



Research on the Integration of "Curriculum-Based Ideological and Political Education" into Course Teaching Practice in Higher Vocational Colleges from the Perspective of Outcome-Based Education: A Case Study of Table Tennis Teaching

Duan Zhang

Shenzhen Polytechnic University, Shenzhen, China

Abstract: "Course Ideology and Politics" plays a significant role in higher vocational colleges, closely linked to specialized disciplines. Especially under the premise of applying outcome theory, integrating "Course Ideology and Politics" into course teaching practices will have greater application potential. Taking table tennis as an example, which is highly specialized, integrating it with "Course Ideology and Politics" can yield better teaching outcomes. This paper focuses on the integration of "Course Ideology and Politics" into table tennis courses in higher vocational colleges from the perspective of outcome-oriented education. It first analyzes the intrinsic connection between outcome-oriented theory and "Course Ideology and Politics," then examines the main issues currently faced in integrating "Course Ideology and Politics" into table tennis courses at higher vocational colleges, and finally discusses effective approaches for integrating "Course Ideology and Politics" into table tennis courses based on the outcome-oriented perspective. Key words: outcome-oriented; higher vocational colleges; ideological and political education in courses; table tennis teaching

Keywords: outcome-based education, higher vocational colleges, curriculum-based ideological and political education, table tennis teaching

Introduction

With the deepening of teaching reforms in higher vocational education, various disciplines have produced a growing number of outcomes, making their effective application a key issue. "Curriculum-based ideological and political education" plays an important role in integrating ideological and professional teaching, yet its practical impact remains limited. Taking table tennis instruction as an example, the course is highly specialized and requires the integration of ideological concepts into technical training to enhance students' psychological resilience and overall competence, achieving the goal of combining moral and technical development.

1. The Intrinsic Connection Between Outcome-Based Education and Curriculum-Based Ideological and Political Education

1.1 Curriculum-Based Ideological and Political Education Reflects Outcome-Oriented Course Construction

Copyright © 2023 by author(s) and Region - Educational Research and Reviews.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

By integrating ideological and political education into professional courses, this approach showcases teaching achievements from a political perspective. It guides students from perceptual to rational understanding, enhancing both their theoretical literacy and professional knowledge, and ultimately improving their moral and academic competence.

1.2 Curriculum-Based Ideological and Political Education Emphasizes the Value Orientation of Learning Outcomes

As key platforms for ideological and theoretical education, higher vocational colleges integrate theoretical dissemination, teaching, and research. Teachers help students understand the Party's theories and policies, apply these in academic and classroom settings, deepen ideological education, and promote student growth through learning outcomes, thus driving continuous progress in curriculum-based ideological and political education^[1].

1.3 Curriculum-Based Ideological and Political Education Combines Moral Development with Learning Achievements

In the face of a complex information environment, curriculum-based ideological and political education adheres to the goal of moral development. It leverages campus culture and media to spread mainstream values, helping students develop sound judgment. By integrating moral goals with learning outcomes, it fosters a healthy, scientific learning atmosphere and promotes a positive, forward-looking course development philosophy.

2. Major Challenges in Integrating Curriculum-Based Ideological and Political Education into Table Tennis Teaching in Higher Vocational Colleges

2.1 Lack of a Collaborative Education Mechanism

Some higher vocational colleges have yet to establish an effective collaborative education mechanism between curriculum-based ideological education and table tennis instruction, with incomplete assessment systems and a lack of coordination among teachers. Ideological instructors have weak theoretical foundations, professional teachers overlook ideological content, and students show cognitive biases and poor communication, resulting in ineffective teacher-student interaction^[2].

2.2 Inadequate Teaching Systems

Table tennis courses largely rely on traditional, theory-heavy teaching methods that are monotonous and fail to engage students. The use of digital tools is limited, and the integration of online and offline teaching is insufficient. Ideological content is not effectively embedded into the course structure, lacking both systematization and innovation, which hampers the depth and effectiveness of the "curriculum-based ideological and political education" approach.

2.3 Weak Integration Capabilities of the Teaching Team

Higher vocational colleges lack a specialized and interdisciplinary teaching team; table tennis instructors have limited understanding of curriculum-based ideological education, and some teachers struggle to integrate theory with practice. In addition, low student engagement in lower grades and the limited appeal of ideological courses result in poor integration, a disengaged classroom atmosphere, and unsatisfactory outcomes.

3. Effective Approaches to Integrating Curriculum-Based Ideological and Political Education into Table Tennis Teaching from an Outcome-Based Perspective

3.1 Building an Integrated "Table Tennis + Ideological Education" Teaching System

Higher vocational colleges should utilize information technology to build a "Curriculum-Based Ideological Education + Table Tennis" teaching platform, adopting a blended model of face-to-face instruction, resource sharing, and outcome evaluation to enhance teaching efficiency. By leveraging big data analysis and remote micro-courses, they can improve teaching interaction and personalization, promoting the modernization of teaching models^[3].

3.2 Exploring Ideological Elements in Table Tennis Courses

Student profiles are established through preliminary assessments, followed by tiered and grouped instruction. Unified tasks are used to compare outcomes and accurately analyze learning gaps. This approach emphasizes personalized teaching and requires support in faculty and facilities to achieve simultaneous advancement in ideological education and technical skills^[4].

