

An Analysis of the Theoretical Value and Timeline for the Development of Ideological and Political Education in University Courses

Chen Jiahui

[**Abstract**] Ideological and Political Education in Higher Education Courses serves as a vital vehicle for universities in the new era to fulfill the fundamental mission of fostering virtue and nurturing talent. This paper systematically explores the theoretical foundations, practical significance, existing challenges, and implementation pathways of this initiative. The study concludes that Marxist theories on the comprehensive development of the individual and the essence of society form its core theoretical foundation, while excellent traditional Chinese culture provides rich intellectual resources. Meanwhile, constructivism and humanistic psychology offer methodological support for its practical implementation. Ideological and Political Education in Higher Education holds significant value for universities in fulfilling their educational mission, fortifying ideological defenses, and cultivating a new generation capable of shouldering the great responsibility of national rejuvenation. Currently, the development process still faces prominent issues such as a gap between conceptual recognition and voluntary action, the awkward integration and homogenization of content, and imperfect evaluation mechanisms. To address these challenges, improvements should be made by strengthening faculty training and intrinsic motivation, deepening disciplinary characteristics and instructional design, and establishing a diverse formative evaluation system. This article aims to provide theoretical references and practical insights for higher education institutions to further advance the development of ideological and political education in the curriculum.

[**Key words**] ideological and political education in the curriculum; fostering virtue and nurturing talent; Marxism; traditional culture; psychology; evaluation mechanism

[**About the author**] Chen Jiahui (1994—), female, from Yangquan Shanxi, China, assistant lecturer at the School of Marxism, Guangzhou Business College, master of law. Research interests: basic principles of Marxism.

[**DOI**] <https://doi.org/10.62662/kxwxy0306002>

[**Website**] www.oacj.net

1 Introduction

Ideological and political education in the curriculum is an educational philosophy that has gradually taken shape alongside societal changes; it has now become a new priority that all universities must take seriously and actively implement. Its core lies in activating the inherent educational functions present in all courses, organically integrating ideological and political elements into every aspect of teaching, and ensuring natural permeation without leaving any trace of artificiality. Implementing ideological and political education in the curriculum does not mean establishing a separate ideological and political course outside the existing curriculum system, nor does it mean simply splicing together disciplinary content and ideological education. While imparting knowledge and training skills, every course should consciously assume the responsibility of providing value guidance. In today's complex educational environment, curriculum-based ideological and political education serves not only as a vital foundation for universities to fulfill the mission of fostering virtue and nurturing talent but also as a key safeguard for maintaining the educational front and warding off ideological risks. Therefore, in-depth exploration of the theoretical basis and practical pathways of curriculum-based ideological and political education holds significant practical importance for universities in truly accomplishing this fundamental mission of fostering virtue and nurturing talent.

2 The theoretical foundation of ideological and political education in the curriculum

2.1 Marxist theory as the core foundation

Marxist theory serves as the core theoretical foundation for universities to advance the development of ideological and political education in the curriculum; it also charts the course for establishing an educational system for ideological and political education in the curriculum and carrying out related practical work in the new era. From the perspective of Marx's theory of human development, the fixed division of labor resulting from large-scale capitalist industrial production tends to lead to a narrow and one-sided development of the individual. Under this production model, workers are reduced to mere tools of production; their physical and mental well-being, as well as their intellectual and spiritual potential, are severely constrained, preventing them from achieving all-round development. In response, Marx argued that education not only promotes the development of future society but also, through a quality education, enhances people's thinking and intellectual capacities, thereby laying the foundation for the realization of their all-round development. At this stage, the core of educational work in higher education institutions is to cultivate high-quality talent with all-round development. As a key mechanism for implementing the fundamental task of fostering virtue and nurturing talent, the development direction of curriculum-based ideological and political education aligns closely with Marx's theory of all-round human development.

At the same time, Marx clearly and forcefully argued that the essence of human beings is the sum total of all social relations; therefore, it follows quite naturally and appropriately that the growth of every individual is inextricably linked to their social environment, historical context, and cultural atmosphere. Teaching models that rely solely on textbook knowledge and are detached from reality can no longer meet the requirements of education in the new era. The development philosophy of curriculum-based ideological and political education perfectly echoes this theoretical logic: it breaks through the constraints of traditional specialized courses that focus solely on imparting knowledge and honing skills, requiring all types of specialized courses to actively and organically integrate positive value guidance while imparting foundational knowledge and cultivating professional skills. In this way, it helps students clarify the intrinsic connections among personal growth, social progress, and national development, thereby naturally fostering a correct understanding of development. Therefore, Marx's discourse on the social essence of human beings serves as the most solid and powerful theoretical foundation for the routine and long-term implementation of ideological and political education in the curriculum.

