

Original Paper

Exploring the Path of Ideological and Political Construction in Courses under the “One Body, Two Wings” Model - Taking the Course of Engineering Law Principles and Practice as an Example

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Abstract

The comprehensive advancement of ideological and political construction in university courses is a significant strategic move to thoroughly implement the important educational directives of General Secretary Xi Jinping and to fulfill the fundamental task of moral education. Universities should deepen educational and teaching reforms, thoroughly explore the ideological and political resources of courses, fully leverage the educational role of each course, and comprehensively improve the quality of talent training. The course on Engineering Law Principles and Practice has explored and practiced the path of ideological and political construction in courses. With the “One Body, Two Wings” model as the construction approach, it explores the path of ideological and political construction in this course. Focusing on student development, the course unfolds teaching through innovative application in teaching and value shaping for students as two wings. In terms of value shaping, it emphasizes not only exploring the ideological and political elements of the course in line with the actual situation of students but also requires teachers to lead by example and set a model for moral education. Additionally, establishing a scientific and effective evaluation system for the teaching effects of course ideological and political education ensures the effectiveness of the entire course’s ideological and political education. The teaching of the entire course enables students to not only learn knowledge and skills but also cultivate integrity, achieving the educational goals of the course.

Keywords

Course Ideological and Political Education, One Body Two Wings, Student Development, Teaching

1. Introduction

The passage discusses the emphasis on accelerating the development of national strategic talent as proposed in the report of the 20th National Congress of the Communist Party of China. It highlights the crucial role of students as the main force in the talent pool and the necessity of focusing on their development to nurture them effectively. The passage underlines the importance of formulating talent cultivation goals and programs that promote diverse student development.

Universities, as the breeding ground for talent cultivation, play a significant role in building the national strategic talent force. Courses, metaphorically referred to as the “bricks and tiles” in the construction of the talent edifice, hold an indispensable position. Specifically, the course on Principles and Practices of Engineering Law, a core course in the curriculum of Engineering Management and Cost Engineering at the Hope College of Southwest Jiaotong University, actively explores and practices the goal of ideological and political construction in courses: focusing on student development for education by the party and the country.

The specific construction path employs the “One Body, Two Wings” model for the ideological and political construction of the course, as shown in Figure 1.

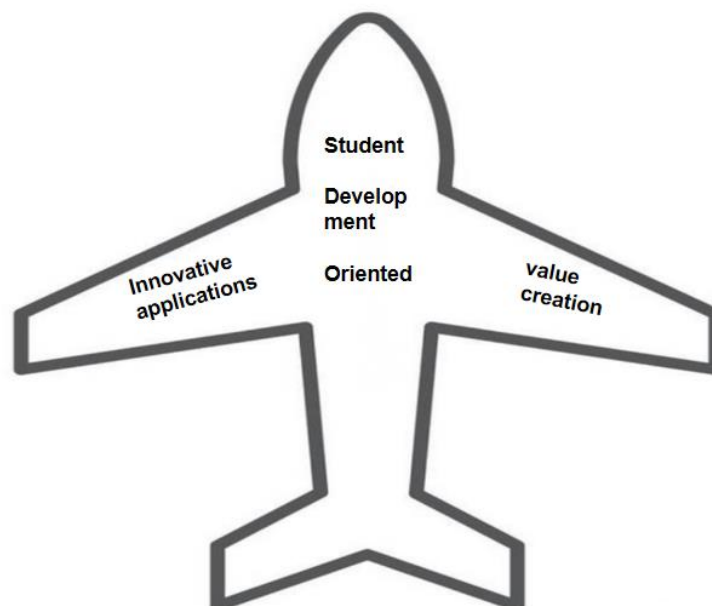


Figure 1. The “One Body, Two Wings” Model for Course Ideological and Political Construction

2. “One Body”

“One Body” refers to the development of course ideological and political construction centered around student development. To truly focus on student development, it’s essential to analyze the characteristics of the students being taught, allowing for a more tailored educational approach. Currently, this course targets third-year students majoring in Engineering Management and Cost Engineering. These students have a foundational knowledge of their subject, flexible thinking, and some practical experience. However, they are generally weak in textual processing, exhibit a wide range of academic performance, have different needs, and some lack motivation to learn. In response to these characteristics, the course has explored and implemented the following practices:

Firstly, students will inevitably embark on different career paths. Our utmost effort should be to help them identify their strengths and interests, assist in career planning, and then design the course accordingly. We aim to focus on the key and challenging aspects of the course so that students can find the content they need for their future development. This approach also helps to stimulate their intrinsic motivation to learn and has a more lasting impact. Therefore, an attempt was made in this course to divide students into categories like direct employment, entrepreneurship, further study (postgraduate), and others. During the teaching process, learning objectives are set for each category, with differentiation in the depth of knowledge required. Students can identify with a category or switch flexibly to master the knowledge points relevant to their future development needs.

