

From the Perspective of an Agricultural Powerhouse, Ideological and Political Education in Agricultural Courses Research - Taking "Introduction to Rural Development" as an Example

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Abstract

Against the backdrop of the national strategy of comprehensively promoting rural revitalization and accelerating the construction of a strong agricultural country, the ideological and political construction of courses in agricultural universities carries the core mission of cultivating new talents who are knowledgeable about and love agriculture. This study focuses on the course "Introduction to Rural Development" and analyzes the current difficulties and causes of ideological and political education in agricultural courses in terms of systematic curriculum design, teachers' ideological and political abilities, and the depth of practical education. It innovatively constructs a three track mixed teaching model based on "Problem Based Learning (PBL)+CBL (Case Teaching)+TBL (Team Learning)", and systematically designs from the three dimensions of teacher development, curriculum reconstruction, and practical linkage, forming a curriculum case system that deeply integrates agricultural science characteristics and ideological and political elements. It also proposes a collaborative optimization path of "curriculum education, teacher education, and practical education", providing theoretical reference and practical paradigm for improving the quality and efficiency of ideological and political education in agricultural universities.

Keywords: agricultural powerhouse, course ideology and politics, Introduction to Rural Development, three track blended learning, agricultural education

1. Background and Significance of the Research

The construction of a powerful agricultural country is the foundation for the realization of Chinese path to modernization, and its core is talent support. The report of the 20th National Congress of the Communist Party of China emphasized the need to "accelerate the construction of a strong agricultural country" and put forward higher requirements for the cultivation of agricultural talents, which not only requires solid professional qualities, but also a deep sense of "agriculture, rural areas, and farmers", firm ideals and beliefs, and a strong sense of social responsibility. As the main battlefield for talent cultivation, universities' agricultural related courses are important carriers for carrying out ideological and political education (course ideology)[1]. As a core foundational course for agricultural majors, Introduction to Rural Development covers topics such as rural changes, policy evolution, industrial revitalization, rural governance, and sustainable development. It naturally contains rich ideological and political elements such as national education, policy recognition, ecological civilization, social responsibility, and cultural confidence. In this context, in-depth research on how to deeply integrate the strategic goals of building a strong agricultural country into the teaching of this course, to solve the current problems of ideological and political education in agricultural courses such as "labeling" and "two skins", and to explore ideological and political teaching models with agricultural science characteristics, has urgent theoretical value and profound practical significance for improving the quality of agricultural and forestry talent cultivation and serving the major strategic needs of the country.

2. Analysis of the Current Situation and Causes of Ideological and Political Education in Agricultural Courses

Although there has been some progress in ideological and political education in current agricultural courses, there are still many challenges, and their difficulties and causes can be analyzed from three levels.

2.1 Course Level

Current situation/dilemma: The excavation of ideological and political elements is superficial and fragmented, and has not been organically integrated with the professional knowledge system; The expression of ideological and political requirements in teaching objectives is vague, lacking operable and evaluative standards; In terms of teaching content design, there are rigid grafting or "embellishment style" insertions, lacking logical coherence; The assessment and evaluation system emphasizes knowledge over value, and lacks evaluation of students' ideological growth and value judgment ability.

Cause: Insufficient systematic research on the unique ideological and political resources contained in agricultural related professional courses, such as the concepts of food security, ecological civilization, collectivism, poverty alleviation/rural revitalization, etc; Lack of curriculum design and evaluation guidelines for ideological and political education tailored to the characteristics of agricultural science.

2.2 At the Teacher Level

Current situation/dilemma: Some professional teachers do not have a deep understanding of the ideological and political content of the curriculum, and there is a misconception that "ideological and political education is the responsibility of ideological and political teachers"; The ability of ideological and political education (such as value guidance skills, ideological and political case mining ability, classroom discussion guidance ability) needs to be improved[2]; Lack of interdisciplinary perspective makes it difficult to effectively transform grand national strategies (such as building an agricultural powerhouse) into vivid teaching materials.

Cause: Insufficient and monotonous training on ideological and political education courses for teachers; Lack of effective incentive mechanisms and teaching discussion platforms; Some teachers themselves do not have a deep understanding of the national and agricultural conditions.

2.3 Practical Level

Current situation and dilemma: Theoretical teaching is disconnected from social practice, and students lack opportunities and inspiration to personally experience agriculture, rural areas, and farmers; Insufficient ideological and political guidance in campus practice (such as experiments and practical training); Off campus practice (internships, research) often stays at the cognitive level, with insufficient deep participation and value realization; The collaborative education mechanism between party and league activities, social practice, and professional courses has not yet been effectively established.

Cause: Limited practical teaching resources (bases, funds, security guarantees); The design of ideological and political goals and process guidance in the practical stage are weak; Lack of effective platforms and long-term mechanisms for integrating curriculum, party groups, and social resources.