2.2 Rooted in China's outstanding traditional culture

China's outstanding traditional culture harbors a wealth of educational philosophy and national spirit, providing ample intellectual nourishment for ideological and political education in university curricula and serving as the cultural foundation indispensable to localized educational efforts. Traditional Chinese education has always emphasized moral cultivation, advocating for the combination of virtue and talent, with virtue taking precedence. The advocacy of self-cultivation and the pursuit of virtue in *The Great Learning*, as well as the ancient practice of prioritizing moral education in teaching, all demonstrate that ancient education integrated moral education with the acquisition of knowledge. This educational tradition—which emphasizes value guidance and the power of subtle, gradual influence—aligns well with the current approach of integrating ideological and political elements into specialized courses, laying a deep cultural foundation for the fusion of knowledge transmission and value guidance. Furthermore, many of the spiritual values embedded in traditional culture can enrich the educational content of “ideological and political education in the curriculum”. Excellent concepts such as a sense of duty to family and country, the people-centered philosophy, the perspective on righteousness and self-interest, the unity of knowledge and action, and the spirit of craftsmanship can all be flexibly applied in the classrooms of various specialized courses. Infusing these traditional essences into daily teaching helps students strengthen their cultural confidence and national identity, while also correcting the shortcomings of past ideological and political education, which often relied on rigid, didactic approaches. Therefore, by leveraging the gentle, immersive nature of

traditional culture, university faculty can make ideological and political education in the curriculum more closely aligned with teaching realities and better suited to students' cognitive development. This effectively avoids the shortcomings of vague content and monotonous formats, truly achieving the goals of cultivating character through culture and educating through culture, thereby helping universities effectively fulfill their fundamental mission of fostering virtue and nurturing talent.

2.3 Drawing on relevant psychological theories as a theoretical foundation

For ideological and political education to be truly integrated into daily classroom instruction and to effectively fulfill its educational purpose, psychological theories—especially constructivism and humanistic psychology—provide a powerful and clear theoretical framework. Both offer direct and substantive guidance for improving ideological and political education. First, constructivism thoroughly rejects the traditional “cram-school” style of teaching, and its fundamental premise is clear: “Students are active constructors of the meaning of knowledge.” Knowledge is not unilaterally instilled by teachers but is actively constructed, digested, and absorbed by students based on their existing learning and life experiences. Therefore, this logic fully applies to ideological and political education as well; students do not mechanically or passively accept value concepts but, by integrating them with their existing moral cognition, autonomously discern and actively absorb positive ideological concepts. Consequently, if university faculty wish to stimulate students' positive cognitive experiences and guide them toward active thinking, classroom instruction must shift away from traditional approaches and truly highlight the students' central role. Secondly, humanistic psychology infuses ideological and political education in the curriculum with greater warmth and intrinsic motivation. Rogers' theory of meaningful learning offers an exceptionally clear and compelling argument; truly effective learning must be closely connected to students' real lives, emotional needs, and developmental goals. Consequently, ideological and political education within the curriculum should align with the developmental patterns and psychological characteristics of contemporary students, respect individual differences, avoid hollow, dry, and rigid lecturing, and provide students with ample space for independent thinking. What is even more valuable is that these two psychological theories resonate with and complement one another, thereby naturally and appropriately forming a comprehensive set of practical methods for the effective implementation and routine conduct of ideological and political education in the curriculum.

