

Original Paper

Research on the Path of Civic-Political Construction of Courses under the “One Body, Two Wings” Model—The Principles and Practice of Engineering Law Course as an Example

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Abstracts

Comprehensively promoting the construction of college curriculum ideology and politics is a major strategic initiative to deeply implement General Secretary Xi Jinping's important thesis on education and implement the fundamental task of establishing moral education, colleges and universities should deepen the reform of education and teaching, deeply excavate the ideological and political resources of the curriculum, and give full play to the nurturing role of each course, so as to comprehensively improve the quality of talent cultivation. The Principles and Practice of Engineering Law course has explored and practiced the path of the construction of course ideology and politics, and explored the path of the construction of course ideology and politics of the course with the construction idea of “one body and two wings” model, taking the development of students as the basis, and the innovative application in teaching and value shaping for students as the two wings of the teaching. Value shaping not only focuses on the actual situation of the students to explore the elements of the course Civics, the teacher should also set an example, set an example, moral and humanistic, in addition to the establishment of a scientific and effective evaluation system of the teaching effect of the course Civics to ensure that the whole course Civics education effect. The entire course is taught in such a way that the students not only learn knowledge and skills, but also are all in one piece and realize the nurturing goals of the course.

Keywords

Curriculum Civics, Two Wings, Student Development, Teaching and Learning

The report of the 20th Party Congress proposes to accelerate the construction of a national strategic talent force, and endeavor to train and create more innovative teams, young scientific and technological talents, outstanding engineers, great national craftsmen, and highly skilled personnel. As the main force of the talent team, if students are to be trained to become talents, we should take them as the starting point, focus on students' development, pay attention to the diversified development of students, and formulate talent training objectives and training programs that can promote the development of students. Colleges and universities, as the soil for cultivating the talent team, play a great role in the construction of the national strategic talent force, and the curriculum, as the construction of the talent team in this building, "a brick and a tile", also plays an unignorable role. The Principles and Practice of Engineering Law course, as a professional core course in the curriculum system of Engineering Management and Engineering Costing of Hope College of Southwest Jiaotong University, has also actively explored and practiced to determine the course's objectives of the course's Civic and Political construction: Taking the development of students as the basis, we will educate people for the Party and nurture talents for the country. The specific construction path is to adopt the "one body, two wings" model to do a good job in the construction of course on ideology and politics, as shown in Figure 1.

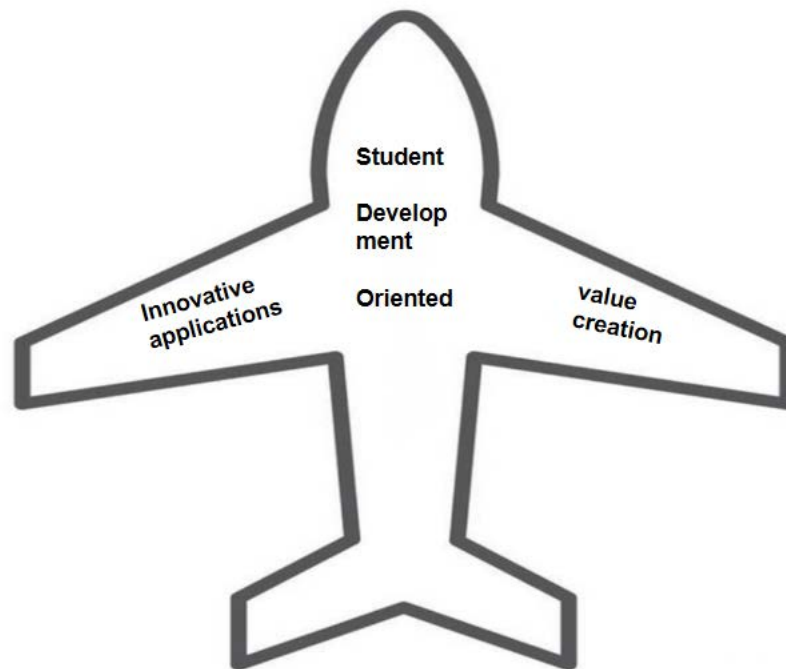


Figure 1. "One Body, Two Wings" Model for Building Civic Politics in the Curriculum

1. "One Body"

