

# A Teaching Design of Ideology and Politics in College English Course Based on the Concept of OBE— — Taking Unit 2 of *Over to You: An Integrated Course 1* as an Example

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**Abstract:** College English course is a public compulsory fundamental course in colleges and universities, so it is extremely important to integrate college English course into ideological and political construction of curriculum to cultivate talents for China collaboratively. Based on the OBE concept that is “student-centered, result-oriented, and continuously improved”, this paper is aimed at ideological and political teaching design of curriculum with Unit 2 of *Over to You: An Integrated Course 1*, which blends online and offline teaching to realize the three-dimensional goals of value shaping, knowledge imparting, and ability cultivation.

**Keywords:** outcome-based Education concept, ideology and politics in curriculum of college English course, *Over to You: An Integrated Course 1*

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## Introduction

As an important part of the ideological and political system of curriculum in colleges and universities, college English course not only attaches great importance to imparting the knowledge of the English language, improving language skills such as listening, speaking, reading, writing and translation, but also puts an emphasis on the exploration of ideological and political elements and the cultivation of humanistic qualities, so as to achieve the overall goal of knowledge imparting, ability cultivation and value-leading, and realize the final goal of cultivating morality and talents. Outcome-based Education concept that is results-oriented, goals-oriented guides the teaching design that is based on ideological and political objectives and combines offline and online teaching, especially the textbook *Over to You: An Integrated Course 1*.

**1. The comprehensive promotion of the ideological and political construction of curriculum is a strategic initiative to implement the fundamental task of cultivating morality and talents in colleges and universities**

*The Guidelines for Ideological and Political Construction of Curriculum in Colleges and Universities* (hereinafter referred to as the “*Guidelines*”) clearly state, “the comprehensive promotion of ideological and political construction of curriculum is a strategic initiative to implement the fundamental task of cultivating morality and talents in colleges and universities.”<sup>[1]</sup> What’s more, “to implement the fundamental task of cultivating morality and talents, value shaping, knowledge imparting and ability cultivation must be integrated rather than be separated. The comprehensive promotion of the ideological and political construction of curriculum is designed to guide values in knowledge imparting and ability

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training, and help students to shape the correct world outlook, outlook on life and values, which is not only the due meaning of cultivating morality and talents, but also an essential content.” This statement explains the essential connotation of ideology and politics of curriculum, and also clarifies the relationships among the three core elements of value, knowledge and ability in cultivating talents in colleges and universities, that is, value shaping is the first priority of education, and should be organically integrated into knowledge imparting and ability training.

## **2. College English course plays an important and special role in the teaching system of ideology and politics of curriculum**

College English course, as a public compulsory basic course that is widely attended in colleges and universities, plays a decisive role in the curriculum system of colleges and universities. “College English teaching should be integrated into the teaching system of ideology and politics of curriculum in colleges and universities, so that it can play an important role in the implementation of the fundamental task of cultivating morality and talents in higher institutions of education.” These are the clear requirements for ideology and politics of curriculum in the “Course Positioning and Nature” of *College English Teaching Guide* (hereinafter referred to as the “*Guide*”).<sup>[3]</sup> It further points out that “the curriculum should take moral education as the fundamental task, improve the quality of the curriculum as the starting point, satisfy the requirements of first-class curriculum, reflect the advances, innovations and challenges, reasonably pose the academic challenges, increase the difficulty of the course, expand the depth of the course, and organically integrate the ideological and political ideas and content of the course into the curriculum.” This highlights the importance and particularity of ideology and politics in course of college English course.

### **3. The OBE concept guides the ideological and political construction of college English course**

The *Guidelines* points out that “we must take students as the center, regard the output as the orientation, and constantly improve students’ learning experience and learning effects.”<sup>[1]</sup> This coincides with the OBE concept of “taking students as the centre, regarding results as the orientation, and considering continuous improvement to be the principle.” OBE is short for Outcome-based Education, also known as results-oriented education, competency-based education or goal-oriented education. The essence of “taking students as the center” is that students enjoy learning, learn how to learn, and acquire knowledge and skills through experiences, reflections and application. Students combine learning and thinking, unify studies and application, and integrate knowledge and practice. “Regarding outcome as an orientation” means the teaching is designed with the students’ learning results as the guide, and the teaching objectives, process, methods, evaluation and other aspects are adjusted to meet the outcomes. “Continuous improvement as the principle” means that in the teaching process, teachers need continuous evaluation and feedback, maintain the advantages, analyze the causes of deficiencies, seek countermeasures, and improve the teaching constantly.