3 The significance of building ideological and political education in university curricula

3.1 The fundamental lever for fostering virtue and nurturing talent

The most fundamental and core role of ideological and political education in university curricula is to serve the institution's mission of fostering virtue and nurturing talent. General Secretary Xi Jinping has emphasized that the very foundation of universities lies in fostering virtue and nurturing talent. Higher education institutions must cultivate qualified builders and reliable successors of socialism who are well-rounded in moral, intellectual, physical, aesthetic, and labor education. It goes without saying that in the past, many instructors of specialized courses held a very clear and harmful misconception; they believed their primary duty was to teach specialized knowledge and train practical skills, and that it was sufficient to cultivate students' professional competence, while the shaping of students' moral character and value systems was the work of ideological and political educators and counselors—a matter in which they should not interfere. Consequently, they naturally separated teaching from moral education. As a result, many students possess solid professional foundations and outstanding practical skills but lack sound moral character and a strong sense of responsibility. The introduction of “ideological and political education integrated into the curriculum” has aptly corrected this one-sided teaching philosophy, thoroughly breaking the entrenched mindset of “teaching without nurturing”. In fact, various professional activities—such as laboratory experiments in science and engineering and textual study in the humanities and social sciences—intrinsically serve the dual functions of imparting knowledge and fostering character. Topics such as engineering ethics, medical humanities, and professional ethics are themselves pivotal components of professional education.

Therefore, when instructors teach specialized knowledge, industry standards, and technical norms, if they can naturally and appropriately guide students to reflect on their professional aspirations, job responsibilities, and ethical boundaries, they can organically and effectively integrate the educational goal of fostering virtue and nurturing talent into classroom discussions, case analyses, and practical training. Consequently, value guidance is no longer the exclusive responsibility of ideological and political education classes but becomes a shared mission for all faculty and all courses, thereby enabling higher education to truly return to its fundamental purpose of nurturing students.

3.2 A safeguard against ideological threats

The current international landscape is in constant flux, with different cultures and ideologies colliding and intertwining. Coupled with the complex and chaotic nature of information on the internet, many erroneous trends with negative tendencies often infiltrate campuses under the guise of everyday opinions or academic discussions, subtly undermining young students' value judgments. As the main battleground for talent cultivation and knowledge dissemination, higher education institutions naturally become a key arena for ideological competition. In the past, ideological and political education in universities relied primarily on explicit forms such as ideological and political courses, Party and Youth League activities, and thematic education, but their reach was ultimately limited. Meanwhile, specialized classrooms—as the main arena for teaching—have long been viewed simply as places for imparting knowledge and training skills, with an implicit assumption of “value neutrality”. This has led to significant blind spots in value guidance within daily teaching. In fact, the teaching of any academic discipline cannot be entirely neutral; it always reflects certain underlying value stances and ways of thinking. If specialized classrooms focus solely on knowledge transfer while neglecting the necessary value guidance, certain narrow-minded Western theories, utilitarian notions, and technocentric mindsets can easily and quietly take root in students' perceptions. The promotion of ideological and political education within the curriculum effectively addresses this shortfall in education. Unlike rigid ideological control, this approach adopts a gentle method of classroom immersion, enabling students to naturally develop positive values while learning specialized content. This internally grown ideological recognition far surpasses passive indoctrination and helps fortify the ideological security of campuses at its source.

3.3 The path to cultivating a new generation for the new era

The 20th National Congress of the Communist Party of China explicitly called for cultivating a new generation capable of shouldering the heavy responsibility of national rejuvenation, thereby charting the course for talent development in higher education. The talent needed in the new era is not merely professionals who excel at exams and possess technical skills; rather, they must also have ideals and aspirations, a sense of patriotism, a solid academic foundation, the courage to innovate, and a strong sense of social responsibility. Currently, the nation is fully committed to advancing various initiatives such as technological self-reliance, green development, and common prosperity. This requires young students to stand firm in their convictions and make the right choices when faced with various real-world issues. In the past, many professional education programs focused solely on skill development while neglecting moral character and personal integrity. Over time, some students came to prioritize personal gains and losses, lacking a sense of responsibility and moral commitment. Ideological and political education in the curriculum effectively addresses this shortcoming by putting character development into practice. It helps students understand that their personal development is inextricably linked to the nation's destiny, enabling them to plan their futures in alignment with societal needs and achieve simultaneous growth in both professional competence and a sense of responsibility. Medical students learn to respect life and uphold medical ethics; engineering students carry forward the spirit of craftsmanship that strives for perfection; and students in business and economics come to understand the profound implications of common prosperity. As a result, their chosen professions are no longer merely a means of making a living, but rather a responsibility and mission that keeps pace

with the times. Through curriculum – based ideological and political education, the students cultivated by universities possess both the genuine skills to undertake work and start ventures, as well as the vision to serve society and embrace the bigger picture, truly growing into a new generation capable of shouldering responsibilities and making significant contributions to the times.

