



Development of Teaching and Learning Model by Integration of Political Education and Physical Education for University Students

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Abstract

Background and Aim: In 2017 and 2022, the Ministry of Education promoted all-round youth development, demonstrating the country's strong emphasis on physical education in schools. The aim was to enhance students' physical and mental health as well as their overall development. In response to the national initiative, the Ministry of Education has supported the integration of moral education across various academic disciplines. Therefore, the objectives of this research were 1) to develop a teaching and learning model by integrating political education and physical education for university students; 2) to implement the university teaching design; and 3) to evaluate the effects of integrating political education and physical education in the teaching design for university students.

Materials and Methods: In this research, the researcher followed these steps: First, relevant research documents related to the curriculum of political education and physical education were studied. Then, feedback on teaching and learning models integrating political education and physical education for university students was collected. After obtaining the research structure, the opinions of 17 experts were gathered using the Delphi method in two rounds. The model obtained was then confirmed by 9 experts using the Connoisseurship method. In this research, mean, standard deviation, percentage, median, and interquartile range were used to analyze the data.

Results: The research found that the teaching and learning model by integrating political education and physical education for university students was divided into 8 components, 16 factors, and 43 indicators. 8 key components were as follows: (1) class objective and goals; (2) teaching design; (3) teaching method; (4) assessment and evaluation; (5) resource and materials; (6) teachers support; (7) implementation strategy; (8) students learning attitude.

Conclusion: The teaching and learning model by integrating political education and physical education for university students covered all aspects of education, combining knowledge of political concepts with knowledge of physical education. This model was innovative and highly effective.

Keywords: Teaching and Learning Model; Integration of Political Education and Physical Education; University Students

Introduction

In both 2017 and 2022, the Ministry of Education promoted all-round youth development, demonstrating the country's strong emphasis on physical education in schools. The aim was to enhance students' physical and mental health as well as their overall development. In response to the national initiative, the Ministry of Education has supported the integration of moral education across various academic disciplines. This initiative sought to nurture talented individuals for the modern era, focusing on both competence and ethical integrity (Ministry of Education, 2017; Ministry of Education, 2022).

Some researchers found that a solid theoretical basis for ideological and political education in physical education courses provides a useful reference for the reform of higher vocational education. This concept emphasizes the integration of ideological and political education concepts into various courses to achieve the goal of comprehensive training of students. It can effectively cultivate students' moral concepts and values and promote their all-round development. This integration method helps to improve the comprehensive quality of students, turning them into talents with both ability and political integrity, and making positive contributions to future social development. (Wang, 2019). Rousseau (2016) had a profound influence and believed that the pursuit of equality and freedom is the inherent right of human beings. In the process of social evolution, inequality has gradually increased, and privileges and slavery have become commonplace, causing human society to gradually deviate from its original intention. To return to the original ideal state, He believed that through natural education, people can develop the ability to think





independently, learn to value freedom and equality, and lay the foundation for building a more just society. The important guiding significance is to understand the nature of moral education and how to better achieve fair education. It inspires us to pay attention to individual rights and freedoms, strive to eliminate inequality, and pursue true fairness and justice.

Political education aims to empower individuals by providing them with the knowledge and skills necessary to understand, participate in, and influence political processes. The key objectives were: 1) To familiarize individuals with how political institutions, such as governments and political parties, operate, this includes understanding electoral processes. 2) To understand the role of different branches of government and the function of various political entities. 3) To promote active participation in civic life, including voting, campaigning, and other forms of political activism, this helps individuals become informed and engaged citizens who can contribute to their communities and society at large. 4) To promote active participation in civic life, including voting, campaigning, and other forms of political activism, this helps individuals become informed and engaged citizens who can contribute to their communities and society at large. 5) To educate people about their rights and responsibilities within a political system, this includes understanding legal rights, the importance of the rule of law, and how to advocate for oneself and others. 6) To provide context about historical and social factors that influence current political issues. Understanding the historical development of political systems and social movements can shed light on contemporary political challenges and opportunities. 7) To discuss the ethical dimensions of political decisions and actions, this includes exploring issues like justice, equity, and human rights. Effective political education helps individuals navigate the complexities of the political environment and how to stay with them, this concerns citizenship understanding and practice, social adjustment, rights, and responsibilities (Qiu and Xu, 2017).

Academic and Political Studies aimed at 1) The Importance of Safeguarding Students' Physical and Mental Health: The objective of teaching courses on student sports ideology and politics was to instill in students correct health values and concepts, fostering their holistic moral, intellectual, physical, and aesthetic development. Through a curriculum aligned with the rhythm of students' lives, their motor skills and comprehensive capabilities, including practical understanding and creativity, were enhanced. Addressing students' employability concerns, crafting a physical education curriculum integrated with political education enriched students' spiritual and cultural lives, maintained good physical and mental well-being, and improved their stress-coping abilities. Therefore, attention was paid to the role of the sports ideology and politics curriculum, emphasizing curriculum development and teacher training, and continually exploring and innovating teaching methodologies to meet students' learning and developmental needs (Chen, 2019). 2) The Imperative of Advancing the Seamless Integration of Sports and Education: In the 1980s, the concept of 'combining sports and education' emerged, aiming to address challenges within the sports system and promote sustainable sports development. Presently, the 'integration of sports and education' paradigm expanded, primarily to foster students' holistic development and cultivate high-quality sports talent for the nation. Grounded in contemporary needs, this strategy aimed to bolster school physical education, promote quality education, and facilitate students' all-round development. By blending athletic competition with educational principles, 'combining sports and education' encouraged students' interest in sports, fostering their overall physical and mental health. The implementation of the academic policy of 'cultivating morality and nurturing individuals' facilitated the highest level of integration between sports and education, harnessing resources from both domains to train outstanding individuals through comprehensive moral, intellectual, physical, and aesthetic development. The complementary nature of 'cultivating individuals with integrity' and 'combining physical education and education' contributed synergistically to the cultivation of exemplary talents (Wang and Zhang, 2021).

Physical education is an educational process to develop specific knowledge, skills, and understanding that promote physical competence. Physical education fulfills a unique role in education and is an integral part of the schooling process. The role of physical education is to provide instructional activities that promote skill development and proficiency as well as enhance an individual's overall health.



