

Construction of a Characteristic Ideological and Political Teaching Model in Universities Based on School-Based Resources — A Case Study of the School of Marxism, Nanjing University of Science and Technology

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Abstract: School-based resources constitute a key carrier for the characteristic and high-quality development of ideological and political (I&P) courses in universities, and also serve as an important breakthrough point to resolve the homogenization problem of traditional I&P courses. Industry-featured universities possess unique university-history culture and industry-oriented educational heritage, and enjoy natural conditions for constructing characteristic I&P teaching models. Taking the School of Marxism of Nanjing University of Science and Technology as a case, this paper elaborates the significance, basic principles and practical strategies for constructing university characteristic I&P teaching models based on school-based resources. It aims to promote in-depth integration of school-based resources and I&P teaching, and provide certain references for the reform and innovation of I&P courses in industry-featured universities.

Keywords: School-based resources; Characteristic ideological and political courses; Model construction; Educational practice

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1. Introduction

To further address the homogenization of traditional ideological and political teaching, the Ministry of Education has continuously urged universities to dig deep into school-based resources relying on their school-running features, actively build characteristic ideological-political education systems, and construct new situational, regular and immersive I&P teaching models^[1]. As a characteristic university rooted in national defense and military industry fields, Nanjing University of Science and Technology boasts profound military-industry educational heritage and high-quality school-based resources such as valuable collected physical exhibits and university-historical archives, providing unique educational materials for developing

characteristic I&P courses ^[2]. Then, how does the School of Marxism at Nanjing University of Science and Technology build characteristic I&P courses drawing on school-running features and school-based resources? This paper conducts relevant exploration focusing on this question.

2. Significance of constructing university characteristic ideological and political teaching models based on school-based resources

2.1. Enrich I&P teaching carriers and break the dilemma of rigid traditional teaching

Traditional university I&P courses are mostly dominated by in-class theoretical lectures, featuring single teaching forms and relatively dull contents, which easily lead to problems such as low learning enthusiasm and weak value recognition among students ^[3]. In contrast, school-based resources, including university-history stories and collection resources, are vivid I&P educational materials, which can transform abstract I&P theories into concrete and perceptible educational content. Relying on military-industry school-based resources to carry out situational and immersive teaching, the School of Marxism at Nanjing University of Science and Technology can effectively break the rigid teaching mode of traditional I&P courses that “emphasize theory over practice” and “stress indoctrination over edification”. It helps enrich carriers and presentation forms of I&P teaching, and renders ideological-political teaching more humane and vibrant ^[4].

2.2. Deepen campus-cultural heritage and build distinctive educational brands

Unique school-based resources are symbols that distinguish one university from others, as well as the core of campus-culture construction ^[5]. Spiritual qualities forged in the century-long military-industry-oriented school-running history of Nanjing University of Science and Technology, such as loyalty to the motherland, rigorous realism, collaborative innovation and fearless fighting spirit, constitute precious spiritual wealth for ideological-political education for youth in the new era ^[6]. By thoroughly tapping school-based military-industry resources and integrating educational elements including military-industry culture, university-history spirit and industry responsibility into every teaching link, the School of Marxism at Nanjing University of Science and Technology can build an I&P education brand with military-industry characteristics, raise the recognition of university ideological-political education, and facilitate the rooting and internalization of distinctive campus culture in people’s minds.

2.3. Connect with professional educational objectives and facilitate youth growth

Carrying out I&P teaching based on school-based military-industry resources, the School of Marxism at Nanjing University of Science and Technology can combine the development history of the national-defense industry, stories of scientific-and-technological breakthroughs, and industry mission with students’ professional studies. It enables students to fully understand the value of their majors and identify career orientations, and guides them to organically integrate personal academic and career development with industry progress and national construction. Thereby, high-quality talents for national-defense sectors with professional competence as well as patriotism are cultivated ^[7].

3. Basic principles for constructing university characteristic ideological and political teaching models based on school-based resources

3.1. Principle of upholding fundamentals while pursuing innovation

On the one hand, when conducting school-based characteristic I&P teaching, universities shall always adhere to the core educational orientation of ideological-political education, firmly implement the fundamental task of fostering virtue through education, strictly follow basic laws of ideological-political education and the growth patterns of young students, and guarantee the ideological nature and correctness of I&P teaching^[8]. On the other hand, universities shall break the constraints of traditional teaching thinking in accordance with reform requirements for I&P education in the new era, dig deep into the contemporary connotation of school-based resources, and integrate university-history culture with educational requirements of the new era, so as to realize the unity of inheriting fundamentals and pursuing innovative development^[9].