4 Problems in the development of curriculum–based ideological and political education in higher education

4.1 A discrepancy between conceptual acceptance and voluntary action

Although curriculum–based ideological and political education has been implemented for many years, and most university faculty members acknowledge its importance, this recognition has not yet truly translated into voluntary action in teaching. Some faculty members still view it as a “political task” assigned by higher authorities or regard it as an appendage to ideological and political theory courses, lacking the intrinsic motivation to actively integrate it into their specialized teaching. Upon closer examination, the root cause lies in the fact that many have not fully grasped “what ideological and political education in the curriculum actually is”. Consequently, two typical approaches have emerged: one is “labeling”—forcibly inserting a few political slogans into specialized courses that bear no relation to the course content, which instead alienates students; the other is “going through the motions”—symbolically listing a few ideological and political objectives in lesson plans but avoiding the topic entirely during actual lectures. Additionally, some professional course instructors lack sufficient theoretical grounding in ideological and political education; when faced with the challenge of integrating value guidance with professional content, they feel uncertain and simply sidestep the issue or handle it superficially. From the students’ perspective, years of exam–oriented education have caused some to instinctively reject any content bearing the label “ideological and political education”. Furthermore, if the integration is handled clumsily, they are more likely to perceive it as “brainwashing” or “formalism”, leading to resistance. This cognitive bias often traps the practice of ideological and political education in a cycle where “saying it is taken as doing it, and doing it is taken as achieving it”, making it consistently difficult to truly resonate with students.

4.2 Forced integration, homogenization, and lack of course distinctiveness

Currently, many teachers fail to thoroughly explore the educational elements inherent in their specialized courses when teaching ideological and political education. Instead, they mechanically apply broad value themes such as patriotism, dedication, and integrity, resulting in a clear disconnect between ideological and political content and professional knowledge—with no intrinsic connection between the two. Specifically, when recounting stories of mathematicians’ patriotism in advanced calculus classes, instructors fail to link these narratives to course concepts to illustrate scientific thinking and the spirit of scholarly inquiry. Consequently, this “disconnected” teaching approach not only fails to achieve educational objectives but also undermines the rigor expected in specialized courses. A more fundamental problem is the pronounced homogenization of ideological and political education across courses. Majors in both the humanities and sciences generally apply the same ideological and political materials, repeatedly using generic themes such as patriotism and the “craftsman spirit”, thereby obscuring the unique educational characteristics of each discipline. Law programs should naturally emphasize fairness, justice, and the rule of law; medical courses should incorporate bioethics and humanistic care; and engineering courses can naturally integrate occupational safety and a sense of responsibility. However, it must be acknowledged that high–quality ideological and political resources tailored to these specific disciplines are often overlooked. In stark contrast, most classrooms still adhere to the traditional model of one–way lecturing by instructors, lacking effective interactive designs such as scenario–based learning, case studies, and immersive experiences. Students remain passive listeners, making it naturally difficult for them to develop genuine emotional resonance or experience a tangible intellectual awakening. Therefore, for ideological and political education in the curriculum to truly take root, teaching content must be designed to align with the unique characteristics of each course, and teaching

methods must be flexibly adjusted according to student profiles. Only then can we avoid the risk of formalism and effectively enhance the effectiveness of education.