The basic aim of physical education was to set aside daily a portion of the school day devoted to large-muscle activities that increase movement skills, enhance physical fitness, and positively influence the cognitive and affective development of children. Physical Education is aimed at the all-round development of the personality of the individual the individual is physically fit, mentally alert, emotionally balanced, socially well adjusted, morally true, and spiritually uplifted. These could state that aims of physical education were 1) Physical development 2) Motor development 3) Development of neuromuscular coordination 4) Mental development 5) Emotional development 6) Social development 7) Intelligence development (Mouratidou, 2007).

Therefore, physical education classes for students serve not only to impart skills but also as a vital means to foster students' holistic development. Sports have played a significant role in shaping one's character since ancient times. Engaging in sports not only strengthens the body but also instills qualities such as teamwork, competitiveness, and perseverance. Through sports activities, students experienced both setbacks and successes, learning to face challenges and grow independently. To embody the concept of 'Cultivating morally upright individuals,' physical education curricula should incorporate moral education comprehensively. This approach helped students develop holistically, cultivating not only knowledge and skills but also good moral character. Such initiatives not only enhance students' overall quality but also strongly supported the nation's and society's development (Wang, 2019). This study aimed to delve deeply into the significance of moral education within the realm of physical education, considering its political underpinnings in China's educational landscape. By doing so, it sought to provide practical insights for integrating political education into students' physical education curricula, thereby enhancing the quality of teaching reforms and offering valuable guidance for physical education instructors. The primary focus of this article was to explore in-depth the organic integration of teaching designs for student physical education and political education courses within the framework of China's political education policies. Such research was of paramount importance as it aligned with the national policy directive of 'integrating political education into the curriculum.' Moreover, it addressed the pertinent requirements outlined in documents such as 'Deepening the reform of educational ideology and politics in college students' physical education curricula' by examining these two domains concurrently. By promoting innovative teaching designs for physical education courses, this study served as a crucial platform for nurturing students' holistic development and presenting novel teaching methodologies to physical education instructors, thereby enhancing ideological effectiveness (Li, 2020). Therefore, in designing reforms for teaching college students in Guangzhou colleges and universities, it was essential to carefully align with national policies. This was particularly crucial in the context of physical education curricula. To fully unleash the potential of physical education, it was imperative to integrate political education seamlessly. This integration not only improved students' physical fitness but also contributed to the development of their character and moral integrity (Zhang, 2018). Therefore, this research aims to develop a teaching and learning model by integrating political science education and physical education for university students and hopes this result can fulfill the achievement of physical education and sports.

Objectives

1. To develop a teaching and learning model by integrating political education and physical education for university students.
2. To implement the path of university teaching design.
3. To evaluate the effects of integrating political education and physical education in the teaching design for university students.

Literature review

Theory of teaching and learning

The theory of teaching and learning encompasses various principles, models, and frameworks that



inform and guide educators in their instructional practices and learners in their acquisition of knowledge, skills, and attitudes. This theory explores the dynamic interaction between teachers, learners, and the learning environment, aiming to understand how learning occurs and how best to facilitate it. Some key components of the theory of teaching and learning include:

1. Learning Theories: These theories attempt to explain how learning happens and the factors that influence it. Examples include behaviorism, cognitivism, constructivism, and social constructivism. Each theory offers insights into different aspects of learning processes and provides strategies for effective teaching.

2. Teaching Strategies: Based on learning theories, teaching strategies refer to the approaches, methods, and techniques that educators employ to facilitate learning. These strategies may include lectures, discussions, group work, hands-on activities, problem-solving tasks, and technology integration, among others.

3. Assessment Practices: Assessment was integral to the teaching and learning process, as it helps educators gauge student understanding, identify areas of strength and weakness, and adjust instruction accordingly. Assessment practices encompass various methods, such as quizzes, exams, projects, presentations, portfolios, and peer evaluations.

4. Curriculum Design: Curriculum design involves the development of educational programs and courses that align with learning objectives, standards, and student needs. It encompasses decisions about content selection, sequencing, pacing, and instructional materials to ensure meaningful and coherent learning experiences.

5. Educational Psychology: Educational psychology explores the psychological principles underlying teaching and learning. It examined factors such as motivation, cognition, memory, attention, and individual differences, offering insights into how educators can create optimal learning environments and support student engagement and achievement.

6. Technology Integration: In contemporary educational settings, technology plays a significant role in teaching and learning. The theory of teaching and learning considers how digital tools, multimedia resources, online platforms, and educational software can enhance instruction, promote active learning, and expand access to educational opportunities.

7. Student-Centered Approaches: Student-centered approaches prioritize learners' active participation, autonomy, and collaboration in the learning process. These approaches emphasize personalized learning, inquiry-based learning, project-based learning, and other pedagogical approaches that empower students to construct their knowledge and meaningfully engage with course content (Smith & Brown, 2019).

The theory of teaching and learning is a multifaceted field that draws from various disciplines, including psychology, education, sociology, and cognitive science. By understanding the principles and concepts underlying effective teaching and learning, educators can design engaging, meaningful, and inclusive learning experiences that foster students' intellectual growth, critical thinking skills, and lifelong learning habits (Fink (2005).

Bloom's Taxonomy is a framework for categorizing educational goals and objectives. Created by Benjamin Bloom and his colleagues, the taxonomy provides a structured way to set learning objectives and assess student understanding. It emphasizes the development of higher-order thinking skills and comprehensive learning. Bloom's Taxonomy organizes cognitive skills into a hierarchical model consisting of six levels, each representing a different type of cognitive process. The hierarchy reflects increasing complexity and abstraction. Six levels are as follows: (1) Knowledge; (2) Comprehension; (3) Application; (4) Analysis; (5) Synthesis; and (6) Evaluation (Bloom, 1956).