### **4. The combination of online and offline teaching is a concrete way for ideology and politics to be integrated into college English course**

The *Guidelines* points out that “teachers should innovate their classroom teaching model, promote their application of modern information technology in ideological and political teaching of curriculum, stimulate students’ interest in learning, and guide students to think deeply.”<sup>[1]</sup> Information technology can be used to stimulate students’ interest in learning, enhance the attractiveness and pertinence of ideological and political education, and achieve the infiltration effect of spring breeze and rain, which moisten things silently and imperceptibly. The *Guide* also points out that “the construction of a ‘mobile English learning platform’ highlights the characteristics of modern learning methods, such as autonomy, mobility, timeliness and extensibility.”<sup>[3]</sup> In short, the combination of online and offline teaching can provide rich teaching resources, promote independent and innovative learning, improve teaching efficiency and teaching quality, and implement ideological and political teaching of curriculum through the whole process of offline and online teaching.

## 5. The following is an ideological and political teaching design of Unit 2 in *Over to You: An Integrated Course 1* based on the concept of OBE

“Learning is living” is the topic of the second unit of the textbook *Over to You: An Integrated Course 1*.<sup>[2]</sup> Based on the concept of OBE, the ideological and political teaching objectives of Text A *Learning to Become a Local* are designed as follows. Firstly, students form a collective sense of family and nation that includes understanding, respect, tolerance and friendship. Secondly, students develop an intercultural awareness of harmony but difference, and adapt to multi-cultures critically. Thirdly, students have a positive and optimistic attitude towards life changes and setbacks.

In the online learning before class, On “U campus wisdom teaching cloud platform”, students preview the text, understand the vocabulary and difficult sentences, watch micro-video Reading skill (identifying narrative structure) and micro-video Critical thinking skill (analyzing underlying reasons), and complete Comprehension, Critical thinking and other related exercises at the end of the text. After the online learning, students will have a preliminary understanding of the narrative structure of the narrative writing, the main ideas of the article and the causes for Mingzhu’s culture shock, which lays the foundation for later offline classroom teaching.

In the following offline classroom teaching, the teacher explains important and difficult points based on students’ preview data online. The article tells the story of Mingzhu, who faced cultural differences and experienced expectation, frustration, turnaround, and resolution while pursuing her master’s degree in the United Kingdom, with the narrative structure of a narrative writing, beginning, development, climax, and ending. Secondly, based on Mingzhu’s experience of adapting to a foreign culture while studying abroad, the concept of “culture shock” is introduced, and the ideological and political material is supplemented. The online article *Culture Shock: Meaning, Stages, and How to Overcome*, helps students learn about its definition, symptoms, and four stages of cultural shock, namely, honeymoon, shock, adaptation, and stability, as well as the ways to overcome culture shock, and conduct a case analysis of Mingzhu. Thirdly, reading the supplemented ideological and political material *10 Biggest Culture Shocks for International Students in the UK*, students can better understand the reasons for linguistic, social and academic problems faced by Mingzhu, namely, lack of communication skills, shortage of understanding of foreign cultures, and inability to think critically and express themselves clearly. Finally, while watching the video of *Advantages and Disadvantages of Studying Abroad*, students have a deeper understanding of the advantages and disadvantages of studying abroad. In the context of global multiculturalism, living in different cultural contexts requires understanding and respecting different cultures. In the process of adapting to the local culture, students should absorb its essence and discard its dregs, critically integrate into the local culture selectively, and never forget to take pride in Chinese culture. In the future personal academic development, students need to consider carefully and make a wise decision on whether or not to study abroad.

In after-class online learning, students think about the culture shocks they experienced while communicating with their classmates from different cultural backgrounds, figure out how to overcome the culture shocks, and submit an article entitled *How to Become a Local* on the “U Campus Wisdom Teaching Cloud Platform”. Teachers, students can conduct multiple evaluations, improve the quality of students’ compositions, and achieve the three-dimensional goal of knowledge, skills and values, as well as the ultimate goal of explicit and invisible cultivation of talents.

To sum up, based on the concept of OBE, the college English teaching design blends online and offline teaching to construct ideology and politics in curriculum of college English course. Students’ three-dimensional goal of knowledge imparting, skill cultivation, and value shaping is achieved through the activities of three stages, before, during and after the class. The dual purpose of cultivating talents explicitly and implicitly is realized, and the fundamental task of cultivating morality and talents is fulfilled.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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**Fund project**

Database Construction and Practice of Typical Teaching Cases Energized by Ideology and Politics in College English Courses Under the Context of New Liberal Arts (231107250104946)