

Exploring and Implementing Ideological and Political Education within the Educational Psychology Curriculum for Pre-service Teachers: An Empirical Reflection on Teaching Reform

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Abstract: In the context of China's teacher education reform and the implementation of the Guidelines for Curriculum-based Ideological and Political Education in Higher Education, this study focuses on the Educational Psychology curriculum as a core component in the preparation of pre-service teachers. The research constructs an integrated implementation framework of objectives–content–methods–evaluation–improvement for embedding ideological and political education within the Educational Psychology curriculum, aiming to explore how knowledge transmission, competence cultivation, and value shaping can be organically combined. Based on two rounds of teaching reform and continuous improvement, the study employed multiple methods, including questionnaire surveys, classroom observations, semi-structured interviews, and content analysis of student assignments. Quantitative results from the self-developed Ideological and Political Education Effectiveness Questionnaire and the Pre-service Teacher Professional Identity Scale (PISNS) demonstrated that students in the reformed classes showed significant improvements in course engagement, professional identity, educational ideals, and sense of social responsibility. Qualitative data from classroom observations and reflective journals further confirmed that ideological and political education was effectively integrated into chapters such as learning motivation, moral development, and teacher psychology, promoting the internalization of professional values. The findings indicate that embedding ideological and political education within the Educational Psychology curriculum can effectively enhance pre-service teachers' academic competence and professional commitment, providing a replicable model and practical evidence for the systematic implementation of ideological and political education in teacher education.

Keywords: Ideological and Political Education; Educational Psychology; Pre-service Teachers; Teaching Reform; Professional Identity.

1. Introduction

Ideological and Political Education within the Curriculum is a systematic project for fulfilling the fundamental task of “fostering virtue through education,” which requires the integration of value shaping, knowledge transmission, and competence cultivation. The Guidelines for Curriculum-based Ideological and Political Education in Higher Education [1] explicitly emphasize that all types of courses should advance in the same direction as ideological and political theory classes, highlighting moral cultivation through classroom teaching, rules, and exemplary figures, with the goal of nurturing “Four Haves” good teachers. This provides a clear guideline for curriculum development in teacher education.

Educational Psychology is a foundational professional course for pre-service teachers, directly related to their future professional competence and educational ideals, and should thus serve as a key vehicle for Ideological and Political Education within the Curriculum. However, in practice, problems still exist, including the disjunction between objectives and content, the gap between theory and practice, insufficient ideological and political literacy and implementation capacity among teachers, as well as the “task-oriented” and mechanically embedded approaches to integrating ideological and political elements [2–3], all of which constrain the effectiveness of value-oriented education in the course.

1.1. Literature Review

In recent years, research has focused on three main directions. The first is to clarify the value implications and policy logic of Ideological and Political Education within the Curriculum, emphasizing its synergy with professional education. Chinese scholars generally believe that Ideological and Political Education within the Curriculum is not merely an extension of political theory courses but should permeate all professional courses, functioning as implicit moral education within the tripartite framework of knowledge–competence–values[3]. This aligns with UNESCO's advocacy of the concept of holistic education as well as the emphasis on value-oriented teaching in teacher education systems in Europe and the United States [4–5], reflecting the shared educational philosophy between China and the international community.

The second line of research centers on the exploration of pathways concerning the teaching objectives, content, and methods of Educational Psychology. Most studies start from the specific requirements of training pre-service teachers, suggesting that the objectives should not only focus on knowledge acquisition and competence development but also embed value orientations such as professional ethics, educational commitment, and professional identity [6]. In terms of specific approaches, scholars have attempted to align the four major modules of educational psychology: student psychology, learning psychology, teaching psychology, and teacher psychology with ideological and political elements

such as patriotism, responsibility, scientific spirit, and cultural confidence, thereby constructing a “chapter-based alignment table.” Integration is then achieved through methods such as case-based teaching, flipped classrooms, and project-based learning [7–8]. In addition, internationally, instructional approaches commonly used in teacher education, such as situated learning [9] and reflective practice [10], also provide valuable methodological references for embedding Ideological and Political Education within the Educational Psychology curriculum in China.

The third line of research attempts to establish evaluation indicator systems to support evidence-driven improvement. Existing studies have proposed a four-dimensional evaluation framework consisting of teaching content, teaching attitude, teaching process, and teaching outcomes, supplemented by multiple methods such as questionnaires, classroom observations, and interviews to collect evidence. Some studies have even weighted the indicators to develop quantifiable models for evaluating the effectiveness of Ideological and Political Education within the Curriculum [11–13]. This approach aligns with the internationally prevalent Outcome-Based Education (OBE) framework, indicating a certain consistency in cross-cultural evaluation logic.