Integration of political education and physical education

In the early research on teachers' teaching ability, scholars mainly started with teachers' personality





traits. Among them, as the representative, proposed a competency model including 17 elements such as patience and control. However, because this model is too broad and lacks specific operability, it is difficult to accurately apply it in actual teaching ability evaluation and has not been widely promoted and applied. To overcome this limitation, subsequent research needs to further explore the specific components of teachers' teaching abilities to improve the accuracy and operability of evaluation. At the same time, it is also necessary to pay attention to teachers' actual performance in teaching practice and how to combine teaching abilities with specific teaching practices to improve teachers' teaching effects and students' learning outcomes (Sternberg, 1983)

Dineck (2004) believed that teaching ability is not only a teacher's personal personality characteristics but also a comprehensive reflection of knowledge, skills, and attitudes. This perspective highlights teachers' comprehensive abilities in actual teaching, not just a single aspect. From the perspective of effective teaching, this research perspective can better guide teachers to improve their teaching levels, thereby better promoting students' learning outcomes. This transformation helps to understand teachers' teaching abilities more comprehensively and provides more targeted guidance for improving teachers' teaching levels.

Fink (2005) emphasized that the perspective of curriculum teaching, divided teaching abilities into instructional design abilities, teaching activity organization and management abilities, communication abilities, and professional knowledge literacy. This perspective emphasizes teachers' 'practical ability in course teaching and highlights the importance of teaching content design, effective organization and management of teaching activities, and good communication with students. At the same time, teachers' professional knowledge and literacy are the cornerstone of teaching ability and provide basic support for improving teaching quality. This classification helps to understand teachers' teaching abilities more comprehensively and guides teacher education and professional development.

Franziska (2009) believed that teaching ability includes subject knowledge, teaching monitoring, application of teaching methods, and teaching evaluation, which points out the direction for teachers to improve their teaching ability. Teachers need to have an in-depth mastery of subject knowledge, effectively monitor and adjust the teaching process, use teaching methods flexibly, and be able to conduct timely teaching evaluations. This framework helps teachers comprehensively understand the components of teaching abilities and improve their teaching standards.

Implementation paths of instructional design

In designing instruction, the first consideration should be given to assessing the goals, learning styles, and learning behaviors of students. These crucial points will imbue the instructional design with effective characteristics and ensure it responds well to students. Additionally, importance must be placed on the objectives of learning management, as they align with students' goals and serve as a catalyst for their academic achievement.

The term "instructional design" comprises two components: "design" and "teaching." "Design" has permeated our lives, touching every facet of society. From the clothes we wear to the food we eat, from our homes to our modes of transportation, the design leaves its mark on everything. Despite its ubiquity, "design" remains a concept that defies precise definition, serving as both a noun and a verb. According to the Oxford Dictionary, "design" as a noun encompasses a range of meanings, including "a mental blueprint, a deliberate plan, a defined purpose, the realization of an idea, the application of methodologies and intentions, a preliminary sketch, a framework, a template, an aesthetic or literary foundation, broad concepts, organization, strategy, and the expertise involved in innovation.



Eichler & McDonald (2021) addressed instructional design. The work of an instructional designer should not end with the final development of the product but must include considerations for when, where, and how the instruction will be used by real learners in actual situations. This work is called implementation. It requires planning and attention to detail—the same as found throughout the rest of the instructional design process to complete successfully. Without implementing an instructional design, all the design work would, in large measure, be wasted.

Cheng and Wang (2019) proposed several key elements. First, clarify the teaching objectives and ensure the close integration of ideological and political content and professional courses to achieve the effect of comprehensive education. Second, deeply explore the ideological and political elements in the curriculum, enhance the pertinence and effectiveness of education, and cultivate students' moral qualities and values. Third, open the inner connection between ideological and political education and majors, achieve the organic integration of the two, ensure the coherence and depth of teaching content, and improve the quality of teaching. Finally, highlight the timeliness of ideological and political courses, ensure that the teaching content keeps pace with the times, reflects the latest trends in social development, and enhances the practical significance of ideological and political education. The consideration of these elements will help improve the quality of ideological and political teaching, cultivate talents with both ability and political integrity, and provide a strong talent guarantee for social development.

Pang et al (2021) proposed a comprehensive plan, which starts from three perspectives: supply side, demand side, and management side, aiming to promote the synergy between teachers, students, and schools in ideological and political teaching. The supply side, that is, teachers, needs to focus on consolidating the foundation, digging into ideological and political elements, and constantly reflecting on practice. The demand side, that is, students, should correct their learning attitude, actively participate in ideological and political learning, and evaluate the quality of the courses. The management side, that is, the school, needs to pay more attention to ideological and political teaching, scientifically evaluate the teaching effect of teachers, and strengthen the guaranteed mechanism. This program aims to improve the overall effect of ideological and political education and provide strong support for cultivating talents with both ability and political integrity.

Qiu (2017) emphasized the core position of teachers in ideological and political teaching and pointed out that teachers' comprehensive quality is directly related to the realization of the value of educating people. At the same time, teaching material development, resource mining, and system construction are also key elements in this process. The ideological and political curriculum aims to break the traditional education model and build a general ideological and political pattern for educating all members. Through the organic combination of explicit education and implicit education, the effectiveness and influence of ideological and political education will be improved, and strong support will be provided for cultivating talents with both ability and political integrity. This concept is of great significance for deepening the reform of ideological and political education and improving the quality of education.

Pu and He (2021) emphasized the importance of the three links of teaching preparation, implementation, and evaluation when discussing methods to improve the quality of ideological and political teaching. They pointed out that during the teaching preparation stage, teachers should integrate the background of the times, student needs, and teaching methods into the teaching design to ensure the pertinence and effectiveness of the content. During the implementation process, teachers should pay attention to the integration of political theory, academic theory, and affairs to help students deeply understand ideological and political theory. At the same time, teaching evaluation should achieve the



organic unity of teaching, internalization, and externalization to ensure that students truly absorb and apply the knowledge they have learned. Through this systematic approach, the quality of ideological and political teaching will be effectively improved.

Zhang and Yang (2021) Ling discussed in depth the value of ideological and political teaching evaluation, emphasizing its importance in cultivating talents with both ability and political integrity. They put forward implementation plans to ensure the smooth construction of the evaluation system and provide useful references for improving the ideological and political education system in colleges and universities. Through theoretical elaboration, the value of course ideological and political teaching evaluation is further demonstrated.