"One Body" means that the construction of curriculum and political thinking is based on student development. Since it is student development-oriented, we must first analyze the characteristics of the

teaching object, so that we can better combine the characteristics of the students and teach them according to their abilities. This course is currently aimed at junior students majoring in engineering management and engineering costing, who have a certain professional knowledge base, flexible thinking, and a certain degree of practical experience, but are weak in word processing skills, with a wide range of grades, different points of need, and a lack of motivation to learn. In response to the above characteristics of students, this course has done the following exploration and practice. First of all, students' future development paths are bound to be different, and the best we can do is to help students find their own strengths and interests, and make good career planning, and then make good design according to the curriculum, grasp the important and difficult points of the curriculum, so that students can find what they need for their future development in the curriculum, which also helps to stimulate their intrinsic learning power, and exerts a more lasting influence. Therefore, this course makes an attempt to classify students into direct employment, entrepreneurship, graduate school and other categories, set learning objectives for them in the teaching process, and differentiates the depth of mastery for each knowledge point, so that students can be seated in the right place, or can flexibly change the type of corresponding mastery of the corresponding knowledge points to meet the needs of their own development in the future.

Secondly, during the process of teaching, teachers use popular words and cases around them to make the written legal provisions vivid and interesting, so that students understand, comprehend, and apply them, and make the boring words vivid and interesting.

Once again, teachers focus on using multi-perspective teaching methods, flexible course tasks, and rich teaching activities to mobilize students' enthusiasm and stimulate their interest in learning. The teaching methods currently used in this course include: case studies and theme exploration; video teaching and real simulation; task-driven and cooperative learning; and knowledge map.

Finally, in the course design, according to the characteristics of the course, student-led, designed to mobilize students' enthusiasm, stimulate their interest in learning the teaching content and teaching activities, rational arrangement of the teaching links, pay attention to the seamless integration of the teaching links and proper time allocation, so that students to experience a very smooth learning journey.

2. "Two Wings"

2.1 "One Wing" for Innovative Applications

As far as the Engineering Law Principles and Practice course is concerned, the meaning of innovative application is to ensure that the whole process of the entire course, from teaching to the final teaching output, embodies the integration of science and practice, the integration of industry and education, and the utilization of the characteristics of the course to enhance students' ability of innovative application.

(1) Teaching and Learning

First of all, the teaching process of this course, teachers focus on the continuous updating of teaching content, keep abreast of the times, the latest and most cutting-edge information to students, so that

students can better adapt to the job requirements of the future employment, reflecting their strong application ability. In order to ensure that this link can have a good effect, teachers need to do a good job in teaching and research and scientific research. In addition, in order to meet the future career needs of students and achieve the professional training objectives, the course content of the traditional construction regulations course, this course has been optimized and adjusted to integrate civil law, commercial law, economic law, construction laws and regulations, and other courses, which effectively solves the contradiction of the course with less hours and more content, and effectively expands the cognitive boundaries of the students, and lays the foundation of lifelong learning for the students, and at the same time. At the same time, the in-depth integration of engineering and law helps to cultivate “engineering + law” cross-composite talents, which is also a major innovative practice of this course.

Secondly, during the teaching process of this course, the teacher constantly assists in the teaching of engineering cases, so that the students can better understand and master the content of the course, and truly realize the integration of theory and practice. Prof. Wang Liming, a famous Chinese jurist, once said, “Vivid cases are the source of living water for the evergreen tree of theory.” This course is aimed at most of the students in Sichuan Province and engineering management and engineering costing students, so the course in the selection of cases to choose more students around the case such as the case of engineering disputes in Sichuan Province, the course of knowledge related to the support, so that the students can be more touching, and realize that the knowledge of the book is not irrelevant to their own rules, not cold words, but the people around them to protect their legal rights. It is the legal weapon used by people around them to protect their legitimate rights and interests, and it is the knowledge that people really apply in practice, so students can resonate with it more. In addition, the selection of cases focuses on recent cases from the last few years to ensure that the application of knowledge is up-to-date.

Finally, after the completion of the course content learning in the course phase, the course tasks are issued to the students in due course. The content of the course tasks of this course contains comprehensive case study, theme exploration, etc. The task results are open results, there is no standard answer, the student results can be justified and presented in a complete manner. Throughout the completion of the task, students divide the work, strengthen communication, through the collision of views, stimulate students to think positively, and ultimately come to the conclusion of the research problem. The completion of this course task also allows students to apply what they have learned in the classroom to solve real problems in practice.

(2) Teaching and learning outputs

Good teaching is ultimately about good output. The study of this course provides students with sufficient knowledge and ability reserves for their future graduation design in the direction of engineering law. Students search a lot of literature and engineering dispute case information for qualitative and quantitative analysis through relevant platforms, and finally solve the specific practical problems in the research project, in order to prepare for the design of good risk prevention and control

programs, which also enhances the students' ability to solve practical problems. On the other hand, the study of this course also provides students with the ability to enter the legal related work positions, which provides a path for students' diversified development.