Secondly, teachers make the written legal texts lively and interesting by using simple language and relatable case studies. This approach makes it easier for students to understand, comprehend, and apply the knowledge, transforming dry and tedious texts into engaging content.

Thirdly, teachers focus on using diverse teaching methods, flexible course tasks, and rich teaching activities to engage students actively and stimulate their interest in learning. The teaching methods currently used in this course include case analysis, thematic discussion, video teaching, realistic simulation, task-driven learning, cooperative learning, and knowledge mapping.

Finally, in course design, student-led activities are prioritized to engage and excite students. The course content and activities are carefully planned to ensure smooth transitions and appropriate time allocation in each teaching segment, providing students with a seamless learning experience.

3. “Two Wings”

3.1 “One Wing” as Innovation and Application

For the course on Principles and Practices of Engineering Law, innovation and application mean ensuring that the entire process from teaching to the final educational output reflects a unity of theory and practice, and integration of industry and education, highlighting the course’s unique features, and enhancing students’ ability for innovative application.

(1) Teaching Aspect

Firstly, during the teaching process of this course, teachers focus on continuously updating the teaching

content to keep pace with the latest developments. This approach ensures that students are well-prepared for future job requirements, demonstrating strong application skills. To ensure the effectiveness of this aspect, teachers need to engage in both educational research and scientific research. Additionally, to meet the future career needs of students and achieve the goals of professional talent cultivation, the course content, compared to traditional construction law courses, has been optimized and adjusted. It integrates courses like Civil Law, Commercial Law, Economic Law, and Construction Legal Regulations, effectively resolving the contradiction of having extensive content in limited class hours. This approach expands students' cognitive boundaries, lays the foundation for lifelong learning, and aids in cultivating interdisciplinary talents in "Engineering + Law," marking a significant innovative practice of the course.

Secondly, throughout the course, teachers assist in teaching through engineering cases, enabling students to better understand and master the content, truly achieving a unity of theory and practice. Professor Wang Liming, a renowned Chinese legal scholar, once said, "Vivid cases are the ever-flowing source of vitality for theoretical knowledge." Since most students of this course are from Sichuan Province and major in Engineering Management and Cost Engineering, the course often selects local cases, such as engineering disputes in Sichuan, to support relevant course points. This approach allows students to feel more connected, realizing that the knowledge in books is not unrelated to them, but a legal tool people use to protect their rights and is practically applied knowledge, thus resonating more with the students. Additionally, recent cases from the past few years are chosen to ensure the knowledge application is up-to-date.

Finally, after completing a phase of course content, students are assigned timely course tasks. The tasks in this course include comprehensive case analysis, thematic discussions, and more, with open-ended outcomes without standard answers. As long as the students' results are logical and well-presented, they are considered complete. During the task completion process, students collaborate and communicate, stimulating active thinking through the collision of ideas, leading to conclusions on the research question. This task completion also allows students to apply what they've learned in class to solve real-world problems.

(2) Educational Output

Effective teaching ultimately aims to yield positive outcomes. The learning provided by this course equips students with ample knowledge and skills for their future graduation projects in the field of engineering law. Students engage in qualitative and quantitative analyses by researching extensive literature and cases of engineering disputes through relevant platforms. This process enables them to address specific practical issues in engineering research and prepare effective risk prevention and control plans, thereby enhancing their capability to solve real-world problems. On the other hand, the learning from this course also empowers students with the skills necessary to enter legal-related job positions, offering a pathway for their diverse development.

