An Analysis of "Same Lesson, Different Structures" Teaching Activities in High School Ideological and Political Courses under the New Curriculum Reform： A Case Study of a High School in Taiyuan, Shanxi Province

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［**Abstract**］ Transforming educational philosophies and advancing curriculum reform are crucial drivers for comprehensively improving the quality of classroom teaching in schools. Under the New Curriculum Reform, to implement the key spirit of General Secretary Xi Jinping's speech at the National Symposium on Ideological and Political Theory for Teachers and to further promote the integrated development of ideological and political education across primary, secondary, and tertiary education, the "Same Lesson, Different Structures" teaching approach—a method that fosters students' growth, enhances teachers' professionalism, and elevates teaching standards—has garnered increasing attention in the education sector. Aligned with the New Curriculum Reform's requirements of people-oriented, quality-oriented education, high school ideological and political courses must deepen the cultivation of students' ideals and convictions and fulfill the fundamental task of "fostering virtue through education". This necessitates leveraging the critical role of the "Same Lesson, Different Structures" approach.

［**Key words**］ New Curriculum Reform; high school ideological and political courses; "Same Lesson, Different Structures"

1　Introduction

The New Curriculum Reform refers to the latest round of reforms in basic education curriculum. Launched in the 21st century, it responds to the call for quality-oriented education, aims to construct a basic education curriculum system that meets contemporary developmental needs, and enhances the ideological and moral standards of the entire population. The reform encompasses six key dimensions：curriculum objectives, curriculum structure, curriculum content, curriculum implementation, curriculum evaluation, and curriculum management. It seeks to align teaching practices with the demands of the times, integrate "core competencies" into educational processes, and continuously break away from conventional instructional models.

2　The fundamental implications of "Same Lesson, Different Structures"

2. 1 The concept and case studies of "Same Lesson, Different Structures"

Under New Curriculum Reform, "Same Lesson" refers to identical curriculum content adopted for the same subject within a specific timeframe. "Different Structures" emphasizes diversified classroom designs based on students' variations, teaching styles, and instructional strategies. Thus, "Same Lesson, Different Structures" represents teaching activities applying varied strategies under unified curriculum standards, focusing on identical textbook content within the same subject timeframe, tailored to students' needs and teachers' expertise.

A high school politics teaching group in Taiyuan, Shanxi conducts collective lesson preparation biweekly, exemplifying "Same Lesson, Different Structures". For new lesson preparation, teachers collaboratively reconstruct

textbook content through in-depth discussions to reach consensus. In exercise classes, they standardize question review, answer calibration, and explanation strategies while preserving individualization. In teaching "Understanding Chinese Traditional Culture" (Compulsory Course IV: Philosophy and Culture), Teacher Y1 used Henan TV's "Wonderful Journey" program to guide policy-history-geography students in material analysis through questioning, while Teacher L employed mind maps for students with other subject combinations to strengthen knowledge frameworks. This design respects disciplinary differences—prioritizing humanities-focused critical thinking versus cross-subject foundational links—while embodying the essence of "Same Lesson, Different Structures": dynamically adjusting instructional focus based on students' academic orientations and cognitive traits.

"Same Lesson" and "Different Structures" share a dialectical relationship. "Same Lesson", ensuring teaching scientificity, requires adherence to curriculum standards and implementation of core competencies; "Different Structures" achieves teaching effectiveness by concretizing theories through flexible instructional strategies. Their integration upholds objective laws of content while innovating formats. Practice confirms that "Same Lesson, Different Structures" meets modern educational demands via dynamic balance between standardization and personalization. Teachers creatively interpret shared teaching blueprints, ensuring knowledge accuracy and design innovation to optimize outcomes. This model, grounded in educational laws, offers a practical paradigm for reform.

2.2 Characteristics of "Same Lesson, Different Structures"

First, goal consistency: Anchored in core competencies, "Same Lesson, Different Structures" aligns curriculum standards with varied strategies to unify knowledge and values. The Taiyuan high school's politics team integrates textbooks with local cases (e.g., the transformation of Taiyuan Iron and Steel Group, commercial district development) in guided learning plans, reinforcing practical skills and cultural values. This ensures the scientific rigor and directional clarity of "Same Lesson", grounding "Different Structures".