Fu et al (2012) pointed out that ideological and political education in Germany mainly relies on two major positions: school and family. In the school environment, political cultivation and ideological penetration in professional courses are important educational methods, emphasizing political indoctrination. In the family environment, a democratic and peaceful education method is adopted, focusing on communication and psychological consultation. Germany attaches great importance to ideological and political education and mainly uses indirect infiltration methods. This kind of education method helps to cultivate students' moral character and values and promote their all-round development. Germany's experience has enlightening significance for us to strengthen ideological and political education.

Summary

In physical education, in addition to the cultivation of basic sports skills and physical enhancement, the cultivation of ideological and moral character also plays an important role. This is not only the goal of physical education, but also an important part of ideological and political education emphasized by the education systems of various countries. With the continuous updating and development of educational concepts, the role of physical education in shaping students' overall quality has received more and more attention. In China, with the continuous advancement of quality-oriented education, more and more scholars have begun to pay attention to moral education issues in physical education. Research results show that students who participate in sports show higher levels of moral character and social responsibility. This is not only because sports itself has the role of shaping personality, but also because integrating ideological and political education into physical education can effectively improve students' moral cognition and behavioral levels. In foreign countries, physical education teaching often focuses on the combination of moral education and the cultivation of students' social responsibility, teamwork spirit, discipline, and other qualities in sports activities. This education model not only helps improve students' physical fitness but also helps cultivate them to become moral and responsible social citizens. It is very necessary to integrate ideological and political education into physical education in the future. This can not only achieve the diverse goals of physical education but also help cultivate qualified citizens with comprehensive qualities.



Conceptual Framework

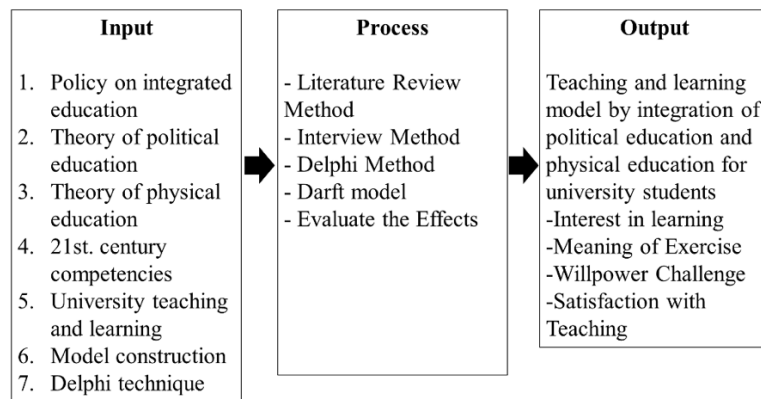


Figure 1 Research Framework

Methodology

Research Tools

The tools used to collect data are as follows:

1. Questionnaire to collect data 311 students
2. Interviewing form for 8 experts
3. Questionnaire for Delphi 17 experts
4. Connoisseurship evaluation form for 9 experts

Population and Sample

Population: The population of this research consisted of first-year and second-year undergraduate students enrolled in physical education elective courses at Guangzhou Technology and Business University. The university has a total of 2300 first-year students and 3100 second-year students, making the total population 5400 students.

Sample: The researcher utilized the sample size calculation formula by Krejcie & Morgan (1970), aiming for an acceptable error margin of no more than 5%. The calculated total sample size was 311 students. This sample size was then divided proportionally based on the population of first-year and second-year students. Consequently, the sample size for first-year students was determined to be 153, while the sample size for second-year students was 206.

Data Collection

1. Domestic and foreign literature review and literature analysis and conduct an in-depth discussion of the problems existing in the teaching of university ideological and political courses.
2. Survey on the Impact of Integrating Political Education and Physical Education Courses on Learning. The survey will gather data from ten first-year and second-year supplementary physical education classes at Guangzhou University of Technology and Business in 2024.
3. Conduct in-depth interviews with 8 experts, collect information, and organize it into questionnaire materials to clarify the influencing factors and implementation methods of ideological and political courses.
4. Use the Delphi method to consensus seventeen experts to formulate and determine the teaching plan for ideological and political courses for college students.
5. Connoisseurship to confirm the impact and efficiency of the integration of political education and physical education courses by nine stakeholders.

Data analysis

The collected data were analyzed using modern statistical software such as SPSS.

1. Calculate the mean, standard deviation, percentage.
2. Analysis of Median ≥ 3.50 and IQR ≤ 1.50 from the Delphi method.
3. Content analysis from confirmation by Connoisseurship.

Results

The researcher followed these steps: First, studied research documents related to the curriculum of political education and physical education. Then, collected feedback on teaching and learning models by integrating political education and physical education for university students. After obtaining the research structure, the opinions of 17 experts were collected using the Delphi method in 2 rounds, and then the obtained model was confirmed by 9 experts using the Connoisseurship method. The researcher followed these steps and presented the research results as follows:

Part 1: Results of Collecting Feedback on Teaching and Learning Models by Integrating Political Education and Physical Education for University Students from 311 First-Year and Second-Year University Students

The result of feedback on the integrated teaching model of political and physical education for university students was as follows:

1) The basic information: the average and standard deviation at 3.15 ± 0.06 , which was a moderate level. The highest was "Do you find the integration of political systems knowledge with physical education to be interesting?" at 3.62 ± 1.36 . The lowest was "Have you ever studied political systems?" at 2.58 ± 1.46 .

2) Class objectives and goals: the average and standard deviation at 3.59 ± 0.14 , which was a moderate level. The highest was: " Collaboratively learning components be integrated into the course objectives to enhance the learning experience" at 3.82 ± 1.11 . The lowest was "The presentation should address global political dynamics and their impact on local and national levels" at 3.43 ± 1.45 .

3) Teaching design: the average and standard deviation at 3.67 ± 0.18 , which was a high level. The highest was " Collaborative learning activities be incorporated into the teaching design to reinforce the integration of political and physical education while also promoting active citizenship " at 3.85 ± 1.04 . The lowest was "Physical education helps develop skills such as teamwork and leadership, and promotes a healthy, happy life through regular physical activities" at 3.58 ± 1.36 .

4) Teaching methods: the average and standard deviation at 3.65 ± 0.22 , which was a high level. The highest was "Students can present how physical activities are integrated with political knowledge" at 3.83 ± 1.03 . The lowest was "The activities will focus on developing leadership using examples of political leadership and simulating teamwork through group activities to enhance understanding of political teamwork" at 3.40 ± 1.59 .