3. Exploration of Course Ideological and Political Teaching Mode: Taking "Introduction to Rural Development" as an Example

In response to the above difficulties, this study proposes and practices a three track hybrid teaching model based on "PBL+CBL+TBL"[2], and systematically explores it in the course of "Introduction to Rural Development".

3.1 System construction based on the "PBL+CBL+TBL" three track hybrid teaching mode

At the teacher level:

Team building: Establish an interdisciplinary teaching team (professional teachers+ideological and political teachers/counselors+industry experts), regularly conduct collective lesson preparation, teaching seminars, jointly explore ideological and political elements, design teaching cases, and develop evaluation standards.

Enhancing teachers' ideological and political abilities: conducting specialized training (such as interpreting policies for building a strong agricultural country and designing courses for ideological and political education), encouraging teachers to conduct in-depth research in rural areas, and enhancing their intuitive understanding and value recognition of national and agricultural conditions; Establish a teaching reflection and communication mechanism to promote experience sharing and ability iteration.

3.2 Course Level

Student centered approach: Using PBL to set driving questions (such as "How can small farmers integrate into modern agricultural development?" and "How can we balance rural development and ecological protection?"), guiding students to actively explore and deepen their understanding and value judgments in problem-solving. Using CBL to select representative and contemporary cases of agriculture, rural areas, and farmers (such as Zhejiang's "Ten Thousand Project", modernization of Heilongjiang Reclamation Area, and entrepreneurial stories

of returning youth), through case analysis, role-playing, debate, and other forms, emotional resonance and value speculation are stimulated. By utilizing TBL to organize group collaborative learning (such as designing a village development plan), we aim to cultivate teamwork, communication, expression, and a sense of social responsibility.

Starting with examples related to agriculture: The teaching content closely revolves around national strategies (food security, rural revitalization, and self-reliance in agricultural science and technology) and vivid practices, combining abstract theories with specific national and agricultural conditions.

Reform of assessment methods: Establish a diversified evaluation system, increase the proportion of process evaluation (such as group discussion contribution, case analysis reports, research plan design, reflection logs), and focus on students' values, social responsibility, and problem-solving abilities demonstrated during the learning process.

3.3 At the Practical Level

Integration of Party Building, Youth League Building, and Course Ideology and Politics: Incorporate course related content (such as rural governance and rural Party building) into the theme of Party Day/Youth League Day activities; Encourage student party members/members to play a pioneering and exemplary role in the course project group.

Practice of "Three Rural Activities" on and off campus: On campus: organize simulated rural governance conferences, agricultural product brand planning competitions, agricultural technology achievement exhibitions, etc., to enhance situational experiences. Off campus: Establish stable practical teaching bases, organize students to participate in rural field research, support agriculture and education, scientific and technological services, community building and other activities; Extend the research-based learning projects (PBL/TBL tasks) in the course to the field, achieving "learning by doing, understanding by learning", deepening the understanding of "agriculture, rural areas, and farmers" issues, and enhancing the sense of mission for building a strong agricultural country.

Table 1. Example Design of Ideological and Political Teaching Cases in the Course of "Introduction to Rural Development" (Part Chapters)

| Chapter Theme | Main ideological and political teaching objectives | Key points of ideological and political education content | Integration methods (PBL/CBL/TBL) | Practice Link |
|--|--|---|---|--|
| Introduction: Rural Value and Agricultural Power | Understand the fundamental position of agriculture, rural areas, and farmers, and establish a sense of mission and responsibility for building a strong agricultural country | The wisdom of Chinese agricultural civilization; National Food Security Strategy; The role of agricultural "ballast stone"; The Relationship between Rural Revitalization and National Revitalization | CBL: Comparison of Global Food Crisis Cases; PBL: How to understand that 'a strong country must first strengthen agriculture'? | Visit the National Grain Reserve/Agricultural Museum |
| Rural Land System and Reform | Identify with the basic management system of socialist rural areas with Chinese characteristics, understand the logic and achievements of reform | The significance of the reform of "separation of powers"; Connecting small farmers with modern agriculture; Red line for farmland protection; The superiority of collective economy | CBL: The History and New Era Reform of the "Big Package" in Xiaogang Village, Anhui Province; TBL: Design an optimization plan for land transfer in a certain village | Visit typical local cooperatives/family farms |

