



Design and Implementation of Ideological and Political Education Based on Management of Transnational Corporation Course

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How to cite this paper: Xiaojing Wang, (2024). Design and Implementation of Ideological and Political Education Based on Management of Transnational Corporation Course. *The Educational Review, USA*, 8(12), 1506-1514.
DOI: 10.26855/er.2024.12.015

Received: November 16, 2024

Accepted: December 14, 2024

Published: January 13, 2025

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Abstract

The design and implementation of course ideological and political education in colleges and universities has gained significant attention. Three ideological and political education potentials are identified in the Management of Transnational Corporation Course which are cultivating an expansive worldview, understanding various cultures, and complying with laws and ethics. The "five outlooks" system of ideological and political education in the Management of Transnational Corporation Course is constructed, which are political, historical, cultural, moral, and legal outlook. After that, a roadmap for implementing ideological and political education specifically tailored for the Management of Transnational Corporations course is proposed. Chapter names, contents, integration points of ideological and political education, teaching methods, and teaching modes are all designed. In addition, a comprehensive assignment and course assessment for the Management of Transnational Corporations course is designed, too. A three-phase (pre-class, in-class, and after-class) implementation strategy can be used, taking innovation management of transnational corporations as a case. All in all, course ideological and political education is the 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.

Keywords

Course Ideological and Political Education; Teaching Design; Three Potentials; Five Outlooks; Three Phases

1. Introduction

The Ministry of Education in China issued the Implementation Outline of the Quality Improvement Project of ideological-political Work in Colleges and Universities on December 4, 2017, which served as a landmark initiative to promote "course ideological-political education". This was followed by the Guiding Outline for Curriculum Construction of the Ideological and Political Education in Colleges and Universities, released on May 8, 2020, which further highlighted the need to optimize the content of ideological and political education in courses. This initiative specifically focuses on key areas such as patriotism, and moral development. The guidelines encourage students to deeply understand the essence of traditional Chinese culture, which values benevolence, people-centeredness, integrity, justice, harmony, and the pursuit

of common good. Therefore, course ideological and political education has become the core content of current higher education work in China (Fu, 2024) and has developed into an institutionalized and nationwide system (Zhao, Liu, & Starkey, 2023).

The concept of course ideological and political education came into being in 2014 as a response to the challenges of isolating ideological and political education from students' broader academic experiences. 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 & Wang, 2022). This phenomenon described the disconnection between ideological-political theory courses and other disciplinary courses. Such theory courses included subjects like basic principles of Marxism, introduction to Mao Zedong Thought, Deng Xiaoping Theory, Scientific Socialism, and so on. Qiu (2017) argues 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. The core of this approach is the classroom, where educators implement these ideological-political elements within the subject matter they teach. Lingling (2021) further elaborates that curriculum ideological and political education organically combines knowledge teaching with value guidance, and fully excavates the ideological and moral elements in all kinds of courses, so as to realize all-round education. She points out that curriculum ideological and political education have two characteristics. One is the characteristic of implicitness, the other is the characteristic of integration. The implicitness of ideological-political education means that it is often woven into the subject matter without being overtly emphasized, while the integration characteristic reflects its permeation across all academic disciplines, ensuring that every course contributes to students' ideological and moral development. Xu (2022) emphasizes that course ideological and political education primarily involves teachers of professional courses in colleges and universities excavating the ideological and political elements and moral education elements contained in the course, and adopting the integration and penetration methods. In this article, course ideological and political education is the 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. Recognition of the concept of course ideological and political education is the foundation of this article.

Management of Transnational Corporation Course covers a diverse range of topics, including the emergence and development of transnational corporations, the theoretical foundations of transnational corporation management, the business environment of transnational corporations, cross-cultural management of transnational corporations, strategic management of transnational corporations, marketing management of transnational corporations, financial management of transnational corporations, innovation management of transnational corporations, human resource management of transnational corporations, and ethical management of transnational corporations. Given the extensive scope of the subject matter and the numerous knowledge points involved, it is challenging for teachers to achieve a balance between ideological and political education and knowledge education. However, this integration is essential to provide students with a holistic understanding of the complexities and responsibilities associated with managing transnational corporations.