In terms of teaching models, the MPRC approach (Master–Psychology–Reality–Culture) emphasizes guidance by eminent scholars, taking psychological knowledge as the backbone, and using reality and culture as anchor points to promote the natural integration of values and knowledge [14]. Similarly, the three-stage teaching model of theory–observation–practice highlights case-driven instruction, school–community collaboration, and skill competitions, thereby strengthening the connection between classroom, fieldwork, and hands-on practice [8]. These explorations effectively address the practical challenge of transforming curriculum-based ideological and political education from mechanical insertion to organic integration.

Despite these explorations, comprehensive evidence integrating the full chain of objectives–content–methods–evaluation–improvement is still lacking. Most studies exhibit the characteristics of placing greater emphasis on objectives and content, while innovations in teaching methods remain fragmented, and the evaluation and improvement stages are relatively weak. In particular, within the context of pre-service teacher education, there is still a lack of in-depth research on how to deeply couple Ideological and Political Education within the Curriculum with professional growth and the cultivation of teacher ethics, and how to form a data-driven evidence chain of design–implementation–feedback–improvement [15–17]. Therefore, it is necessary to further advance the “empirical full-chain model of Ideological and Political Education within the Curriculum” on the basis of existing achievements, so as to ensure the effective implementation and optimization of educational ideals in the training of pre-service teachers.

1.2. Research Objectives and Core Questions

Against the backdrop of accreditation requirements for teacher education programs and the broader reforms in teacher education in the new era, this study takes the Educational Psychology course as its entry point, aiming to explore pathways for the deep integration of Ideological and Political Education within the Curriculum in the training of pre-service teachers. Building upon the research framework

of the initial project proposal and addressing the shortcomings identified in previous studies, the overall objective of this research is to systematically integrate the full chain of objectives–content–methods–evaluation–improvement of curriculum-based Ideological and Political Education, thereby developing an operational, verifiable, and transferable implementation model for the Educational Psychology course, and to conduct empirical reflection on its effectiveness.

Focusing on this overall objective, the present study addresses the following core questions:

(1) At the level of course objectives: How can value orientation be embedded?

How can the requirements of fostering virtue through education and cultivating “Four Haves” good teachers be translated into explicit instructional objectives within the Educational Psychology course? Beyond knowledge and competence goals, how can value-oriented objectives, such as professional ideals, educational commitment, and social responsibility—be integrated, thereby forming a knowledge–competence–value framework aligned with the professional curriculum standards?

(2) At the level of course content: How can ideological and political elements be identified and aligned?

Educational Psychology encompasses modules such as student psychology, learning psychology, teaching psychology, and teacher psychology, each of which contains rich value implications. How can the chapters be systematically reviewed to construct a chapter-based alignment table of knowledge points, value objectives, integration strategies and teaching methods, ensuring that value shaping is naturally integrated with disciplinary knowledge?

(3) At the level of teaching methods: How can integration pathways be innovated?

How can conventional approaches such as case-based teaching, role-playing, group discussions, and flipped classrooms be combined with innovative strategies such as the MPRC model and the three-stage model of theory–observation–practice to achieve the coordinated cultivation of students through classroom learning, practical training, and cultural resources? How can ideological and political elements be embedded in a subtle and seamless manner rather than mechanically pieced together?

(4) At the level of effectiveness evaluation: How can the educational impact be measured?

How can an evaluation tool tailored to pre-service teachers be constructed on the basis of the four-dimensional indicator system of teaching content, teaching attitude, teaching process, and teaching outcomes? How can methods such as questionnaire surveys, classroom observations, interviews, and case analyses be combined to achieve both quantitative measurement and qualitative supplementation of the effectiveness of Ideological and Political Education within the Curriculum?

In summary, this study not only seeks to answer the practical question of “how to implement” but also emphasizes the empirical reflection on “how effective the implementation is,” with the aim of providing a systematic solution and a replicable model for embedding Ideological and Political Education within the Educational Psychology curriculum for pre-service teachers.

2. Research Design

2.1. Research Participants

This study was conducted in the Educational Psychology course offered to all teacher education majors during the 2023–2024 academic year. The participants were two cohorts of undergraduate students (approximately 2,000 in total) majoring in Chinese Education, Mathematics Education, Chemistry Education, and related fields. The students were predominantly between 18 and 21 years old. Several parallel classes taught by the same teaching team were selected, with 500 students assigned to the experimental group and 500 to the control group, in order to enable both pre–post and between-group comparisons of the teaching reform.

2.2. Research Instruments

This study employed multiple instruments, including questionnaire surveys, interviews, classroom observations, and textual analysis. The questionnaires consisted of a self-developed Ideological and Political Education Effectiveness Questionnaire and the Pre-service Teacher Professional Identity Scale developed by Wang Xinqiang and colleagues.

2.2.1. Ideological and Political Education Effectiveness Questionnaire

Based on the three-dimensional objectives (knowledge, competence, and values) proposed in the Guidelines for Curriculum-based Ideological and Political Education in Higher Education as well as commonly used indicators from existing evaluation studies [18–19], and taking into account the specific characteristics of the Educational Psychology course, this study developed the Ideological and Political Education Effectiveness Questionnaire. The preliminary version of the questionnaire consisted of 20 items, rated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), and covered four dimensions: (a) teaching content (e.g., students' perceptions of the integration between ideological-political elements and disciplinary knowledge); (b) teaching attitude (e.g., students' learning interest and classroom engagement); (c) teaching process (e.g., students' experiences in classroom interaction and group collaboration); and (d) teaching outcomes (e.g., students' recognition of educational commitment, professional responsibility, and the internalization of values).