Second, learner-centric targeting: Prioritizing teaching tailored to learning needs, it demands adaptive strategies for cognitive traits. However, universal application is impractical. Teacher Y1 employed question-chain methods to cultivate critical thinking in humanities classes, while Teacher L used mind maps for interdisciplinary links in other streams. This differentiation respects student development and embodies "Different Structures": precision-targeted teaching avoiding uniformity.

Third, collaborative openness: "Different Structures" fosters multi-level teachers' collaborations, exploring diverse textbook interpretations (e.g., redefining the "traits-impact" logic of Chinese traditional culture) while integrating varied resources via open classrooms to boost engagement. Teachers critically refine methods, share insights, and drive iterative strategy development through teaching-research synergy, shifting classrooms from unilateral instruction to co-creation and establishing a design-practice-reflection cycle.

Fourth, reflective praxis: It enables dynamic strategy validation through comparative teaching analyses. During a group study on "Understanding Chinese Traditional Culture", Teacher Y1 deconstructed textbook content into three traits linked to impacts, prompting Teacher L to revise flawed frameworks. This reflective mechanism converts individual insights into collective wisdom, exposes biases, and supports professional growth through evidence-based refinement, ensuring continuous pedagogical improvement.

2.3 "Same Lesson, Different Structures" in teaching: core functions

Firstly, "Same Lesson, Different Structures" drives systematic curriculum development through teachers' collective collaboration. By refining lesson plans via targeted workshops on shared content, educators address pedagogical gaps, transform fragmented knowledge into structured learning sequences, and enhance course

coherence. For example, the Taiyuan high school's politics group integrates local cases （e. g. , the transformation of Taiyuan Iron and Steel Group, commercial district development） to bridge textbook theories with practical relevance. This collaborative approach overcomes isolated lesson preparation, filters high-quality resources through multi-perspective analysis, and builds a unified system aligning curriculum standards, teaching materials, and student needs, ensuring continuity, progression, and contemporary relevance in instruction.

Secondly, fostering teachers' expertise. "Same Lesson, Different Structures" creates a co-development framework: senior teachers contribute subject mastery and experience, while juniors inject innovative methods. In a problem-solving workshop, Teacher Y1 guided novice Teacher X to systematize instructional logic while adopting X's digital tools; X accelerated classroom proficiency through knowledge-mapping strategies. This mutual upskilling transcends one-way mentorship, maintaining disciplinary stability while driving pedagogical innovation. As Y1 noted, "Young teachers' tech-enabled contextualization addresses critical gaps. " By reflecting on design contrasts, it sustains professional vitality, even post teaching-style crystallization.

Lastly, enabling self-directed learning. "Same Lesson, Different Structures" shifts focus from knowledge transfer to competency cultivation, activating students' agency through adaptive design. It empowers learners to autonomously identify high-frequency exam topics, deepen textbook mastery, and hone critical/logical skills via inquiry tasks. For "Understanding Chinese Traditional Culture", teachers use Henan TV's "Wonderful Journey" series and cross-cultural comparisons （e. g. , French cuisine vs Pingyao sliced noodles） to convert exam points into exploration projects. Teacher Y1 cultivated critical thinking via cultural decoding, while Teacher L developed transfer skills through cross-cultural comparisons—both advancing "comprehension-application-creation" despite differing methods. This breaks rote-learning constraints, transitioning students from passive absorption to active knowledge construction in authentic contexts.

3 Teaching requirements for high school ideological-political education under New Curriculum Reform

3.1 Integrated teaching objectives of knowledge transfer and ideological guidance

First, align objectives with knowledge-value integration. Exam-driven models use mechanical checklisting, causing content-goal disconnect and drained vitality. New frameworks rebuild goals via core values, literacy, competencies, knowledge. E. g. , a Taiyuan school contextually embeds political identity, scientifically and rigorously, avoiding checklists. Y2's materials align modules with values, fostering institutional confidence in "Socialist Market Economy" units, merging curricular steering with moral functions.