Building on an analysis of the course of Management of Transnational Corporation, this article identifies three ideological and political education potentials. After that, I constructed the "five outlooks" of ideological and political education tailored to this course. I further explore how to integrate ideological and political education into each knowledge point in an organized and planned way. A detailed roadmap for achieving this integration is presented, ensuring that ideological and political education is incorporated into the teaching framework. Innovation management of transnational corporations as an implementing example is shown, demonstrating how ideological and political education can be effectively applied.

2. Three Ideological and Political Education Potentials in Management of Transnational Corporation Course

Management of Transnational Corporation course is a professional course for students majoring in business administration, international economics and trade at colleges and universities. It focuses on managing transnational corporations (TNCs), which are companies operating across two or more countries.

In the process of cultivating talents in the Management of Transnational Corporation course, the objectives of this course include three dimensions: knowledge objective, ability objective, and ideological and political education objective. The knowledge objectives are to help students understand the complexities of global markets and master basic knowledge of transnational corporation management. The ability objectives of this course are to search for information skills, to enhance communication skills, and to develop analytical and problem-solving skills tailored for international business

environments. As for the ideological and political education objectives of this course, I think it is necessary to analyze the potentials of course ideology and politics in Management of Transnational Corporation, which is inspired by the paper of Wang (2023). Three potentials exist. They are cultivating an expansive worldview, understanding various cultures, and complying with laws and ethics.

2.1 Cultivating an Expansive Worldview

Transnational corporations have operations in more than one country, often spanning across continents. Courses in transnational corporation management equip students with the knowledge to navigate the economic, cultural, and political differences that exist across countries. The course can provide opportunities to incorporate ideological and political education, such as adherence to international laws and regulations. By learning to strategize, adapt to diverse countries, and implement effective management practices in various markets, students can develop a deeper understanding of global complexities and cultivate a more expansive worldview.

2.2 Understanding Various Cultures

With operations across different countries, transnational corporations often employ a diverse workforce, requiring expertise in cross-cultural management to manage employees from various cultural backgrounds effectively. The Management of Transnational Corporation course typically includes cross-cultural management skills, enabling students to recognize how diverse cultural backgrounds influence business behavior and management decisions. To appeal to diverse consumer preferences, transnational corporations often customize their strategies, products, and services to suit local tastes, regulations, and cultural nuances. By studying cross-cultural management in multicultural contexts, students can develop a more inclusive and respectful attitude toward other cultures, fostering correct values.

2.3 Complying with Laws and Ethics

Transnational corporations operate in multiple legal environments and must navigate complex international laws, tax regulations, environmental laws, labor standards, antitrust laws, and more. They are increasingly expected to adhere to ethical standards and engage in corporate social responsibility practices, considering the impact of their operations on local communities, the environment, and society at large. The Management of Transnational Corporation course emphasizes ethical considerations and social responsibility issues faced by multinational companies, such as corporate ethics, employee welfare, and environmental protection. By exploring ways to balance profit-making with contributing to society, students can establish a correct outlook on life and reinforce their commitment to social responsibility and ethical standards. The course encourages students to reflect on the societal role of individuals.

3. The Path of Implementing Ideological and Political Education in Management of Transnational Corporation Course

3.1 Integrating Ideological and Political Elements of the "Five Outlooks"

According to Wen and Wang (2022), the content system of course ideological-political education not only includes the basic content of ideological-political courses, but also other courses' ideological and political education. The course ideological-political education extends to the cultivation of "Three Outlooks" (world outlook, outlook on life and values), or even to "Seven Outlooks" (political outlook, nationality outlook, history outlook, cultural outlook, moral outlook, rule of law outlook and career outlook). It is shown in Figure 1.

In the Management of Transnational Corporation course, the ideological and political education elements embedded within the "Five Outlooks" system, which includes political, historical, cultural, moral, and legal outlooks. The political outlook embedded in the course in this article means the Management of Transnational Corporation course enables students to understand how political factors influence the operational decisions of transnational companies. The historical outlook embedded in the course refers to providing insights into the evolution of transnational corporations and the lessons learned from their historical development, allowing students to analyze past trends to inform future decisions. For instance, the organizational health of Transnational Corporation should be promoted from three aspects, namely morality and culture, rules and disciplines, and systems and laws (Wang, Meng, & Luo, 2019). The cultural outlook embedded is evident, as the Management of Transnational Corporation course helps students understand various cultures and recognize both the challenges and opportunities encountered. The moral outlook is integrated into the course by emphasizing ethical considerations and social responsibility. The legal outlook is embedded in the course by highlighting the necessity of

complying with diverse legal regulations across countries and regions, preparing students to navigate complex international legal environments effectively.