5) Assessment and evaluation: the average and standard deviation at 3.66 ± 0.12 , which was the high level. The highest was Student participation in physical education classes that integrate political concepts will be evaluated" at 3.75 ± 1.44 . The lowest was "Knowledge will be evaluated before, during, and after class to assess understanding of political concepts within physical education" at 3.55 ± 1.47 .

6) Resources and materials: the average and standard deviation at 3.51 ± 0.14 , which was the high level. The highest was " Additional resources or materials could support the development of collaborative learning components and citizenship in this integrated model " at 3.71 ± 1.14 . The lowest was "Teaching media and technology, including sports equipment, fitness facilities, and outdoor areas, will be used for practical activities" at 3.35 ± 1.42 .

7) Teachers: the average and standard deviation at 3.55 ± 0.20 , which was the high level. The highest was " Teachers should facilitate collaborative learning and citizenship development in the classroom " at 3.78 ± 1.08 . The lowest was "You believe that meetings or discussions with political science lecturers should be organized to provide further knowledge, ensuring that these lecturers have a solid understanding of political concepts" at 3.42 ± 1.42 .

8) Student learning attitude: the average and standard deviation at 3.60 ± 0.16 , which was a high level. The highest was "The integration of political education with physical education impact students' sense of citizenship" at 3.81 ± 1.11 . The lowest was "The integration of political concepts and physical education should impact student motivation to learn" at 3.45 ± 1.50 .

In summary, from the results of the data analysis, it was concluded that students were quite interested in integrating political concepts with physical education. Therefore, integrating political concepts with physical education was deemed feasible and could be developed into a teaching model. The next step was to draft a Delphi questionnaire from 8 expert interviews and use the Delphi technique to create a physical education teaching model by integrating political concepts.

Part 2: Results of Collecting Decisions from 17 Experts by Delphi Consensus in 2nd. Round

For this research, the researcher invited 17 experts to participate in the Delphi technique. The Delphi technique was conducted twice, resulting in the following table.

Table 1 The results of the first round and second round expert group Delphi consensus method result

First level indicators	Second level indicators	Third level indicators	First round		Second round		Result
			Mdn.	I.R.	Mdn.	I.R.	
Class objective and goals	Political education	Develop an understand of political systems, social harmony and value education, Liberal education, civilization, equality, and integrity of value in the political education.	4.00	1.00	4.00	1.00	Retain
		Promote data analysis that is consistent with the reality of current politics.	3.00	2.50	4.00	2.00	Remove
		Encourage critical thinking about political issues and policies.	3.00	2.00	4.00	1.00	Retain
		Foster awareness of global political dynamics and their impact on local and national levels.	3.00	2.00	4.00	1.00	Retain
		Develop learners to solve problems through sports activities by integrating political concepts into their studies.	4.00	2.00	5.00	2.00	Remove
		Foster Citizenship, the integration of political education and physical education contributes to fostering citizenship among students.	4.25	0.75	4.00	1.00	Retain
	Physical education	Promote students' physical fitness	4.00	1.00	4.00	1.00	Retain
		Develop teamwork, leadership, and communication skills through sports and physical activities.	4.00	1.00	4.00	1.00	Retain
		Instill the importance of a healthy lifestyle and regular physical activities.	4.00	1.00	4.00	1.00	Retain
		Collaborative Learning, collaborative learning components should be integrated into the course objectives to enhance the learning experience.	4.50	0.50	4.00	1.00	Retain
Teaching design	Integrated Lessons	Design lessons that incorporate political concepts into physical education activities. For example, use team sports to simulate political systems, elections, or decision-making processes.	4.00	1.00	4.50	0.50	Retain
		Develop activities that require student to solve political scenarios through physical challenge, fostering both cognitive and physical engagement.	4.25	0.75	4.00	1.00	Retain



		Active citizenship, collaborative learning activities should be incorporated into the teaching design to reinforce the integration of political and physical education while also promoting active citizenship.	4.00	1.00	4.00	1.00	Retain
	Interdisciplinary Projects	Create projects where students research political topics and present their finding through physical education formats, such as role-playing debates during a sports event.	4.00	1.00	4.25	0.75	Retain
		Organize events that combine political education themes with physical activities, such as a "political awareness marathon" where students run while learning about political milestones at different stations.	4.00	1.00	4.00	1.00	Retain
Teaching method	Active Learning	Use active learning techniques such as simulations, role-playing, and interactive discussions to teach political concepts within physical education contexts.	4.00	1.00	4.00	1.00	Retain
		Encourage participation in sports that require strategic thinking and leadership, drawing parallels to political leadership and governance.	4.00	1.00	4.00	1.00	Retain
		Student engagement and citizenship, various teaching methods should be used to enhance student engagement in both political and physical education while also promoting citizenship through integrated lessons.	4.25	0.75	4.25	0.75	Retain
	Collaborative Learning	Facilitate group activities and sports that require collaboration, mimicking political teamwork and coalition-building.	4.00	1.00	4.00	1.00	Retain
		Promote peer teaching and learning, where students take turns leading physical activities and political discussions.	4.00	1.00	4.00	1.00	Retain
Assessment and Evaluation	Formative assessment	Conduct regular assessments through quizzes, reflective journals, and peer evaluations to monitor students' understanding of both political and physical education concepts.	4.00	1.00	4.00	1.00	Retain
		Arrange monthly and weekly assessments to assess students' understanding of the lessons	3.00	2.00	5.00	2.00	Remove



		and adjust teaching content to be appropriate for each student.					
		Use performance -based assessments during integrated activities to evaluate students' ability to apply political knowledge in physical settings.	4.00	1.00	4.00	1.00	Retain
		Evaluation of participation, students' participation in physical education classes that integrate political concepts will be evaluated.	3.50	1.50	4.00	1.00	Retain
	Summative Assessment	Implement comprehensive projects or exams that require students to demonstrate their integrated knowledge through presentations, written reports, or physical demonstration.	4.00	1.00	4.00	1.00	Retain
		Evaluation of student satisfaction with integrated learning, with comprehensive evaluation such as teachers, teaching methods, environment, teaching content, etc.	3.00	2.00	4.00	2.00	Remove
		Assess students' participation, engagement, and improvement in both political and physical education domains.	4.00	1.00	4.00	1.00	Retain
	Resources and Materials	Political Education Resources	Provide access to textbooks articles, and multimedia resources on political science, civic, and current events.	3.00	2.00	4.00	1.00
Use case studies, documentaries, and guest lectures from political figures to enhance learning.			4.00	1.00	4.00	1.00	Retain
Support for collaborative learning and citizenship, additional resources or materials should support the development of collaborative learning components and citizenship in this integrated model.			3.50	1.50	3.50	1.50	Retain
Physical Education Resources		Utilize sports equipment, fitness facilities, and outdoor spaces for practical activities.	4.00	1.00	4.00	1.00	Retain
		Incorporate technology, such as fitness apps and video analysis tools, to track and improve physical performance.	3.50	1.50	4.00	1.00	Retain