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|-----------------------------------|---|--|---|---|
| Rural industrial development | Cultivate innovative spirit, market awareness, and establish a green and sustainable development concept | Industrial prosperity is the key; Technology driven agriculture (seed industry revitalization, smart agriculture); Integration of primary, secondary and tertiary industries; Realizing the Value of Ecological Products | PBL: How to solve the difficulty of selling a certain specialty agricultural product? CBL: Zhejiang Anji White Tea Industry/Shaanxi Apple Industry Case | Participate in agricultural product e-commerce marketing practice |
| Modernization of rural governance | Enhance institutional confidence, cultivate the concept of the rule of law and the spirit of public participation | Party building leads the integration of "three governance"; Village self governance practice; Rule of law rural construction; Equalization of Public Services | CBL: "Fengqiao Experience" and Good Governance at the Grassroots Level; TBL: Simulating Village Council to Solve Difficulties in Village Affairs | Attend the village representative assembly/conduct on-site research |
| Rural cultural revitalization | Strengthen cultural confidence, inherit excellent local culture, and cultivate civilized rural customs | Preservation and inheritance of agricultural culture; Integration of socialist core values; change existing habits and customs; The Importance of Rural Education | CBL: Successful Cases of Traditional Village Protection; PBL: How to revitalize the cultural vitality of our village? | Participate in the construction of the village history museum/organization of rural cultural activities |
| Sustainable rural development | Establishing the concept of ecological civilization, cultivating a global perspective and awareness of a community with a shared future for mankind | Green mountains and clear waters are as valuable as mountains of gold and silver; Agricultural transformation under the dual carbon target; Global poverty reduction cooperation; inclusive development | CBL: Ecological Butterfly Transformation of Zhejiang's "Ten Million Project"; PBL: How to evaluate the sustainability of a development project? | Participate in rural environmental improvement/ecological agriculture practice |

4. Suggestions and Countermeasures for Ideological and Political Education in Agricultural Courses

Based on the aforementioned research and exploration, propose strategies for deepening ideological and political education in agricultural courses:

4.1 Deepen "Curriculum Education": Strengthen and Enhance the Ability and Effectiveness of Curriculum Ideological and Political Education

Strengthening top-level design: At the university level, the "Guidelines for the Construction of Ideological and Political Education in Agricultural Professional Courses" have been formulated, clarifying the ideological and political education goals and construction standards for each major and core course.

Promote teaching innovation: Vigorously promote effective teaching models such as PBL+CBL+TBL, and encourage teachers to fully utilize modern information technology (such as virtual simulation farms and online case libraries) to enrich teaching methods.

Improve the evaluation system: Establish and improve a multi-dimensional curriculum evaluation and student development evaluation system that covers knowledge, abilities, and literacy (especially value led effectiveness),

and regard the effectiveness of ideological and political education as an important indicator for curriculum evaluation and professional certification.

4.2 Focus on "Teacher Education": Cultivating and Enhancing Teachers' Ideological and Political Literacy and Abilities

Establish a sound training mechanism: Build a normalized and systematic teacher curriculum ideological and political training system, covering theoretical policies, teaching methods, national and agricultural conditions, value leading art, etc. Establish a 'Course Ideological and Political Teacher Studio'[3] to play a leading role in demonstration.

Strengthening grassroots teaching organization: Relying on the teaching and research department and curriculum group, we will carry out collective lesson preparation, teaching observation, ideological and political teaching competitions, and other activities to create a strong atmosphere for teaching and research.

Improve incentive mechanism: Take the effectiveness of curriculum ideological and political construction as an important basis for teacher performance evaluation, professional title evaluation, and excellence evaluation, and stimulate endogenous motivation.

4.3 Expand "Practical Education": Mobilize and Activate the Practical Participation and Achievement Transformation of Ideological and Political Education in the Curriculum

Integrate practical resources: Strengthen cooperation between schools, universities, and enterprises, and jointly build a number of high-quality curriculum ideological and political practice teaching bases (such as modern agricultural parks, rural revitalization demonstration villages, and red education bases).

Brand building activities: Design and carry out themed "Three Rural Issues" brand practice activities that are closely integrated with the profession (such as "Youth Red Dream Building Journey", "Farming and Studying in China", "Rural Revitalization Service Team"), and promote the use of course learning outcomes to serve rural development.

Building a collaborative mechanism: Establish a multi-party linkage mechanism between the academic affairs department, the student affairs department (party and youth organizations), the Marxist college, the agricultural departments, and the practice base, to achieve deep integration and achievement sharing of curriculum teaching, social practice, party and youth activities, and value guidance.

5. Summarize

In the grand journey of building a strong agricultural country, the ideological and political education courses in agricultural universities shoulder the fundamental task of cultivating morality and talents. The core courses represented by "Introduction to Rural Development" urgently need to break through the traditional teaching constraints and deeply integrate the strategic goals of building a strong agricultural country, vivid practices of rural revitalization, and ideological and political education elements through systematic teaching mode innovation. Only by carefully cultivating the course content, adhering to the principles of integrity and innovation in teaching methods, and working together in practical education, can we cultivate a new generation of people with solid professional skills and a deep sense of "agriculture, rural areas, and farmers", injecting a continuous stream of youthful energy into securing China's rice bowl and promoting comprehensive rural revitalization.[4] The "three track mixed" teaching mode and practical path constructed in this study provide a scalable theoretical framework and practical reference for the ideological and political construction of agricultural courses. Its effectiveness needs to be continuously tested and deepened in a wider range of teaching practices.

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