Figure 1. The content system of course ideological political education from the paper of Wen and Wang (2022).

Both “Three Potentials” and “Five Outlooks” are not isolated, but advisably combined and interactive. The course ideological-political education is not limited to the “Three Potentials” or the “Five Outlooks” though the “Three Potentials” and “Five Outlooks” are the important parts of ideological-political education in the Management of Transnational Corporation course. “Three potentials” and “Five outlooks” in the Management of Transnational Corporation course are shown in Figure 2.

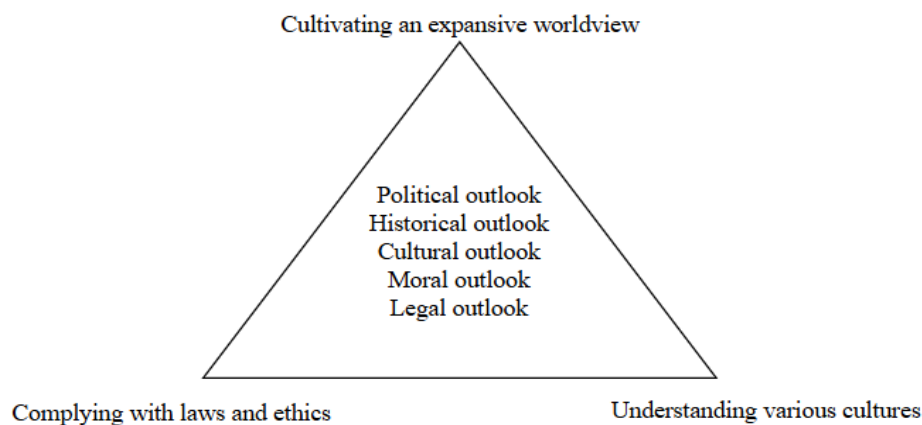


Figure 2. “Three potentials” and “Five outlooks” in Management of Transnational Corporation course.

3.2 Constructing a Course Ideological and Political Education Roadmap for Management of Transnational Corporation

Inspired by the work of Chen and Lai (2024), who developed a curriculum ideological and political matrix diagram, I believe it is essential to construct a course ideological and political education roadmap for the Management of Transnational Corporations. This process involves a careful analysis of the key knowledge points in the course and an in-depth exploration of the concept of ideological and political education, including its connotations and denotations. Various teaching methods are required, whether in the classroom settings or online formats. By integrating these ideological and political elements into the course content, we can create a comprehensive ideological and political map for the course.

Chapter name, contents, integration points of ideological and political education, teaching methods, and teaching mode are all illustrated in Table 1.

It is worth mentioning that a comprehensive assignment designed considering dimensions such as openness, differentiation, specificity, and moral education is essential. Openness means the assignment allows for a broad range of content choices. Differentiation means students' assignments will vary and are not identical. Specificity requires the assignment to align with the course objectives and teaching content. Moral education involves embedding ideological and political elements into the assignment, such as fostering cultural confidence, enhancing national pride, and cultivating a sense of responsibility and professionalism. The process of completing a comprehensive assignment is one of mutual teaching and learning among classmates, where they exchange knowledge with each other. It is also a process of mutual love and support, as well as emotional communication, which promotes the development of cognition, the improvement of interpersonal skills as well as ideological and political education.