3.2. Principle of adapting to local conditions

The construction of university characteristic I&P courses shall be based on university positioning, school-running features and school-based resources. Universities shall adapt measures to university realities and build characteristic I&P teaching systems better matching university conditions, industry features and talent-training demands of schools and departments^[10]. Meanwhile, differentiated I&P teaching contents shall be set according to cognitive characteristics and growth needs of students at different learning stages and of different majors, so as to improve the pertinence and effectiveness of I&P teaching.

3.3. Principle of unity of knowledge and practice

The primary goal of ideological-political education is to realize value guidance and behavioral empowerment for students, and achieve unity between students' theoretical understanding and practical actions^[11]. Therefore, when delivering I&P teaching relying on school-based resources, universities shall adhere to the unity of theoretical lectures and I&P practice, and combine cultural edification with behavioral cultivation. In this way, school-based resources can be used to impart I&P theoretical knowledge and shape students' ideological awareness. Further, immersive experience and campus-cultural influence guide students to internalize spirits and translate them into concrete actions.

4. Practical strategies for constructing university characteristic ideological and political teaching models based on school-based resources

4.1. Activate collection resources: From static exhibition to situational ideological-political classrooms

Nanjing University of Science and Technology possesses a unique school-based resource: an ordnance museum with relatively complete collections among general universities nationwide. It serves as a natural I&P education classroom for national-defense-quality education, inheritance of the people's military-industry spirit and cultivation of students' patriotism^[12]. Drawing on the university's exclusive collection resources, the School of Marxism can develop the ordnance museum into a campus-featured situational I&P teaching base.

In situational I&P teaching, teachers can sort out the evolution of national-defense modern development centering on two main logical threads: national-defense construction and scientific-technological advancement, and guide students to fully recognize the significance of weapon-equipment upgrading, military-technological

innovation and national-defense-industry development. On the one hand, based on physical ordnance exhibits in collections, teachers can sort out the dedication and commitment of generations of national-defense-industry practitioners throughout the university's history, and help students clearly understand the relationship between modern national-defense-industry construction, national development, and national rejuvenation. On the other hand, teachers can lead students to compare and analyze the century-long research-and-development history of core artillery technologies, and present the historical changes of China's national-defense science and technology from being subject to foreign technological restrictions to achieving independent-innovation breakthroughs, enabling students to perceive the practical significance of independently controllable core technologies intuitively. Meanwhile, teachers can further dig into personal stories and spiritual connotations behind collected exhibits. Centering on questions such as "For whom are researches conducted?", "Why do we strive for breakthroughs?" and "How to achieve breakthroughs?", teachers and students can sort out advanced deeds of older-generation military-industry researchers who prioritized national interests, devoted themselves to scientific research and overcame difficulties. They can also interpret the strategic value of high-end-equipment manufacturing and national-defense-technology industries. Consequently, students are encouraged to give full play to their professional strengths and devote themselves to national-defense construction and manufacturing-industry upgrading, and the military-industry spirits of loyalty to the motherland, rigorous realism and collaborative innovation can be fostered among students.

4.2. Expand educational positions: From single exhibition hall to panoramic military-industry cultural system

The School of Marxism at Nanjing University of Science and Technology shall sort out historical materials of people's military-industry development and university-history cultural resources, optimize the layout of school-based educational resources, and actively build a multi-point-linked, fully-covered and distinctive military-industry-culture educational matrix to fully revitalize school-based educational resources and avoid disconnection between I&P teaching and school-based resources ^[13].

Specifically, the school can build a specialized exhibition room for the history of people's military industry. It shall organically integrate collected military-industry historical materials, archives, documents and physical relics, and produce special-topic teaching documentaries, graphic explanatory materials and case-teaching handbooks, providing sufficient support for regular situational I&P teaching activities. Meanwhile, an outdoor campus military-industry-culture corridor can be constructed. Through graphic narration, timeline sorting and typical-case display, the century-long development of people's military industry can be comprehensively presented, turning campus public spaces into regular I&P educational positions. In this process, the school shall actively establish an I&P education working pattern featuring multi-department coordination and full participation of teachers and students, so as to prevent insufficient integration and poor connection between I&P teaching and school-based resources. In teaching practice, teachers can conduct special-topic I&P teaching in the exhibition room, guiding students to directly experience the century-long arduous course of people's military-industry undertakings growing from scratch, from small to large and from weak to strong, and understand the original aspiration and contemporary mission of military-industry development. Furthermore, teachers can guide students to establish the career ideal of "devoting to military-industry work to serve the motherland", and encourage them to combine personal development planning with national development and industry progress, so as to realize ideological-belief guidance for students.

