've learned. Finally, it is worth to mentioning that teachers must adhere to class time, not being late, not leaving early, and not procrastinating. If teachers can manage classroom time with an understanding of students' psychology, it will enhance their learning outcomes.

3.3.3 Applying Effective Teaching Methods and Balanced Pacing

As for teaching methods, lecture method is extensively adopted in China. However, teachers should not be limited to the lecture method. Or students may find it dull and boring, making it difficult to engage their interest in learning. Other methods like scenario simulation, discussion can be effective methods. The situational teaching method, namely scenario simulation, helps students understand and apply ideological and political content in specific contexts. Discussion teaching method can not only improve the communication, understanding of knowledge, but also achieve the goal of course ideological and political education. On the other hand, discussion teaching method involves teachers and students thinking about the same issue together and expressing their views, which helps to bridge the psychological gap between teachers and students, as well as among students themselves. Flipped classroom teaching, allowing students to complete the corresponding preview before class, and fully utilize the limited time in class to carry out efficient outcome. Flipped classroom teaching method can cultivate students' ability of independent thinking, and students are encouraged to discuss a topic through group discussion so as to improve their learning motivation and enhance their cognitive awareness of what they have learned (Chen, Yang and Niu et al.,2022)^[15]. At last, blended teaching method integrates online and offline modalities, offering advantages for course ideological and political education.

Balanced pacing refers to effectively managing the tempo of content delivery to ensure that students not only absorb the material but also have sufficient time for reflection, discussion, and engagement with the subject matter. If students seem confused or disengaged, it might be a sign to slow down and spend more time on a particular topic. Conversely, if students grasp a concept quickly, it's okay to move on.

3.3.4 Selecting Relevant and Resonant Teaching Contents

For one thing, when putting course ideological and political education into practice in class, selecting the right teaching contents is crucial for ensuring that the educational goals are met

effectively. To implement ideological and political education, teachers must design moral education plans, and organically integrate lectures with moral education (Chen, Yang, and Niu et al., 2022)^[15]. They should ensure that the teaching contents reflect the foundational ideological principles (e.g. patriotism, harmony) that teachers intend to impart to students. For instance, teachers can highlight how these principles connect to current events, national policies, or historical milestones that are relevant to the course's objectives.

For another thing, teachers can select contents that resonate with students' personal experiences, current concerns, and aspirations. Song and Wu (2020) integrated ideological and political elements into each knowledge point in an organized and planned way according to the learning characteristics of students. Teachers can engage students by connecting ideological concepts to real-world issues, like climate change, or digital ethics. This helps make the education more applicable and meaningful to their everyday lives.

The process of integrating ideological and political education into courses is shown in Figure 3.