Table 1. Ideological and political education roadmap for Management of Transnational Corporation course

Chapter Name	Contents (integrated with knowledge and ability)	Integration Points of Ideological and Political Education	Teaching methods (mode)
the emergence and development of transnational corporations	the conditions and background for the emergence of transnational corporations; the development history of transnational corporations	Historical outlook: Explain the formation, development and impact of transnational corporations, cultivating an expansive worldview.	lecture (online and offline blended)
the theoretical foundations of transnational corporation management	classical international trade theories; classical international direct investment theories; international indirect investment theories	Cultural outlook: Explain the motivations behind Chinese transnational corporations' outward direct investment in the context of China's reform and opening-up, cultivating an expansive worldview.	self-study, lecture (online and offline blended)
the business environment of transnational corporations	the international political environment, policy changes, etc.	Political outlook: It helps students understand how political factors influence the operational decisions, cultivating an expansive worldview.	heuristic teaching, discussion (online and offline blended)
cross-cultural management of transnational corporations	the barriers to cross-cultural communication; the methods of cross-cultural management	Cultural outlook: Introduce main Chinese transnational corporations, such as Haier, to cultivate a spirit of perseverance; Cultivate students' understanding various cultures.	heuristic teaching, discussion, case analysis (online and offline blended)
Strategic management of transnational corporations	the factors influencing the choice of market entry modes; the advantages and disadvantages of exporting, foreign direct investment, and cross-border mergers and acquisitions; entering international markets at the right time; decision-making for market entry	Political outlook: By studying the environments of different countries and strategic management, students understand how political factors influence the operational decisions, cultivating an expansive worldview.	lecture, scenario simulation, discussion (online and offline blended)
marketing management of transnational corporations	product tactics in international markets; pricing tactics in international markets; channel tactics in international markets; promotion tactics in international markets	Moral outlook: Discuss whether differential pricing aligns with ethical principles; Using the promotional example of IKEA, "Part of the money from purchasing IKEA products will be donated."	lecture, case analysis, discussion (online and offline blended)
financial management of transnational corporations	the main methods of international financing; international foreign exchange risk; international tax management; international cash management	Legal outlook: The case of Yabaite company's cross-border financial fraud tells students not to engage in fraud and to act with honesty and integrity, comply with laws and ethics.	heuristic teaching, discussion, case analysis (online and offline blended)

Table 1 Continued

innovation management of transnational corporations	international technology transfer; international research and development management	Cultural outlook: Give one or two technology-related videos in order to inspire students' caring about advanced technology and willing to innovation.	lecture, discussion (online and offline blended)
human resource management of transnational corporations	the characteristics and models of international human resource management; employee training; the management of expatriates in transnational corporations	Cultural outlook: Teach students the importance of the ability to quickly adapt to new environments. If I were to be expatriated, how would I consider it? In order to understand various cultures, you'd better continue to learn.	lecture, discussion, case analysis, scenario-based teaching (online and offline blended)
ethical management of transnational corporations	the business ethics; the social responsibility; the anti-corruption practices	Moral outlook: Transnational corporations should assume corporate social responsibility, understand the rule of law, and comply with ethics.	lecture, discussion, case analysis (online and offline blended)

The lecture method is the most common teaching method, characterized by teacher-led instruction. I recognize that teachers should avoid relying solely on lecture-based methods that overwhelm students with content. Doing so may lead to boredom and lack of engagement. Several teaching methods are needed, whether the teaching mode is in the classroom or online. The teaching methods used in the Management of Transnational Corporation course are lecture, heuristic teaching, discussion, case analysis, and so on. Heuristic teaching is an effective way to implement curriculum ideology and politics (Wang, 2023). Discussion teaching methods can not only improve the communication, and understanding of knowledge but also achieve the goal of course ideological and political education. This approach also conveys emotional attitudes to students. The discussion-based teaching method, on the other hand, 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. Using case teaching in a Transnational Corporation Management course is an effective way to enhance students' understanding by applying theoretical knowledge to real-world scenarios. The Transnational Corporation Management course covers a large number of cases. Examples cases of cultural adaptation are McDonald's in China, and Haier Group in Pakistan. Example cases of market entry strategy are Tesla's expansion into China, Qirui Group in Brazil. Examples of cases of human resource management of transnational corporations are Wutian company and Shenzhen Chuanyin company. The case-based teaching method means that not only the teacher conducts case studies but also organizes students to collect, analyze, and share cases on transnational corporations. The scenario-based teaching method involves teachers creating effective scenarios and posing questions based on them to guide students in deeply understanding the knowledge and values embedded in the course-related scenarios.