Teachers Support	Professional Development	Offer training sessions and workshops for educators on integrating political and physical education.	4.00	1.00	4.00	1.00	Retain
		Provide resources and support for teachers to develop and share best practices in interdisciplinary teaching.	4.00	1.00	4.00	1.00	Retain
	Collaboration Opportunities	Encourage collaboration between political science and physical education departments to create cohesive and comprehensive lesson plans.	4.00	1.00	4.00	1.00	Retain
		Facilitate regular meeting and discussion among educators to share experience and refine the integrated teaching model.	3.50	1.50	4.00	1.00	Retain
		Facilitation of collaborative learning and citizenship, teachers should facilitate collaborative learning and citizenship development in the classroom.	3.50	1.50	4.00	1.00	Retain
Implementation strategy	Pilot Programs	Start with pilot programs to test and refine the integrates model before full-scale implementation.	4.00	1.00	4.00	1.00	Retain
		Develop a clear, concrete and actionable plan for integration.	4.00	2.00	4.00	2.00	Remove
		Collect feedback form student and educator to improve the program.	4.00	1.00	4.00	1.00	Retain
	Gradual Integration	Gradually integrate political education into physical education curricula, starting with simpler concepts and activities.	4.00	1.00	4.00	1.00	Retain
		Scale up the complexity and depth of integration as students and educators become more comfortable with the model.	4.00	1.00	4.00	1.00	Retain
Students learning attitude	Learning attitude	Create enthusiasm for learning and participating in activities during learning about political systems through physical education for students.	4.00	1.00	4.00	1.00	Retain
		Design or plan lessons that integrate political concepts with physical education activities together with teachers, focusing on students as the center.	3.50	1.50	5.00	1.00	Retain
		Assess confidence in understanding the content of the integrated lesson between political concepts and physical education.	4.00	1.00	4.00	1.00	Retain

		Assess student satisfaction with the integrated teaching activities between political concepts and physical education and use the feedback from students to adjust the integrated teaching activities.	4.00	1.00	4.00	1.00	Retain
		Impact of integration. the integration of collaborative learning components should affect student attitudes toward the class. Additionally, the integration of political education with physical education should impact students' sense of citizenship.	4.25	0.75	4.25	0.75	Retain
	Mastery and application	Students can analyze global political dynamics and their impact on the local level confidently.	4.00	1.00	4.00	1.00	Retain
		Create motivation to learn about political systems through physical education by using various teaching techniques or applying new technologies, such as using teaching media in the form of video clips or various applications.	4.00	1.00	4.00	1.00	Retain

From the two rounds in Table 1 of the Delphi technique, it was found that the indicators met the criteria of Median ≥ 3.50 and IQR ≤ 1.50 , and the retained issues were as follows:

Summary of Teaching and Learning Model

Class Objectives and Goals

Indicators that passed the criteria:

- Develop an understanding of political systems, social harmony, value education, liberal education, civilization, equality, and integrity of values in political education.
- Encourage critical thinking about political issues and policies.
- Foster awareness of global political dynamics and their impact on local and national levels.
- Foster Citizenship, the integration of political education and physical education contributes to fostering citizenship among students.
- Collaborative Learning, collaborative learning components should be integrated into the course objectives to enhance the learning experience.

Indicators that did not pass the criteria:

- Promote data analysis that is consistent with the reality of current politics.
- Develop learners to solve problems through sports activities by integrating political concepts into their studies.

Teaching Design

Indicators that passed the criteria:

- Design lessons that incorporate political concepts into physical education activities, such as using team sports to simulate political systems, elections, or decision-making processes.
- Develop activities that require students to solve political scenarios through physical challenges, fostering both cognitive and physical engagement.
- Create projects where students research political topics and present their findings through physical education formats, such as role-playing.
- Organize events that combine political education themes with physical debate activities, such as a "political awareness marathon," where students run while learning about political milestones at different stations.
- Active citizenship and collaborative learning activities should be incorporated into the teaching design to reinforce the integration of political and physical education while also promoting active citizenship.



Teaching Methods

Indicators that passed the criteria:

- Use active learning techniques such as simulations, role-playing, and interactive discussions to teach political concepts within physical education contexts.
- Encourage participation in sports that require strategic thinking and leadership, drawing parallels to political leadership and governance.
- Facilitate group activities and sports that require collaboration, mimicking political teamwork, and promoting peer teaching and learning, where students take turns leading physical activities and political discussions.
- Student engagement and citizenship, various teaching methods should be used to enhance student engagement in both political and physical education while also promoting citizenship through integrated lessons.

Assessment and Evaluation

Indicators that passed the criteria:

- Conduct regular assessments through quizzes, reflective journals, and peer evaluations to monitor students' understanding of both political and physical education concepts.
- Use performance-based assessments during integrated activities to evaluate students' ability to apply political knowledge in physical settings.
- Implement comprehensive projects or exams that require students to demonstrate their integrated knowledge through presentations, written reports, or physical demonstrations.
- Assess students' participation, engagement, and improvement in both political and physical education domains.
- Evaluation of participation, students' participation in physical education classes that integrate political concepts will be evaluated.

Indicators that did not meet the criteria:

- Arrange monthly and weekly assessments to evaluate students' understanding of the lessons and adjust teaching content to be appropriate for each student.
- Evaluate student satisfaction with integrated learning using a comprehensive evaluation method, including teachers, teaching methods, environment, and teaching content.