3.3 Enhancing Teachers' Ability to Apply Teaching Outcomes and Improve Educational Impact

3.3.1 Leveraging Information Technology to Innovate “Curriculum-Based Ideological Education + Table Tennis” Teaching

Higher vocational colleges should make full use of information technology to build integrated teaching platforms that combine ideological education with table tennis instruction. A blended approach of in-person teaching, resource sharing, and outcome evaluation can extend the learning process and enhance access to instructional materials. Big data can be used to analyze student performance and provide accurate feedback. Some institutions also incorporate remote courses and micro-lesson videos to increase interaction and support personalized learning, thereby modernizing teaching methods^[5].

3.3.2 Implementing Tiered and Targeted Teaching to Support Individual Development

By conducting initial assessments, teachers can create student learning profiles and design tiered learning tasks tailored to different groups. After a teaching period, unified assignments can help compare learning outcomes and identify gaps, allowing for precise teaching interventions. This approach supports personalized learning and requires institutional support in terms of faculty development and facility resources to ensure the integration of ideological and technical training^[6].

3.3.3 Promoting Inquiry-Based Teaching to Foster Student Initiative

Students are encouraged to ask questions and conduct research projects, integrating ideological theory into table tennis practice. By watching matches and engaging in hands-on experiences, they deepen their understanding, enhance knowledge application skills, and transition from simply “knowing how to learn” to “learning how to learn^[7].”

3.4 Establishing a Collaborative “Table Tennis + Ideological Education” Teaching Mechanism

3.4.1 Focusing on Teacher Development to Strengthen Moral Influence

Teachers should improve themselves in four key areas: political awareness, emotional sensitivity, academic expertise, and moral integrity. They must demonstrate strong ideological commitment, adapt teaching to students' psychological needs, integrate teaching with research, and lead by example in upholding core socialist values. These efforts enable teachers to serve as role models and strengthen their overall educational impact^[8].

3.4.2 Improving Scientific Assessment Systems to Enhance Integration Outcomes

Reform assessment methods by emphasizing the application of ideological content in professional practice, and combine dynamic and static evaluations to strengthen guidance. Utilize information technology to build an evaluation platform for data analysis and early warning. Establish incentive mechanisms to recognize students with both strong moral and technical competencies, motivating learning and fostering a positive, progressive atmosphere^[9].

4. Conclusion

Under the guidance of Outcome-Based Education theory, curriculum-based ideological and political education supports the integration of professional teaching in higher vocational colleges, and table tennis instructors should actively explore integration paths to enhance teaching quality. As reforms deepen, teachers must embrace innovative thinking and effectively apply teaching outcomes to achieve deep integration of ideological education and professional instruction.

References

- [1] ZHAO Fuxue, CHEN Huifang, LI Panfei, et al. Generating Characteristics, Key Composition and Cultivation Path of PE Teachers' Curriculum Ideological and Political Construction Ability. *Journal of Shenyang Sport University*. 2020; 39(06):27-34.
- [2] LI Xueping. Research on the Present Situation and Implementation Path of University Physical Education Curriculum and Ideological and Political Education Integration—Based on the Ideological and Political Construction of University Physical Education Curriculum. *Physical Education Review*. 2022; 41(05):39-41.
- [3] XIA Gui-xia, SHU Zong-li. The construction of a university physical education curriculum's student cultivation quality improvement system from the perspective of curriculum ideology—Taking Central China Normal University for example. *Journal of Physical Education*. 2022; 41(05):39-41.

- [4] Guodong Zhang,Rong Li.Research on the Causes and Countermeasures of the Absence of Ideological and Political Elements in University Table Tennis Elective Courses: A Case Study of Shanxi Agricultural University. *Youth Sport*. 2023; (01):36-38.
- [5] Liu Han,Li Shuimiao.Exploration and Path Analysis of Ideological and Political Education in College Physical Education Curriculum——Taking the Table Tennis Course for Example. *Bulletin of Sport Science & Technology*. 2021; 29(10):169-170.
- [6] Li Guiying,Luo Tengxiang,Liu Xianguo.Research on Political and Physical Education in Sports Vocational Colleges Based on the Three all-round Education of Ideology. *Journal of Xiangyang Polytechnic*. 2022; 21(02):17-20.
- [7] Zhang Ming, Yuan Fang, Lian Zhi-jun. Theory and Practice of Integrating Ideological and Political Education into University Volleyball Teaching——a Curriculum Design for Integrating the Chinese Women's Volleyball Team's Fighting Spirit into the General Volleyball Curriculum. *Journal of Beijing Sport University*. 2021; 44(09):156-165.
- [8] Wang Yu, Sun Yanlin, Dai Qun,et al. Reform and Innovation of Course Ideological Politics on Sports Psychology Course:From the Perspective of Self-determination Theory. *Journal of Tianjin University of Sport*. 2020; 35(01):17-22.
- [9] Yang Hua, Qiu Jun, Chen Qi,et al. Research Status and Development Trend of Sports Philosophy and Social Science in China in the New Era——Analysis on the Development Plan of Physical Education in the 14th Five-Year Plan. *China Sport Science*. 2020; 40(08):3-26.