Course assessment is comprised of formative assessment and the final assessment. Formative assessment mainly includes attendance, assignments, and class performance, all of which contribute a certain proportion to the total score. The final assessment involves designing a course paper with ideological and political elements.

3.3 Implementing Course Ideological and Political Education Throughout the Whole Process

The "course ideology and politics" should be integrated into classroom teaching. However, the ideological and political space of the course can be appropriately and timely broadened. Wang (2023) points out that the ideological and political education should not be limited to classroom teaching. I quite agree with her. Song and Wu (2020) suggest integrating "curriculum ideological and political" into the preview. 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 (Song and Wu, 2020). Classroom teaching is a traditional teaching method. Nowadays, online teaching and offline teaching can be blended. In addition, the process of ideological and political education includes pre-class time, in-class time, and post-class time. Therefore, there are three phases. Implementing course ideological and political education in the whole process of courses, including not only during class but also before class and after class.

In the first class, I explain the teaching objectives and assessment methods of the Transnational Corporation Management course. In the Management of Transnational Corporation course, I emphasize that a comprehensive assignment requires students to work beyond the boundaries of the classroom. All students are encouraged to form groups freely and

collaborate to complete this comprehensive assignment. Each student is required to focus on excellent transnational corporation management cases and outstanding transnational corporation managers. The selection should reflect patriotism, adherence to ethical norms, and the transmission of positive energy. Based on the collection of materials, some group members are responsible for organizing the work, others for collecting materials extensively, some for creating presentations, others for enhancing the presentations, some for communicating with the teacher, and others for reporting on the presentations. At least one day before students share their presentations, they are asked to send me the materials of the assignment which I will review. Some groups may need to revise their presentations. Feedback will be provided to ensure that the format and content of the presentations align with the classroom requirements. On this basis, students will be given the opportunity to speak and share their assignments in class. One or two group assignments can be shared in each class from the third class on.

The student who is on behalf of his or her group to give a public presentation is required to take on the role of the teacher during the presentation. Each group's presentation time is typically required to be around fifteen minutes. Let's take the course chapter named Innovation Management of Transnational Corporations as an example.

3.3.1 Pre-class

As a teacher in colleges and universities, I am aware of incorporating emotions into teaching design and execution. I bring my love for education and my care for students into the process, which requires a significant investment of time and effort. I assess students' needs and prior knowledge to ensure the content is suitable. After that, I leverage digital technologies to design interactive activities, combining offline teaching and online teaching.

Combining resources with online platforms, fully utilizing the novel, fast, and diverse characteristics of online resources, and conducting ideological and political education through blended online and offline teaching can not only improve teaching effectiveness but also enable students to make full use of their spare time to improve learning efficiency (Chen & Lai, 2024).

Before the class begins, the Management of Transnational Corporation course schedule will be posted in the notification section of the Learning Pass platform (xuexitong or <http://sues.fanya.chaoxing.com>), and the courseware will be shared with students. Additionally, I spend much time to look for appropriate videos related to the content on the internet. If the videos are suitable for the class, I upload them on the Learning Pass platform. I ask students to spend about eight minutes watching a technology-related video on quantum technology research and development of a company from China. The videos are useful to inspire students to care about advanced technology and foster a love for China.

I will initiate a sign-in activity twenty minutes before the class starts on the day, and each student is required to sign in on the platform. Students should carefully review the courseware first. And I would send reminder messages to individual students who have not signed in.

3.3.2 In-class

At the beginning of the course, Chen Shujie is the student who stands for his group to give a public presentation on the group's comprehensive assignment. The topic of his group is to introduce DJI Innovations Technology Co., Ltd. Although it is based in China, DJI operates on a global scale with subsidiaries, research and development centers, manufacturing facilities, and a significant market presence across various countries. Its products, particularly drones and aerial imaging technology, are sold worldwide. His group members are six students. Chen Shujie is group leader, responsible for the presentation. Three members are responsible for information seeking. Two members prepare for the PPT. After Chen's presentation, other students are allowed to ask questions. If no student asks questions, I provide feedback on the presentation group's slides and the presentation process. I begin with praise, followed by questions, and the group members answer them in the class. The whole process of the group's assignment presentation and questions asked and answered takes about twenty minutes.