Second, transcend rote memorization by building a cognitive-context-value progression. Teachers must deliver Party policies while using contextualized design—like the cases of Shanxi's heritage preservation in teaching "Chinese Cultural Heritage"—to trigger cultural confidence through value analysis. This merges knowledge application with emotional resonance, forging a symbiotic link between learning and values to resolve the "knowing-doing divide", advancing moral cultivation.

Third, integrating knowledge with ideological guidance forms the core mandate of political education. This fusion aligns with curricular norms while compelling teachers to reinterpret materials deeply. When analyzing "defining features of Chinese socialism", educators deconstruct knowledge-value logic via resources like reform-era data comparisons, creating immersive environments where academic content resonates with national identity. This systemic approach enables youth to internalize values through intellectual engagement, fulfilling moral cultivation.

3.2 Teaching-system-life-practice integrated curriculum

State-edited high school politics textbooks structurally organize content around developing socialism with

Chinese characteristics, framing four required modules：Socialism with Chinese Characteristics；Economy & Society；Politics & Rule of Law；Philosophy & Culture. Teachers must innovate through comprehensive inquiry activities, bridging theory with practice to guide students in truth-seeking and ideal-building. Content design must transcend rote memorization via textbook-life logic interplay. As noted by Taiyuan's Teacher Y2："Students lack real-world context." Instructors thus embed textbook concepts in localized scenarios （e. g. , Shanxi/Taiyuan cases）, maintaining academic rigor while using concrete examples to overcome cognitive barriers, enabling transition from theoretical retention to practical application.

As carriers of disciplinary values, high school political curricula integrate scientific rigor with real-world applicability. Students must grasp their contemporary relevance to apply theories in practice, refining truths through verification. When analyzing Shanxi's energy transition via contradiction analysis or designing Pingyao preservation using cultural inheritance frameworks, knowledge becomes cognitive tools for problem-solving. This pedagogical shift transforms classrooms into societal bridges, cultivating applied wisdom while deepening theoretical understanding through authentic problem-solving, ultimately forging iterative cognition-practice cycles.

3.3 Pedagogy-politics integrated teaching model

Innovation-driven pedagogy advances through education reforms, leveraging tech for tiered instruction and immersive scenarios. Addressing theoretical complexity, teachers build theoretical-contextual-practical chains, avoiding lectures. Schools in Taiyuan exemplify this via simulated community councils （grassroots democracy） and VR visualization of Jin Temple （cultural heritage）, merging academic rigor with engagement. Crucially, current affairs bridge textbooks and practice. Teachers curate exam-aligned hotspots for contextual cognition, training analysis skills vital for assessments. Systemic pedagogy-content integration thus optimizes instructional efficacy.

This synergy enriches curricula and hones critical skills：boosting political news acuity and problem-solving agility. A Taiyuan teacher cited the recent RRR cut to demonstrate government macro-control, integrating inflation/deflation theories with current policies. Such contextualization builds policy analysis frameworks, shifting students' thinking from exam tactics to real-world solution crafting.

3.4 Knowledge-competency integrated assessment

College entrance examination reforms drive political education toward knowledge-skill-literacy evaluation. Exams adopt dual-question formats：fact-based MCQs test contextual theory application, while open essays assess analytical depth. Modernized grading criteria embrace multi-perspective responses, demanding systemic logic and core literacy development. The Taiyuan high school implements question-type taxonomy：analysis/critique/theory-application categories follow distinct frameworks （e. g. , "define-justify-act" for policy analysis）. Such training builds hierarchical thinking, enabling students to structure answers via "rationale-implementation-impact" layers in macro-control essays.

Assessment frameworks now emphasize educational value through real-world cases like RRR adjustments and grassroots governance innovations. These require students to bridge theory with practice, cultivating "data-theory-conclusion" reasoning loops that strengthen political identity and scientific literacy. Taiyuan cases show such models shift focus from exam performance to civic literacy, enabling students to decode national development logic through analytical processes, transforming test-taking skills into public engagement awareness.