4.3 Vague evaluation criteria, insufficient incentives, and lack of feedback

The sustained advancement of ideological and political education in the curriculum requires a scientific and effective evaluation mechanism. However, at present, universities generally face three issues in this regard: vague evaluation criteria, insufficient incentives, and a lack of mechanisms for feedback and improvement. First, the effectiveness of ideological and political education in the curriculum is inherently long-term, implicit, and delayed—unlike exam scores, which are easily quantifiable. Although many universities require faculty to include ideological and political education objectives in their lesson plans, they lack operational evaluation metrics to determine “whether these objectives have been achieved” or “to what extent they have been achieved”. As a result, evaluation remains limited to superficial checks—such as “whether the objectives are listed in the syllabus” or “whether they were mentioned in class”—and fails to reveal whether students’ values have actually changed. Second, implementing ideological and political education in the curriculum requires faculty to invest significant additional effort in instructional design, resource development, and methodological innovation. However, under the current systems for professional title evaluations, performance-based compensation, and awards and honors, these contributions often fail to receive the recognition they deserve. In contrast, “hard metrics” such as research papers and industry-sponsored projects still account for the lion’s share of evaluation criteria. Naturally, teachers are more inclined to focus their energy on areas that yield quick results and high returns, so ideological and political education in the curriculum has gradually become a “matter of conscience” or a “public relations project”. Third, feedback and improvement mechanisms remain inadequate. Although some institutions organize teaching competitions and model class evaluations for ideological and political education in the curriculum, these efforts often end with the award ceremony, failing to form a closed-loop cycle of “evaluation—feedback—improvement—reevaluation”. Faculty members are unclear about their specific shortcomings and do not know how to improve in a targeted manner; consequently, the same problems recur repeatedly without ever being systematically resolved. The lack of a sound evaluation mechanism fundamentally blocks the path for ideological and political education in the curriculum to advance from “existing” to “excellent”.

5 Analysis of strategies for advancing the development of ideological and political education in university courses

5.1 Strengthening faculty training and stimulating internal motivation

To address the various shortcomings in the current development of ideological and political education in university courses, it is essential to fundamentally enhance faculty members’ ability to educate students. Therefore, the first step is to proactively mobilize faculty members’ enthusiasm for implementing ideological and political education in their courses. General Secretary Xi Jinping emphasized: “The key to delivering high-quality ideological and political theory courses lies in the teachers; and lies in giving full play to their enthusiasm, initiative, and creativity.” Therefore, universities must systematically and progressively establish a tiered and categorized training model. First, general training should be provided to all faculty members to clarify the essence of ideological and political education in the curriculum—namely, that it is by no means a simple superimposition of ideological and political content onto specialized courses, but rather an exploration of the educational value inherent in the discipline itself. Each school and department should then organize specialized teaching and research activities tailored to the characteristics of their respective disciplines, inviting outstanding faculty members to share practical experience in curriculum-based ideological and political education and demonstrate firsthand how to naturally and appropriately integrate ideological and political elements into specialized knowledge points, thereby effectively alleviating teachers’ apprehensions about teaching. More importantly, teaching and research efforts related to ideological and political education in the curriculum must become truly routine. Each teaching and research office

should regularly organize activities such as collective lesson planning, classroom observation and evaluation, and case study summaries and exchanges. Through these activities, they should engage in solid and sustained discussions on the selection and integration of ideological and political elements. By fostering peer support and professional guidance, they can subtly cultivate a teaching mindset among faculty members that encourages them to proactively explore the educational value inherent in their classrooms. The university must also provide positive incentives and guidance. Through various approaches—such as highlighting exemplary educators, sharing teaching experiences, and recounting stories of student development—teachers should be able to personally appreciate the practical significance of ideological and political education in the curriculum for student growth. This will naturally shift their mindset from passively fulfilling tasks to actively and wholeheartedly nurturing students. Complementing this effort, the university must also provide students with thorough and appropriate guidance. Through opportunities such as freshman orientation and introductory course sessions, students should be made aware of the true meaning of ideological and political education in the curriculum—that it is by no means rigid indoctrination, but rather a vital pathway to helping students grow and clarify their original intentions for learning. This approach is also more effective in dispelling students' resistance to such initiatives.

5.2 Harnessing disciplinary characteristics and optimizing instructional design

To address issues such as the rigid application of ideological and political content, repetitive formats, and a disconnect from disciplinary characteristics, the most fundamental and effective solution is to design instruction in conjunction with the course itself, ensuring that the integration is natural and seamless. Therefore, each discipline should systematically and progressively identify the educational priorities inherent to its field by integrating them with daily teaching content. For example, law courses should instill the spirit of the rule of law and the concept of justice; medical courses should guide students to respect life and maintain a humanitarian spirit; engineering education should focus on safety standards and professional integrity; economics courses should connect with shared development and industry ethics; and in practice-oriented courses, emphasis should be placed on integrating learning with reflection and unifying knowledge with action to design a curriculum-based ideological and political education system. More importantly, such content is by no means an additional task; rather, it involves clarifying and articulating the spirit and ideals inherent in the discipline itself, enabling instructors to prepare and deliver lessons with clear focus. Classroom formats should also be flexible and varied, reducing reliance on purely verbal lectures and incorporating methods such as case studies, scenario simulations, classroom debates, fieldwork, and group practical exercises instead, so that students can subtly grasp these principles through hands-on activities, communication, and experiential learning. Schools can also consciously and systematically organize joint teaching by faculty from different disciplines—pairing engineering programs with humanities and ethics courses, and integrating medical programs with legal education—so that these fields complement and inform one another, thereby broadening the dimensions of critical thinking. To support this, universities should compile exemplary classroom practices from various disciplines and build a categorized repository of teaching reference cases organized by academic field. This will not only provide faculty with directly applicable materials but also effectively reduce their lesson preparation burden, thereby encouraging them to adapt and optimize these materials based on their own classroom contexts. Ultimately, this will foster a teaching style that aligns with the institution's educational philosophy and suits the characteristics of each discipline.