The next is for me to lecture. I ask students to think about what comes to mind when they hear the word "technology." Do they think of patents? Does it lead them to consider how intellectual property protection is carried out? After the introduction, I present the key knowledge points of this session, including international technology transfer, research and development institutions, and international research and development management. Then, I lecture in detail. Concept, classification, and characteristics of international technology transfer, the content of international technology transfer (patent rights, trademark rights, and proprietary technology), types of research and development institutions, organizational model for research and development of Transnational Corporations, the motivations for internationalization of research and development, technology spillover effect and technology crowding out effect and so on.

When discussing patents, I encourage students to participate in innovation competitions. I use an example of a former colleague who, during university, applied for a patent for an "automatic bathing machine" to inspire students to be bold in innovation and practical experimentation. Additionally, I remind students not to infringe on others' intellectual property.

While writing essays or sharing courseware during their studies, they must cite and acknowledge sources for any ideas, charts, or other materials they use.

To alleviate fatigue from listening, I ask two questions in the discussion forum for this class: "How can one become a technically skilled individual? How would you manage the technology you possess?" The following are some answers from the students.

Liu Wenyue: "Set clear goals and work hard to achieve them. Build a solid foundation, maintain a spirit of exploration, and apply the knowledge...Ensure both depth and breadth when developing technology. For managing technology, avoid spreading it recklessly or hoarding it blindly. Make decisions based on actual circumstances."

Hao Yue: "First, systematically learn technical theoretical knowledge and combine it with practical application to achieve proficiency. Second, have clear goals, keep learning, and update outdated knowledge to stay current. Cultivate an innovative spirit, be willing to take on new challenges, and develop good communication skills and a sense of teamwork. Finally, acquire certain technical management skills, continuously refine expertise."

Shen Shenyan: "Possess management skills, problem analysis and resolution abilities...To manage technology, remain dedicated and proactive, and ensure strict confidentiality of technical work."

Then I evaluate the discussions of the students. After lecturing, I usually provide a summary to help students distinguish between the key points and the difficult points of the content.

3.3.3 After-class

Assignments are activities students undertake out of class. In essence, it is also a form of task-based teaching. Besides the assignment arranged in the first class, students are asked to watch another video which is on innovation prepared on the Learning Pass platform. After watching, they are asked to tell the classmates and the teacher the reflection on the discussion board of Learning Pass platform (xuexitong). What's more, the students can share their arguments on innovation in next class. Those who shares well can get praise. Even outside the classroom, I continue to foster emotional resonance with students, engage in open dialogue on the Learning Pass platform. And everyone can get in touch with me in WeChat. If necessary, students can come to my office for help or communication. Some students communicate with me once. For example, Chen Shujie told me that his group has two students from Northwest China. Due to the vast land and abundant resources in China, there are some differences in the logical thinking between students from Southeast China and students from Northwest China. As the team leader, he assigned an equal amount of work to each student in the group, but the two students from Northwest China often made a misunderstanding. Therefore, he scrutinized the assignments more carefully. In the end, they all succeed in completing the tasks assigned.

4. Conclusions

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. The construction of course ideological-political education is a systematic endeavor. Analyzing the potentials of curriculum ideology and politics is both fundamental and necessary. Three ideological and political education potentials are identified in Management of Transnational Corporation Course which are cultivating an expansive worldview, understanding various cultures, and complying with laws and ethics. Designing a course roadmap is crucial through appropriate teaching methods to achieve knowledge objective, ability objective and the ideological and political education objective. By thoroughly exploring the ideological and political education elements within Management of Transnational Corporation course, we can integrate five key outlooks -political, historical, cultural, moral and legal outlook-into the course's ideological and political education. Various teaching methods such as lecture, heuristic teaching, discussion, and case analysis are applied, whether in the classroom settings or online formats. The process of ideological and political education encompasses pre-class, in-class, and post-class activities. It is imperative to implement ideological and political education throughout the entire process.

Funding

This work was supported by project titled "Ideological and Political Education Based on Management of Transnational Corporation Course" (number: c202403002), project titled "Construction of Business Administration Professional Certification System": Construction of Management of Transnational Corporation Course (No.: 0233-A1-5300-22-03050239), project titled "Research on the Development Strategy and Planning of Blockchain in China" (No.: 23GL-050).

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