Resources and Materials

Indicators that passed the criteria:

- Provide access to textbooks articles, and multimedia resources on political science, civic, and current events.
- Use case studies, documentaries, and guest lectures from political figures to enhance learning.
- Utilize sports equipment, fitness facilities, and outdoor spaces for practical activities.
- Incorporate technology, such as fitness apps and video analysis tools, to track and improve physical performance.
- Support for collaborative learning and citizenship, additional resources or materials should support the development of collaborative learning components and citizenship in this integrated model.

Teacher Support

Indicators that passed the criteria:

- Offer training sessions and workshops for educators on integrating political and physical education.
- Provide resources and support for teachers to develop and share best practices in interdisciplinary teaching.
- Encourage collaboration between political science and physical education departments to create cohesive and comprehensive lesson plans.
- Facilitate regular meetings and discussions among educators to share experiences and refine the integrated teaching model.

- Facilitation of collaborative learning and citizenship, teachers should facilitate collaborative learning and citizenship development in the classroom.

Implementation Strategy

Indicators that passed the criteria:

- Start with pilot programs to test and refine the integrated model before full-scale implementation.
- Collect feedback from students and educators to improve the program.
- Gradually integrate political education into the physical education curriculum, starting with simpler concepts and activities.
- Scale up the complexity and depth of integration as students and educators become more comfortable with the model.

Indicators that did not meet the criteria:

- Develop a clear, concrete, and actionable plan for integration.

Student Learning Attitude

Indicators that passed the criteria:

- Create enthusiasm for learning and participating in activities related to political systems through physical education.
- Design or plan lessons that integrate political concepts with physical education activities together with teachers, focusing on students as the center.
- Assess confidence in understanding the content of integrated lessons between political concepts and physical education.
- Assess student satisfaction with the integrated teaching activities between political concepts and physical education and use the feedback to adjust the activities.
- Enable students to confidently analyze global political dynamics and their impact on the local level.
- Create motivation to learn about political systems through physical education by using various teaching techniques or applying new technologies, such as video clips or various applications.
- Impact of integration. The integration of collaborative learning components should affect student attitudes toward the class. Additionally, the integration of political education with physical education should impact students' sense of citizenship.

From the data from the indicator selection, it was found that some indicators did not meet the specified criteria. The researcher asked the experts for their reasons, and they explained that the removed indicators had similar content to other indicators. Including them would make the indicators redundant, so they were added as details under other indicators instead. Once the researchers summarized the indicators at levels one, two, and three, the next step was to confirm the structure of the drafted format and summarize it as research results using the Connoisseurship group discussion method.

Part 3: Confirms and suggestions on Teaching and Learning Models by Integrating Political Education and Physical Education for University Students by 9 Experts from the Connoisseurship Step.

In the third part of this research, the researcher conducted the verification of the integrated teaching model between physical education and political thought using the Connoisseurship method with 9 experts, including those involved in the field of politics, university administrators, and university lecturers who teach physical education or political science. The researcher selected three experts to participate in the Delphi test and asked the following questions:

1. How well did this teaching model achieve the educational objectives?
2. What are the possible impacts of the integrated teaching model of physical education and political thought on students' knowledge, skills, and overall development, and how can it improve the effectiveness of teaching?

3. Is this model relevant to current educational needs and trends?
4. What are the key challenges and successes in using the integrated teaching model of political thought and physical education, and how do these reflect the quality and potential for scaling up teaching models in higher education?

To sum up, the nine experts collectively viewed the integrated teaching model as innovative and beneficial, particularly in combining political concepts with physical education. They recognized the model's potential to enhance student skills, knowledge, and overall development but also highlighted significant challenges, such as unequal learning experiences, student resistance, and difficulties in assessment. The model was seen as feasible and aligned with future educational trends, though it required careful management, continuous improvement, and resource allocation. Despite the challenges, the experts believed the model offered a comprehensive framework that could significantly improve educational outcomes if implemented thoughtfully and adapted to various disciplines. Therefore, through confirmation by 9 experts, the teaching and learning model by integration of political education and physical education for university students model was divided into 8 components, 16 factors as follows:

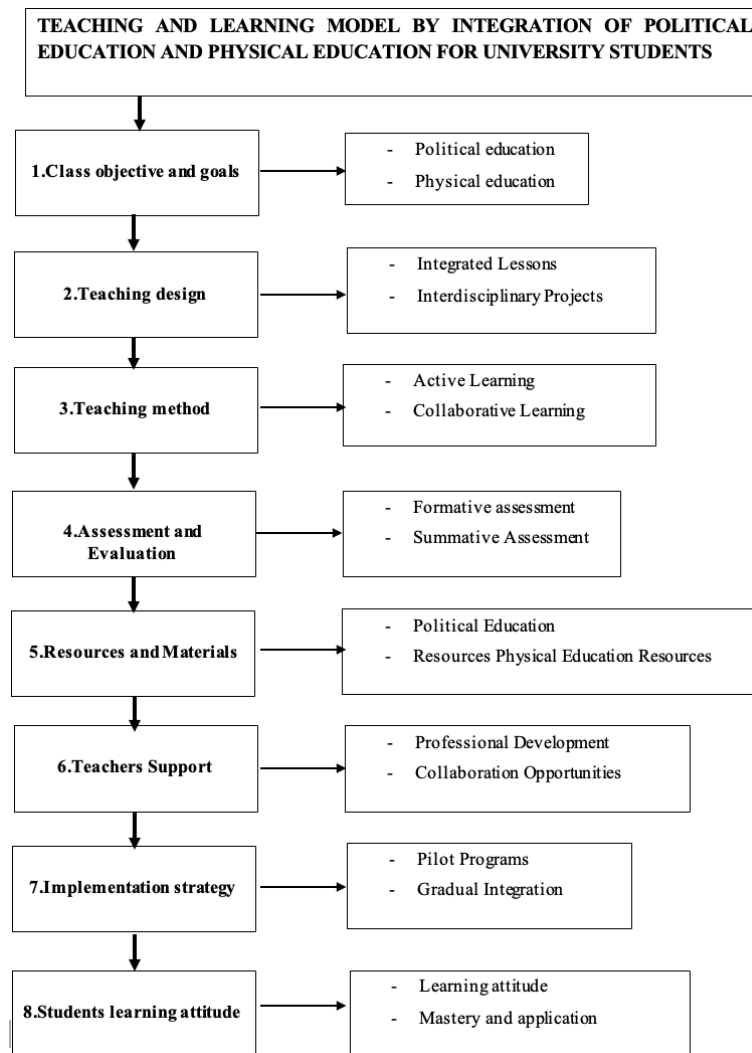


Figure 2 Teaching and learning model by integration of political education and physical education for university students