3.2 “One Wing” as Value Shaping

Teachers of the Principles and Practices of Engineering Law course earnestly study the spirit of the 20th National Congress of the Communist Party and extensively practice the core socialist values. The ideological and political construction of the entire course revolves around the concept of “one main line, one entry point, and one cycle line.” The main line is the core socialist values, the entry point is the revision and improvement of the Civil Code, and the entire process closely follows the keynote of core socialist values. It showcases to students the continuous progress and perfection of China’s rule of law through the revision of the Civil Code, shaping the students’ correct worldview, outlook on life, and values, and enhancing their national pride and cultural confidence. The cycle line refers to the specific ideological and political construction approach of this course, which starts from specific knowledge points, timely integrates ideological and political elements into the course, then embeds industry norms and specific requirements, and finally returns to the application of specific knowledge points. The following points should be considered in the specific implementation process:

(1) Student-Centered, Combining Course Content to Explore Ideological and Political Elements

In the design of ideological and political teaching for this course, students’ characteristics are thoroughly studied, and in combination with the course content, ideological and political elements of the course are deeply explored. A repository of ideological and political materials for the course is established, corresponding to relevant chapter contents, and setting up related ideological and political elements. Taking “Principles and Practices of Engineering Law II” as an example, the ideological and political elements for specific chapters are shown in Table 1.

Table 1. Ideological and Political Elements of the Course ‘Principles and Practices of Engineering Law II’

Knowledge Module	Knowledge Unit	Ideological and Political Elements
Contract Compilation	Overview of Contracts	Core Socialist Values: Equality, Freedom, Integrity Related Themes: Challenges of the Internet, High
	Formation of Contracts	Technology, Big Data Era, Technological Explosion and Progress, and Issues in Protecting Vulnerable Groups
	Performance of Contracts	Core Socialist Values: Equality, Freedom, Integrity
	Preservation and Guarantee of Contracts	Integrity
	Transfer and Termination of Contracts	Freedom
	Liability for Breach of Contract	Integrity
	Typical Contracts	Related Themes: Issues in Livelihood Protection

Tort Compilation	Overview of Torts and Liability		Core Socialist Values: Equality, Rule of Law, Patriotism, Integrity, Kindness
	Joint Tort		Related Themes: Good Samaritan clauses in the Civil Code, Cultivating a Positive Outlook in Youth
	Various Special Torts		Related Themes: Legislation for the Protection of Heroes and Martyrs, Inspiring Youth's Love for the People and Respect for Heroes
	Market Access System		Related to Construction Engineering Dispute Cases, Emphasizing a Scientific and Rigorous Work Attitude
Construction Legal Regulations	Engineering System	Transaction	Related to Specific Cases of Engineering Bidding Disputes or Bidding Activities, Shaping Qualities of
	Engineering System	Consulting	Honesty, Fairness, Professionalism, Fostering a Broader Perspective and Collective Ideals
	Engineering Management System	Quality	Related to Construction Engineering Quality Dispute Cases, Shaping Values of Dedication, Law-Abiding, Honesty, Freedom, Equality, Kindness
	Safety Production Management System		Related Themes: Instances of Illegal Operations Endangering Life Safety, Cultivating Safety Production Responsibility
	Urban Real Estate Management System, Environmental Protection and Building Energy Conservation System		Green Principles, Ecological and Environmental Protection

Throughout the entire teaching process of this course, the core socialist values are fully integrated, mainly focusing on two levels: social and individual values. These are then timely incorporated into specific ideological and political elements of the course, with an integration rate reaching 16% of the total course hours. The specific hours for ideological and political education in the course are designed as follows: The General Theory of Civil Law and the part on Property Rights, with a total of 32 hours, are expected to have 5 hours of ideological and political education; the part on Obligation Law and Tort Law, with a total of 28 hours, is expected to have 5 hours; and the part on Commercial Economy and Construction Legal Regulations, with a total of 36 hours, is expected to have 6 hours. The content of the ideological and political material repository is also designed according to the anticipated hours for ideological and political education, with relevant materials linked to each major section of the course, and these hours will be continuously optimized in line with the construction of ideological and political

education in the course.

