



Integrating Ideological and Political Education into Experiential Case Teaching Reform

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Abstract. This paper explores how integrating ideological and political education into experiential case teaching can enhance public finance course reforms. By using experiential methods, students engage with real-world fiscal scenarios, applying theoretical knowledge to practical problems while simultaneously developing their social responsibility and political consciousness. The study shows that this interactive approach boosts students' motivation, critical thinking, and decision-making skills, aligning with the goals of ideological education. Furthermore, it helps students understand key financial theories and reflect on public interests and the ethical aspects of national policies, fostering a stronger sense of civic duty. Overall, combining ideological education with experiential teaching is an effective strategy for cultivating well-rounded professionals in public finance.

Keywords: Ideological and Political Education, Experiential Case Teaching, Public Finance, Teaching Reform

1 Introduction

This study explores the integration of ideological and political education with experiential case teaching, providing a new approach to ideological and political education reform in higher education. As a key direction of current educational reforms, ideological and political education has already been incorporated into many professional courses [1]. However, in theory-heavy courses such as public finance, integrating this education poses certain challenges [2]. By introducing experiential case teaching, this research aims to seamlessly embed ideological and political education into practical activities and case analyses, allowing students to internalize political and ideological concepts while solving real-world fiscal issues [3]. This teaching model organically combines ideological and political education with professional knowledge, enhancing both the depth and breadth of the curriculum [4]. It also offers a reference point for ideological and political education reforms in other disciplines.

2 Theoretical Foundations

2.1 The Concept and Role of Ideological and Political Education in Curriculum

Enhancing the Penetration of Ideological and Political Education. By embedding political education within professional courses, CPC ensures that ideological education extends beyond dedicated political courses to all disciplines [5]. Public finance topics like taxation policy and public finance inherently carry significant social value. Through CPC, instructors can guide students to comprehend these subjects within a broader societal context, fostering their sense of public responsibility and awareness [6].

Promoting Innovation in Educational Models. CPC demands higher teaching design capabilities and innovative approaches from instructors to ensure the seamless integration of political elements with professional content [7]. Public finance courses, rich in policy analysis and case discussions, provide fertile ground for CPC [8]. By employing innovative teaching methods that weave political elements into fiscal policy discussions, educators can boost students' interest and achieve the goals of ideological education.

2.2 Overview of Experiential and Case-Based Teaching Theories

Experiential teaching theory, rooted in empirical educational thought, revolves around learning through experience. Kolb's Experiential Learning Model is a significant framework for experiential teaching [9], dividing the learning process into four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In public finance courses, students can engage in simulated fiscal decision-making scenarios, participate in policy analysis and discussion, and transform theoretical knowledge into practical skills through reflection and summary [10]. Experiential teaching in public finance offers numerous advantages, such as enhancing students' learning motivation and engagement, fostering the integration of theory and practice, and improving students' comprehensive analytical and decision-making skills [11].

3 Framework for Experiential Case Teaching Reform Based on Ideological and Political Education (CPC)

3.1 Multi-dimensional Integration of Teaching Objectives

Deep Integration of Professional Knowledge and CPC Elements. The reform of experiential teaching requires teaching objectives to shift from a singular focus on knowledge transmission to multi-dimensional goals, including knowledge comprehension, practical skills, and social responsibility. Traditional public finance courses focus on knowledge acquisition, while CPC aims to reshape students' thinking, particularly

when assessing fiscal policies or government budgets from the perspective of national interests and public values [6]. For instance, when teaching tax theory, it is crucial not only to highlight the technical aspects but also to encourage discussions on how tax policies impact social equity and economic development, fostering deeper reflection among students.

Implicit and Explicit Integration of CPC Content. In CPC, the inclusion of political education should not be a mere addition of moral or political content but rather a combination of implicit and explicit integration. Through carefully designed case studies with strong social relevance, such as fiscal policies during economic crises or local government debt management, students are placed in decision-making scenarios that naturally incorporate CPC content.

3.2 Multi-dimensional Integration of Teaching Objectives

The reform of experiential teaching based on CPC requires modular and task-oriented designs rather than linear knowledge transmission. Each module should integrate both professional knowledge and specific CPC objectives. For instance, a module on fiscal budget management could involve a simulated government budget task, helping students understand the process and discuss fairness and efficiency in budgeting.

Task-driven learning is central to experiential case teaching. By designing realistic fiscal scenarios, students can apply theoretical knowledge while enhancing practical skills. The task design should align with CPC goals, such as managing local government debt with a focus on public interest and social responsibility. Teachers should guide students not only in problem-solving but also in reflecting on the societal significance behind their decisions.

3.3 Interaction and Dynamic Adjustment in Teaching Implementation

The essence of experiential teaching lies in placing students in realistic scenarios through simulation and role-play, allowing them to experience the complexity of fiscal decision-making. In class, discussions, debates, and role-playing can stimulate engagement and foster a deeper understanding of fiscal policies' societal impacts, such as economic development and protection of disadvantaged groups.