5.3 Establishing a diverse, process-oriented, and developmental evaluation system

In response to practical issues such as vague evaluation criteria, weak incentive mechanisms, and inadequate feedback systems for ideological and political education in the curriculum, universities should proactively and systematically establish a comprehensive evaluation system characterized by diverse participation, full-process monitoring, and a focus on development. This will thoroughly break away from traditional, single-dimensional, and rigid assessment models, ensuring that evaluations emphasize both quantitative and qualitative aspects and are by no

means limited to judging educational outcomes solely based on numerical scores. Specifically, the quantitative component should assess the design of course-based ideological and political education objectives, the degree of integration between ideological and political content and disciplinary content, and the standardization of classroom teaching organization. The qualitative component, meanwhile, should systematically and authentically examine actual changes in students' values and comprehensive qualities through various methods, such as student learning reflections, routine classroom observations, and graduate follow-up surveys. More importantly, universities must establish differentiated assessment standards based on the specific characteristics of different disciplines, thereby eliminating simplistic, one-size-fits-all evaluations. Consequently, institutions should naturally and appropriately integrate the effectiveness of ideological and political education in the curriculum into daily teaching management, utilizing routine processes such as teaching supervision, peer course evaluations, and student course evaluations as vehicles for assessing these efforts, moving away from the previous one-sided practice of relying solely on a single end-of-term assessment. This naturally leads to a comprehensive evaluation model encompassing supervisory feedback, peer reviews, student assessments, and faculty self-evaluations. This model is supplemented by methods such as anonymous questionnaires and small-group discussions to gather students' genuine feedback on course experiences, thereby ensuring that evaluations are objective and comprehensive. Evaluation results are directly linked to internal incentive mechanisms. Clear weightings are established for these results in professional title reviews, performance-based compensation, and the selection of outstanding faculty and students. Special awards for ideological and political education in the curriculum have been established to provide appropriate incentives—both material and moral—ensuring that faculty truly experience a clear orientation toward practical results and student development. What is particularly commendable is that the university has established a truly logical, empathetic, and actionable “evaluation – feedback – improvement” closed – loop mechanism: following each assessment, tailored improvement recommendations are compiled and clearly communicated to the faculty member and their department, then implemented through regular teaching and research activities to optimize classroom instruction quality. Finally, taking a long-term perspective, the university conducts dynamic tracking evaluations, systematically and continuously documenting the growth trajectories of faculty members at various stages of teaching and curriculum development. By integrating data from multiple sources—including student competency assessments, growth portfolios, and alumni surveys—the university proactively and promptly iterates and optimizes the evaluation system, thereby effectively realizing the overarching educational goals of ideological and political education in the curriculum.

References:

- [1] *Collected Works of Marx and Engels (Vol. 5)* [M]. Beijing: People's Publishing House, 2009: 556.
- [2] (Switzerland) Jean Piaget. *Genetic Epistemology* [M]. Translated by Fan Zuzhu. Beijing: Commercial Press, 1990: 53.
- [3] Zuo Baoxia. Research on the Practice and Exploration of “Ideological and Political Education in the Curriculum” in Higher Vocational Colleges from an Innovative Perspective [J]. *Northern Lights*, 2019(5).
- [4] *Xi Jinping on Governance (Volume 3)* [M]. Beijing: Foreign Languages Press, 2020.
- [5] Ministry of Education. Guidelines for the Development of Ideological and Political Education in Higher Education Curricula (Jiaogao [2020] No. 3) [Z]. 2020-5-28.