During lectures, these materials are subtly integrated into classroom teaching, avoiding a forceful or artificial approach, so that students, while learning the course knowledge points, also receive the influence of core socialist values, thereby enhancing their ideological and political literacy unconsciously. For instance, when discussing the characteristics and establishment of contracts in the overview of contracts, the concepts of freedom, equality, and integrity from core socialist values are linked to help students thoroughly understand the legal connotations of equality, freedom, and integrity. Similarly, when studying the chapter on the formation of contracts, the integration of ideological and political elements is done through the special rules for contracting via the internet added in the Contract Law section of the Civil Code, particularly Article 491, Paragraph 2. This article provides special provisions for the time of contract formation. To meet the needs of e-commerce development, the Contract Law section of the Civil Code includes rules concerning electronic commerce, in addition to other provisions such as Article 469, Paragraph 3, and Article 512. The Chinese characteristics of the Contract Law section of the Civil Code make it more in line with China's national conditions, better responding to the demands of China's market economy development, addressing China's real issues, and grasping the pulse of the era in China. The Civil Code responds to the era's issues brought by the internet, high technology, and the explosion of big data technology, fully demonstrating the spirit and characteristics of the era. When selecting materials for ideological and political education, try to choose familiar, interesting, and vivid stories and characters for the students.

(1) Teachers as Role Models, Demonstrating Virtue and Cultivating Talent

Teachers play a crucial role in the journey of student development, serving not only as instructors but also as mentors. Their every word and action subtly influence each student. There's a saying: "The teacher is the course." A teacher's understanding and grasp of the course, respect and care for students, and comprehension and implementation of educational goals are themselves a living course. Therefore, as teachers, we must maintain our original educational intent, start with the students in mind, care for them, and focus on their diverse development. We should ensure no student is left behind, as each of them has their own unique strengths waiting to be discovered by us.

As teachers, we must be strict with ourselves, setting an example and serving as good role models for students, which is more effective than countless lectures. In our teaching process, we present ourselves as positive and upbeat role models in front of the students, expressing our views in an optimistic and positive manner, believing that students will be influenced by us unconsciously. The teaching team of this course practices this approach by not only fulfilling their teaching duties but also earnestly engaging in course construction. Through years of applying for related teaching and research projects, they have accumulated a substantial foundation for course teaching, progressively perfecting the course's supporting resources, including various question banks, case libraries, and online resources. Furthermore, teachers also engage in various social service practices, helping those in need and setting a fine example for students.

(2) Evaluation System as a Guarantee, Feedback Implementing the Effectiveness of Ideological and Political Education in Courses

The exploration of good ideological and political elements in a course and the design of good ideological and political education are aimed at achieving effective teaching. To present and feedback on these effective teaching outcomes, it is necessary to establish a comprehensive evaluation system for the effectiveness of ideological and political education in courses. This system evaluates and provides feedback on the entire teaching process, allowing for continuous optimization and improvement of teaching. For effective ideological and political construction in courses, a simple exam cannot reflect the true level of ideological and political teaching. Therefore, it's essential to establish a diversified assessment and evaluation system. This system could include various assessment modules, both inside and outside of the classroom and the school. Diversified assessment methods enable the final results to more comprehensively reflect the actual situation of the students. The ideological and political teaching evaluation can account for 20%-30% of the total course grade. The specific assessment aspects are shown in Table 2, which can be flexibly adjusted according to the actual participation of students in the current semester.

Table 2. Evaluation System for the Teaching Effectiveness of Ideological and Political Education in Courses

Assessment Module		Assessment Method	Percentage of Grade	Assessment Phase	Assessor
Internal Assessment	In-Class	Classroom Performance	30%	Immediate In-Class	Instructor
		Coursework and Tasks	30%	After Task Submission	Instructor
	Out-of-Class	Course Competition	10%	After Competition	Instructor
		On-Campus Performance	10%	End of Semester	Academic Advisor
External Assessment	Off-Campus Practice	Practical Performance	20%	After Internship Period	Supervising Teacher

4. Conclusion

The construction of ideological and political education in courses requires starting from the perspective of students. It involves a comprehensive and in-depth analysis of students' characteristics. Based on

students' situations, ideological and political elements are explored, and ideological and political sections of the course are designed. The content of ideological and political education in courses is arranged reasonably, enabling students to grasp the course content under the influence of socialist core values and improve their ability to solve practical problems. Therefore, the course on Principles and Practices of Engineering Law adopts the "One Body, Two Wings" model for its ideological and political construction. This approach centers on student development, with innovation and application as well as value shaping as the two wings, forming a stable flight mode to assist students in steadily advancing on their learning journey.

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