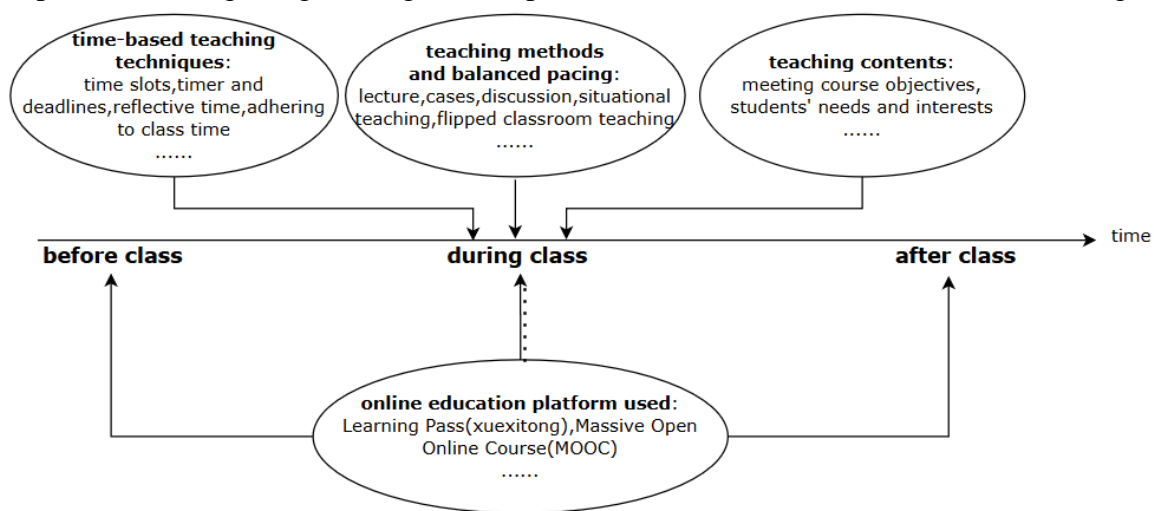


Figure 3: Teaching process in short term

4. Discussion

4.1 Main Points

The proposed action framework is structured around three time dimensions: teachers' long-term continuous learning, mid-term pedagogical research, and short-term classroom teaching practices. It emphasizes the necessity for teachers to continually update their knowledge, skills, and understanding of ideological and political education to meet evolving educational needs. The framework delves into how teachers can engage in continuous learning through activities such as extensive reading, participation in academic exchanges, and professional development training. It highlights the importance of the abilities and cognitions required to implement ideological and political education effectively. In the realm of pedagogical research, the framework advocates for in-depth investigation into teaching methodologies, strategies for integrating ideological and political content in order to enhance the quality of course ideological and political education. For short-term classroom implementation, the focus is on practical steps that teachers can take to deliver ideological and political education effectively. This includes meticulous pre-class preparation to ensure lessons are well-structured, conducting in-class activities, and post-class feedback mechanisms to evaluate and improve teaching outcomes.

4.2 Contribution and Innovation

This study deepens the existing literature in several aspects.

First, combining "teachers' actions" with course ideological and political education is a relatively novel perspective. The term "engineering" is typically used to describe systematic and structured processes, which can provide a more systematic and actionable methodological framework for course ideological and political education. The article explores how to systematize teachers' behaviours from both theoretical and practical perspectives based on time theory, improving the quality and effectiveness of education.

Second, previous research focused on the experience of teachers in course ideological and political education. While this study does not merely acknowledge the role of teachers, it also considers time, highlighting the necessity of incorporating time into course ideological and political education.

Third, time is an interdisciplinary concept from education, philosophy, sociology, and even physics. Thus this study deepens research on ideological and political education with interdisciplinary approaches. This expands the depth and breadth of theoretical research in this field and contributes to the development of ideological and political education theory.

4.3 Study Limitation

The obvious limitation in this study may restrict the generalizability and interpretation of my findings. As it is primarily based on literature review and qualitative analysis, the practical applicability of the conclusions requires further validation. While my established theoretical framework provides valuable insights, its real-world effectiveness has not yet been empirically tested. Future research could focus on conducting empirical analyses, such as case studies, or large-scale surveys, to assess the robustness and the applicability of the proposed framework. Additionally, incorporating quantitative methods could provide more objective evidence to support or refine our conclusions, enhancing their reliability and practical relevance.

5. Conclusion

This study underscores the applicability of time theory within course ideological and political education, providing a valuable framework for teachers' action to enhance high-quality ideological and political education. The study highlights the dynamic and continuous nature, as teachers represent the embodiment of their past, present, and future selves within the flow of time. It also emphasizes the importance of sustaining lifelong learning, recommending practical action strategies such as creating a personal learning roadmap, taking some time to participate in professional and academic activities, and maintaining an open dialogue with students. Furthermore, the study identifies that the process of integrating ideological and political education into pedagogical research can divide into three stages: primary research before a session (semester or term), further research in a session (semester or term), and evaluation and improvement after a session (semester or term). Actions for integrating course ideological and political education into the process of class include: (1) drawing support from online education platform, (2) adopting time-based teaching techniques in class, (3) applying effective teaching methods and balanced pacing, (4) selecting relevant and resonant teaching content.

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