4.3. Promote integrated construction: From on-campus education to all-domain collaborative education

To give full play to the empowering effect of school-based resources on I&P-teaching reform, in strict accordance with the construction requirements for “Great Ideological-Political Courses” in the new era, the School of Marxism at Nanjing University of Science and Technology shall leverage distinctive military-industry school-based resources to connect the small on-campus educational classroom with the large social educational classroom. Meanwhile, differentiated educational objectives and teaching contents shall be formulated according to the cognitive characteristics of students at different learning stages, so as to advance the integrated construction of I&P education covering primary, secondary and higher education ^[14].

In practice, for primary-school students, the priority is to cultivate interests and enlighten sentiments. Interesting I&P teaching can be carried out with concise and vivid popular-science stories about ordnance and patriotic military-industry stories. Through interactive Q&A, situational visits and interesting experience activities, teenagers’ national pride and learning motivation can be stimulated, sowing seeds of advocating science and serving the motherland in young minds. For middle-school students, the focus shall be placed on improving cognition and cultivating sentiments. Teachers can explain the development logic of national-defense science and technology, the value of military-industry sectors and the significance of national-defense construction, and guide students to form basic national-defense concepts and industry awareness. For university students, efforts shall be made to cultivate their critical-thinking capacity and sense of mission and responsibility. Teachers can lead students to interpret the historical logic of military-industry development thoroughly, the contemporary trends of industry progress and the mission of youth in the new era. Combined with educational content such as military-industry-technology innovation, industry-development status, and professional-quality cultivation, college students can be guided to establish correct outlooks on career, values, and personal growth. In addition, the school shall boost the open sharing of school-based resources, and turn distinctive military-industry-cultural resources into major positions for social popular-science publicity. By delivering popular-science lectures, situational research-and-study activities, and cultural exhibitions for the public, the people’s military-industry spirit can go beyond campus and serve society. The radiation scope of I&P education can be continuously expanded, enhancing the social influence of the university’s distinctive ideological-political education.

4.4. Build a resource think-tank platform and construct a systematic teaching-resource library

The School of Marxism at Nanjing University of Science and Technology shall take the lead in building a professional think-tank platform for school-based I&P resources. A special I&P-research team composed of I&P teachers, university-history researchers, military-industry experts and backbone teachers shall be set up. The team shall sort I&P educational resources, including advanced deeds of outstanding teachers and students emerging in the university, connotations of military-industry culture, collected ordnance historical materials, and university-history documents by category, and build a more systematic school-based I&P teaching-resource library ^[15].

In practice, according to I&P curriculum syllabuses and educational objectives, contents in the resource library can be divided into modular teaching units covering national-defense popular science, scientific-and-technological innovation, craftsman spirit, patriotism and professional quality, realizing precise matching between resources and I&P knowledge points. Meanwhile, a sound dynamic-update mechanism for

resources shall be established. Newly-mined university-history resources, cutting-edge industry achievements and advanced models among teachers and students shall be continuously added to enrich the resource library, so that the educational value of school-based resources can be sustained.

5. Conclusion

To sum up, school-based resources constitute unique educational strengths and precious wealth for ideological-political education in industry-featured universities. Constructing characteristic I&P teaching models on the basis of school-based resources represents not only an inevitable trend for quality improvement and differentiated development of university I&P courses in the new era, but also an effective path for universities to cultivate high-quality specialized talents, which bears great significance. In practice, universities can build distinctive I&P education models by activating collection resources, expanding educational positions, promoting integrated construction and building resource think-tank platforms, so as to resolve the homogenization problem of traditional I&P teaching and improve the effectiveness of ideological-political teaching. In the future, universities shall further strengthen the development of school-based resources and continuously advance I&P-teaching reform, so as to realize the characteristic and connotative development of university ideological-political education.

Disclosure statement

The author declares no conflict of interest.

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