2.2 "One Wing" for Value Creation

Teachers of the Principles and Practice of Engineering Law course study the spirit of the Twentieth National Congress of the CPC in earnest and practice socialist core values extensively. The whole course is centered on the idea of "one main line, one entry point, and one circular line", with one main line being the socialist core values, and one entry point being the revision and improvement of the Civil Code. The whole process is closely related to the main theme of socialist core values, and centered on the revision of the Civil Code, which shows the students the continuous progress of the rule of law in China and the improvement of the law. The whole process is closely related to the theme of socialist core values, and centers on the revision of the Civil Code to show students the continuous progress and improvement of the construction of the rule of law in China, to shape students' correct worldview, outlook on life and values, and to enhance their national pride and cultural self-confidence. A cyclic line that the specific course ideology of this course is to start from the specific knowledge points of the course, integrates the course ideology elements at the right time, then embed the industry norms and specific requirements, and finally return to the application of the specific knowledge points. The following points should be noted in the specific implementation process.

(1) Student-centered, combined with the course content to explore the elements of the course Civics

In the course of this course, the characteristics of the students are fully studied in the design of the course ideology teaching, and then combined with the content of the course in-depth excavation of the course ideology elements, the establishment of the course ideology material library, corresponding to the content of the corresponding chapters, and set up the associated elements of the course ideology, taking the principles and practice of engineering law II as an example, and specifically corresponding to the chapters of the course ideology elements as shown in Table 1.

Table 1. Principles and Practice of Engineering Law II Course Civics Elements

| Knowledge Board | Knowledge Unit | Civic-mindedness in the Curriculum |
|-----------------|--|--|
| Contract | Summary of the Contract | Socialist core values: equality, freedom, integrity |
| | Formation of the Contract | Contact Topics: Internet, high technology, big data era of technological explosion, and scientific and technological progress have brought about by the problems of the times, protection of vulnerable groups |
| | Performance of Contracts | Socialist core values: equality, freedom, integrity |
| | Preservation and Security of Contracts | In good faith |
| Numbering | Transfer and Extinction of Contracts | Liberty |

| | | |
|----------------------|---|--|
| | Default (on a loan or contract) | In good faith |
| | Typical Contracts | Contact theme: livelihood protection issues |
| | Overview of Violations and Liability | Socialist Core Values: Equality, Rule of Law, Patriotism, Integrity and |
| | Rights violations by several persons | Friendship |
| Torts Section | | Related Topic: Good People Provisions in the Civil Code, Cultivating Young People's Positive Outlook on Life |
| | Various types of special violations | Related Topic: Purpose and essence of the legislation on the protection of heroes and martyrs, stimulating young people's love for the people and respect for the martyrs of the family and the country |
| | Market access regime | Emphasizing scientific rigor in connection with cases of construction disputes |
| | Engineering Transaction System, Engineering Consultancy System | In connection with specific cases of engineering bidding disputes or activities of implementing bidding, to shape the qualities of honesty and trustworthiness, fairness and impartiality, professionalism, etc., and to cultivate the concepts of the overall situation and collectivism. |
| Construction | | To relate to cases of disputes over the quality of construction works, and to |
| Laws and Regulations | Engineering Quality Management System | shape the values of dedication, law-abiding, honesty, freedom, equality and friendliness. |
| | Production Safety Management System | Contact Topic: Examples of illegal and unauthorized operations that endanger life and safety, and fostering a sense of responsibility for safety in the workplace |
| | Urban Real Estate Management System, Environmental Protection and Building Energy Efficiency System | Green principles, eco-friendly |

The entire teaching process of this course covers the core socialist values, mainly focusing on the two levels of social and personal values, and then incorporates specific elements of the course's ideology and politics in due course, with the rate of incorporation amounting to 16 percent of the total hours. According to the total hours of teaching content, the specific hours of course Civics are designed as follows: the total hours for General Civil Law and Property Rights are 32 hours, and the estimated hours of course Civics are 5 hours; the total hours of Claims and Torts are 28 hours, and the estimated hours of course Civics are 5 hours; the total hours of Business Economics and Construction Laws and Regulations are 36 hours, and the estimated hours of course Civics are 6 hours. The material content of the material library is also designed according to the expected hours of the Civics of the course, and there is material content related to all major sections of the course, and the corresponding hours will be optimized according to the construction of the Civics of the course. In the course of the lecture, the material will be integrated into the classroom teaching in a silent way, do not copy, so that the students