Conclusion

The research found that the integrated teaching model, which combines knowledge of political concepts with knowledge of physical education, was innovative and useful. Such integration helped raise awareness among teachers and students about skills development, learning, overall development, and promoting equity in education. This teaching model covered all aspects of education, including classroom objectives and goals, instructional design, teaching methods, assessment and evaluation, resources and materials, teacher support, implementation strategies, and students' learning attitudes. The main structure of this model was divided into 8 components, 16 factors, and 43 indicators.

Discussion

Class Objectives and Goals: Emphasizing the integration of political and physical education ensures that students develop both physical and intellectual skills and is learner-centered. In setting educational objectives, this approach is consistent with Bloom's (1956) classification, which emphasizes setting learning objectives that promote higher-order thinking and the development of comprehensive skills.

Instructional Design: Integrating interdisciplinary lessons and projects by integrating content relevant to physical education lessons into instruction and devising a curriculum structure that is open to integrating across disciplines, which is consistent with the ideas of Fu et al (2012) who support the idea that students learn in different ways and that a diverse curriculum will accommodate different intelligences, such as kinesthetic and logical and mathematical.

Teaching Methods: The use of collaborative and participatory learning methods is consistent with Eichler & McDonald (2021), who address instructional design. They assert that the work of an instructional designer should not end with the final development of the product but must include considerations for when, where, and how the instruction will be used by real learners in actual situations. This phase, known as implementation, requires meticulous planning and attention to detail, just like the rest of the instructional design process. Without properly implementing an instructional design, much of the design work would be wasted.

Assessment and Evaluation: This model uses both formative and summative assessments, which align with the conceptual framework proposed by Cheng and Wang (2019). They emphasize several key elements: first, clarifying teaching objectives and assessment evaluations to ensure the integration of ideological and political content with professional courses, achieving comprehensive education. Second, deeply exploring the ideological and political elements in the curriculum to enhance the relevance and effectiveness of education, thereby cultivating students' moral qualities and values. Third, creating a connection between ideological and political education and professional majors to ensure the organic integration of both, maintaining coherence and depth in teaching content, and improving the overall quality of education. Finally, highlights the timeliness of ideological and political courses to ensure that the content remains up to date with social developments, thus enhancing the practical significance of education. Consideration of these elements helps improve the quality of ideological and political teaching and cultivates talents with both ability and political integrity, providing strong support for social development.

Resources and Materials: Emphasizing well-prepared political and physical education resources reflects the experiential learning philosophy of Pang et al (2021), who proposed a comprehensive plan that starts from three perspectives: supply side, demand side, and management side. This plan aims to promote synergy between teachers, students, and schools in ideological and political teaching. The supply side, focusing on teachers, emphasizes consolidating the foundation, exploring ideological and political elements, and continuously reflecting on practice. The demand side, concerning students, encourages a correct learning attitude, active participation in ideological and political courses, and evaluation of the quality of these courses. The management side should prioritize ideological and political teaching, scientifically evaluate teachers' effectiveness, and strengthen support mechanisms. This approach aims to improve the overall impact of ideological and political education, cultivating talents with both ability and



political integrity.

Teacher Support: Emphasis on professional development and collaborative opportunities for teachers is consistent with Qiu (2017), who emphasized the core role of teachers in ideological and political education. He pointed out that teachers' comprehensive quality is directly related to the realization of educational objectives. Additionally, the development of teaching materials, resource exploration, and system construction are key elements in this process. The goal of the ideological and political curriculum is to break traditional educational models and build a comprehensive framework for ideological and political education. By combining explicit and implicit education, the effectiveness and influence of ideological and political education are enhanced, providing strong support for cultivating talents with both ability and political integrity. This concept is crucial for deepening the reform of ideological and political education and improving educational quality.

Implementation Strategy: The use of pilot programs and gradual integration strategies is consistent with Pu and He (2021), who emphasized the importance of the three stages of teaching preparation, implementation, and evaluation when discussing methods to improve the quality of ideological and political teaching. They pointed out that during the preparation stage, teachers should integrate contemporary context, student needs, and teaching methods into the design to ensure the relevance and effectiveness of the content. During the implementation process, teachers should focus on integrating political theory, academic theory, and practical applications to help students deeply understand ideological and political theory.

The model focuses on fostering positive learning attitudes and application expertise. This approach aligns with the work of Zhang and Yang (2021), who discussed the value of ideological and political teaching evaluation in depth. They emphasized its importance in cultivating talents with both ability and political integrity. Zhang and Yang proposed implementation plans to ensure the effective construction of the evaluation system, providing a useful reference for improving the ideological and political education system in colleges and universities. Through theoretical elaboration, the value of course ideological and political teaching evaluation is further demonstrated.

Recommendations

Recommendation for this research

1. The research results can be effectively applied and incorporated into higher education curricula.
2. The research results can serve as a foundation for further studies related to the creation of integration models for teaching and learning in various disciplines. However, it is recommended to focus on the Chinese context for data analysis, as the research primarily relies on data from China.

Recommendation for Future Research

1. During preliminary data collection, the researcher distributed questionnaires to first- and second-year university students who may lack knowledge about integration, teaching and learning, political ideology, or teaching management. It is recommended that future preliminary data collection be conducted through interviews with experts or questionnaires distributed to relevant teachers and administrators to ensure comprehensive and scientific data.
2. This research utilized basic statistical analysis, which may affect the accuracy of the results. Future research should employ advanced numerical analysis to enhance the reliability, accuracy, and scientific rigor of the findings.
3. This research focused on integrating teaching at the university level. Future studies should consider researching students at other educational levels to broaden the scope of understanding.
4. The results of this research can be utilized to create integration models in other disciplines and implemented across universities in China.

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