4   The significant importance of "parallel lesson structuring activities" in High School Political Education under the perspective of the New Curriculum Reform

4.1 Conducive to the deepening of instructional exploration in High School Political Education

High School Political Education, the core course implementing moral education, cultivates core competencies：political identity, scientific thinking, legal awareness, and civic engagement. Through four compulsory modules

（Socialism with Chinese Characteristics；Economy & Society；Politics & Rule of Law；Philosophy & Culture）, it builds theoretical frameworks （Marxist principles, and socialist market economy theories） while transforming knowledge into practical skills. Teaching emphasizes understanding social development patterns, shaping socialist core value-aligned thinking/behavior. Core competencies—political identity, scientific thinking, legal awareness, and civic engagement—define its ultimate educational value. Key instructional values：（1） Political：develops Marxist-based political literacy and dialectical analysis；（2） Educational：shifts knowledge transmission to competency cultivation；（3） Ethical：guides worldview formation via philosophical methods （contradiction analysis, and praxis epistemology）；（4） Practical：enhances real-world problem-solving with political theories, and unifies theoretical understanding with practical application.

Parallel lesson design demonstrates efficacy in high school political education. This method evaluates diverse instructional approaches by multiple teachers on identical content, identifying shared strengths as effective design templates to enhance curriculum depth and develop premium courses. A Taiyuan political education team conducts multi-dimensional reviews during collaborative lesson planning：analyzing textbook logic, refining exercise design details, and optimizing teaching methods. Through interdisciplinary discussions, teachers consolidate best practices, address weaknesses, and achieve resource sharing, enriched content, and improved outcomes.

4.2 Enriching teaching experience for High School Political Education teachers：methodological advantages and practical pathways

High School Political Education teachers demonstrate firm political stance, theoretical expertise, and educational commitment. Yet exam-oriented pressures often lead to textbook-bound teaching, diminishing professional value. The new era demands three core competencies：political literacy, pedagogical innovation, and personal charisma. A Taiyuan political education team conducts regular collaborative lesson studies, addressing classroom challenges through textbook analysis and studying works like *China's Institutional System* and *Xi Jinping's Educational Discourses*, embodying the growth formula："theoretical mastery + reflective practice + peer learning". Teachers' expertise directly impacts educational efficacy. As Xi Jinping emphasized, "Teachers determine ideological education's success." Effective educators require integrated knowledge, visionary thinking, and profound conviction to guide students' values. Sustained professional development ensures dynamic classrooms, cultivating youth into socially responsible talents. Interviews reveal students value teachers' charismatic modeling, which strengthens moral cultivation implementation.

"Same Lesson, Different Structures" boosts teaching expertise through collaborative textbook analysis and innovative planning. Post-implementation peer reviews and the "design-implement-diagnose-refine" cycle reinforce theoretical mastery, curricular interpretation, and strategy optimization, ultimately enhancing classroom efficacy and pedagogical coherence.

4.3 Strategies to improve learning quality and academic effectiveness in political education for students

Chinese adolescents （15 ~ 18） in Piaget's formal operational stage develop initial value judgments while constructing core values. Balancing autonomy and academic pressures often triggers psychological conflicts and cognitive dissonance. Despite digital-era information access, their immature judgment systems struggle with theoretical absorption, requiring classrooms to resolve cognitive conflicts through dialectical analysis, ultimately establishing stable value frameworks and cognitive-behavioral coherence.

"Same Lesson, Different Structures" leverages diverse instructional designs （e. g. , multidimensional approaches in Chinese cultural curricula） to transition learning from memorization to cognitive structuring. Framed inquiries enhance logical analysis, while contemporary case studies （e. g. , rural revitalization policies） cultivate

civic identity through applying materialist dialectics to societal issues. This classroom-society integration deepens knowledge internalization and cultural confidence, advancing core competencies.

5   Conclusion

Under the New Curriculum Reform, "Same Lesson, Different Structures" has been increasingly implemented in High School Political Education. Collaborative teacher workshops enable comprehensible, engaging, and in-depth instruction while facilitating peer collaboration, ultimately enhancing instructional efficacy in ideological-political curricula.

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