in the course of learning the knowledge points, but also accepted the baptism of the socialist core values, and unconsciously enhance the ideological and political literacy of the students. For example, when talking about the characteristics of the contract and conclusion of a contract in the overview of the contract in connection with the socialist core values of freedom, equality, and honesty, so that students thoroughly understand the connotation of equality, freedom, and honesty in jurisprudence; Another example is the study of the chapter on the formation of a contract, which is integrated into the course's ideological elements in the light of the special rules on contracting through the Internet, which were added by the Contracts Section to the section on the formation of contracts, in accordance with the provisions of article 491, paragraph 2, of the Civil Code. This article makes special provision for the time of contract formation. Because of the need to adapt to the development of e-commerce transactions, the rules on e-commerce have been added to the Contracts Title, in addition to the provisions of Article 469, paragraph 3, and Article 512 of the Civil Code. The Chinese characteristics of the Contract Part of China's Civil Code make it more in line with the national conditions, more responsive to the needs of the development of China's market economy, more capable of solving China's real problems, and more capable of grasping the pulse of China's times. The Civil Code responds to the problems of the times brought about by the technological explosion and technological progress in the era of the Internet, high technology, and big data, and fully manifests the spirit and characteristics of the current times. When selecting materials for the course's Civics and Politics, we try to choose people's deeds that students are familiar with, interested in and vivid.

(2) Teachers as Role Models, Teachers Lead by Example and Virtue

Teachers play a very important role in the path of students' success, and they are both teachers and friends to students, and their words and deeds have a subtle influence on each and every one of them. There is a saying that the teacher is the curriculum, the teacher's understanding and grasp of the curriculum, respect and care for students, the understanding and practice of the goal of education is a living course. Therefore, as teachers, we have to keep our own educational beginnings, take students as our starting point, care for and love students, pay attention to the diversified development of students, and not let any student fall behind, because each of them has their own sparkling points, just waiting for us to find out carefully.

As a teacher, it is more useful to be strict with ourselves in everything, to set a good example and to be a good role model for our students than to preach to them countless times. In the process of teaching, we appear in front of the students with a positive image, and when we express our views, we are also positive and optimistic, positive energy, and I believe that the students will also be infected by us unconsciously. Teachers of this course team are also practicing this way, while doing their own teaching work, they also do a good job in course construction, through years of related textbook research projects, they have accumulated a lot of strength for good course teaching, and they have gradually perfected the related supporting resources of the course, including the accumulation of a variety of course question banks, course case banks, and course online resources. In addition, the

teachers also devote themselves to various social service practices to help people or groups in need, setting a very good example for students.

(3) Evaluation System as a Guarantee, Feedback and Implementation of the Effect of Teaching Civics in Courses

The excavation of good curriculum Civics elements and good curriculum Civics teaching design are for the purpose of having good teaching effect, and through what way to present and feedback the good teaching effect, it is necessary to establish a set of perfect evaluation system of curriculum Civics teaching effect and evaluate and feedback on the whole teaching work, so that we can continuously optimize and improve the teaching. For the construction of good course Civics, a simple examination can not reflect the real level of course Civics teaching, and it is necessary to establish a diversified assessment and evaluation system. This assessment and evaluation system can include several major boards, including on-campus and off-campus and In-class and out-of-class assessment. Through diversified assessment methods, the final assessment results can more fully reflect the actual situation of students. The evaluation of the entire course Civics teaching can account for 20%-30% of the total grade of the course, the specific aspects of the assessment as shown in Table 2, of course, the following aspects of the assessment can be flexibly adjusted according to the actual participation of students in the current semester.

Table 2. Evaluation System for the Effectiveness of Teaching Civics in the Curriculum

| Appraisal Board | Assessment Methods | Percentage of | | Subject of Assessment | |
|-----------------------|--------------------------------|---------------------------|-----------------|---|------------|
| | | Assessment Results | Appraisal Stage | | |
| In-School Assessment | In-Class | Classroom Performance | 30% | Immediate In-Class Assessment | Teachers |
| | Extracurricular | Course Assignments, Tasks | 30% | Assessment based on results after the submission of tasks | Teachers |
| | | Course Competitions | 10% | After the competition | Teachers |
| | | Performance in School | 10% | At the end of the semester | Counselor |
| Off-Campus Assessment | Off-Campus Internship Practice | Practical Performance | 20% | At the end of the Internship period | Instructor |

3. Conclusion

The construction of course politics needs to take students as the starting point, comprehensively and

deeply analyze the characteristics of students, according to the situation of students, excavate the elements of politics, design the course politics link, and reasonably arrange the course politics teaching content, so that students can master the content of the course under the cultivation of the socialist core values, and improve the ability to solve practical problems. Therefore, the Principles and Practice of Engineering Law course adopts the “one body, two wings” model of the course civics construction path, with the development of students as the basis, the innovative application and value shaping as the two wings, forming a stable flight mode, helping students fly steadily forward on the road of learning.

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