Experiential teaching requires flexibility in response to student feedback. Teachers should regularly reflect on the effectiveness of tasks and adjust the complexity or introduce new variables to maintain engagement. Providing personalized guidance can help students better grasp both professional and CPC content.

4 Case Analysis and Effectiveness Evaluation

4.1 Reform Practice of Experiential Teaching in Finance under the Guidance of Course Ideology and Politics

The author implemented multiple experiential teaching reforms oriented towards ideological and political education in the Public Finance course for the 2022 cohort of Financial Engineering students at Huainan Normal University.

Integration of Ideological Elements in Case Teaching. The curriculum incorporates multiple case studies related to current fiscal policies, facilitating discussions on real-world fiscal issues. For example, by analyzing the case of national financial support for epidemic prevention and control, students are guided to recognize the social responsibilities and moral missions of public finance. During case analyses, instructors emphasize the impact of fiscal policy on social equity and public interest, thereby enhancing students' sense of social responsibility and value identification.

Experiential Practical Activities. To enable students to apply their learned knowledge in real-world contexts, instructors organized a fiscal budget simulation exercise. Students were grouped to assume different roles, simulating the decision-making processes of government, enterprises, and individuals in the formulation of fiscal budgets. This not only deepened students' understanding of fiscal theory but also allowed them to subtly appreciate the importance of fiscal policy in maintaining social equity and promoting economic development through practical activities, thereby enhancing their practical skills and internalizing values.

Multidimensional Evaluation System. The fiscal course reform for the 2022 cohort introduced a diverse evaluation approach that includes traditional final exams, assessments of student performance in practical activities, learning journals, and reflective reports on ideological and political education. This system enables instructors to comprehensively assess students' mastery of knowledge and their development of ideological and political literacy. Reflective reports encourage students to contemplate their personal growth and responsibility awareness throughout the learning process, facilitating both quantitative and qualitative evaluations of the integration of ideological and political education into the curriculum.

4.2 Empirical Analysis of Effectiveness Evaluation

To comprehensively assess the effectiveness of the ideological and political education-oriented experiential teaching reform, the following table presents a comparison of various indicators between the 2021 and 2022 cohorts of Financial Engineering students at Huainan Normal University in the Public Finance course. Table 1 presents the comparison results of the teaching outcomes between the two cohorts of students.

Table 1. Comparison of teaching effectiveness before and after reform.

Evaluation Indicators	21st Cohort (Control Group)	22nd Cohort (Reform Group)	Improvement (%)
Knowledge Mastery (Final Exam Score, %)	70	85	21.43
Practical Ability (Simulation Performance Score, %)	65	82	26.15
Understanding of Public Finance Responsibilities (Survey Score, %)	60	80	33.33
Reflection Report Quality (Rating out of 5)	3.0	4.5	50.00
Critical Thinking Ability (Evaluation Score, %)	62	81	30.65

Enhancement of Knowledge Mastery and Improvement in Practical Skills. The average score of the 2022 Financial Engineering students in the final exam increased from 70% in the 2021 cohort to 85%. In the simulation practice activities, the average performance score of the 2022 cohort rose from 65% to 82%, reflecting a 26.15% increase. This enhancement shows that experiential teaching enables students to effectively apply theoretical knowledge in practical contexts, thereby improving their practical skills and problem-solving abilities.

Increase in Sense of Social Responsibility and Improvement in Reflective Skills. In a survey assessing understanding of public finance responsibilities, the scores of the 2022 cohort increased from 60% to 80%, a growth of 33.33%. The quality scores of the reflective reports for the 2022 cohort increased from 3.0 to 4.5, showing a 50% improvement. This enhancement not only reflects students' deeper thinking about the learning process but also indicates an awakening of their sense of responsibility during their studies, further promoting the effectiveness of ideological and political education.

Enhancement of Critical Thinking Skills. The scores of the 2022 cohort in critical thinking ability assessments rose from 62% to 81%, representing a growth of 30.65%. This suggests that the curriculum reform emphasizes not only knowledge transmission but also encourages students to analyze and solve problems from multiple perspectives, thereby deepening their critical thinking.

5 Conclusion

Through empirical analysis, we found that the experiential teaching reform based on ideological and political education has a significant positive impact on enhancing the learning outcomes of Financial Engineering students in applied undergraduate institutions. Compared to the 2021 cohort, the 2022 cohort demonstrated notable improvements in various dimensions, including knowledge mastery, practical skills, and recognition of the integration of ideological education in the Public Finance course. This indicates that the teaching reform not only enhanced students' understanding and application of Public Finance theory but also effectively strengthened their sense of social responsibility and public spirit, achieving a dual enhancement of knowledge and values.

The experiential case teaching reform grounded in ideological education not only promotes innovation in teaching content and methods but also lays a solid foundation for students' holistic development in Public Finance courses within applied undergraduate institutions.

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