The items were reviewed and revised by five experts in educational psychology and curriculum-based ideological and political education, and then pilot tested for item analysis. Results from the pilot study indicated good psychometric properties: the overall internal consistency coefficient (Cronbach's α) was 0.87, with α coefficients for each dimension ranging from 0.79 to 0.85. The KMO value was 0.86, and Bartlett's test of sphericity was significant ($p < 0.001$). Four factors were extracted, accounting for 64.35% of the total variance, suggesting that the questionnaire had satisfactory reliability and validity.

2.2.2. Pre-service Teacher Professional Identity Scale

To assess students' professional ideals and educational commitment, this study adopted the Pre-service Teacher Professional Identity Scale developed by Wang Xinqiang and colleagues [20]. Specifically designed for pre-service teachers, the scale consists of 12 items across four dimensions: professional values, professional will, professional efficacy, and professional expectations. All items are rated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

The original study reported good internal consistency reliability (Cronbach's $\alpha = 0.78$ for the total scale), and confirmatory factor analysis indicated satisfactory model fit. Subsequent studies have further validated the stability and effectiveness of this scale across different pre-service teacher populations, making it suitable for use in the present study to measure professional identity.

2.2.3. Other Qualitative Instruments

In addition to the questionnaires, this study also employed semi-structured interviews and classroom observations to collect qualitative data. Student interviews focused on course objectives, classroom experiences, and perceived value gains, while teacher interviews addressed the alignment of course objectives, difficulties in instructional design, and strategies for improvement. Classroom observations systematically recorded aspects such as students' classroom participation and the natural integration of ideological and political elements. In addition, students' lesson plans, course assignments, and simulated teaching texts were collected, and content analysis was applied to summarize and refine the evidence of value internalization in the learning process.

2.3. Research Procedure

The implementation of this study consisted of four stages: preparation, teaching implementation, data collection, and data analysis with reflection.

During the **preparation stage** (June 2023–August 2023), the research team systematically reviewed the syllabus, constructed a knowledge–competence–value course objective framework, and developed a “chapter-based alignment table” that specified the ideological and political elements corresponding to each knowledge point and their modes of implementation. At the same time, pilot testing and revision of the questionnaires were conducted to ensure the scientific rigor and appropriateness of the research instruments.

In the **teaching implementation stage** (September 2023 – January 2024; September 2024–January 2025), the experimental group introduced case-based teaching and a blended three-stage model of theory, observation and practice, while the control group continued with conventional teaching methods. During this period, the research team also conducted classroom observations and recorded process data. Both pre-tests and post-tests were administered using the effectiveness questionnaire and the professional identity scale, supplemented by the collection of student learning journals and course assignments, along with student interviews and teacher focus groups.

Finally, in the **data analysis and reflection stage** (February 2025 – May 2025), quantitative data were analyzed using SPSS for descriptive statistics, paired *t*-tests, and analysis of variance to examine differences between the experimental and control groups in learning attitudes, professional identity, and value internalization. For qualitative data, thematic analysis was conducted on interview transcripts and teaching designs to summarize the trajectories and patterns of students' value internalization. The combination of quantitative and qualitative results not only ensured a comprehensive presentation of the effectiveness of Ideological and Political Education within the Curriculum but also provided strong empirical support for subsequent pedagogical reflection and optimization.

3. Research Results

3.1. Solutions and Practical Measures to Core Issues

3.1.1. At the Level of Course Objectives: Embedding Value Orientation

In setting course objectives, the research team adhered to the principle of giving equal weight to knowledge, competence, and values. For example, in the introductory section of the course, students were not only expected to understand the subject matter and disciplinary nature of educational psychology (knowledge objectives) and to develop the ability to apply what they had learned to analyze educational phenomena (competence objectives), but also to cultivate respect for science, inherit Chinese cultural traditions, and foster educational ideals and patriotic sentiments (value objectives). In classroom teaching, instructors introduced the historical trajectory of educational psychology in China, from Cai Yuanpei's advocacy of "independent education" to Tao Xingzhi's notion that "life is education," guiding students to recognize the close connection between the emergence and development of educational psychology and the modernization of national education. In doing so, students not only developed an appreciation of the discipline's value but also strengthened their cultural confidence and sense of educational responsibility, thereby realizing the value-guided orientation embedded in the course objectives.

3.1.2. At the Level of Course Content: Alignment of Ideological and Political Elements by Chapter

In terms of content design, the research team constructed a "chapter-based alignment table" based on the nine modules of Educational Psychology, ensuring that each knowledge point was paired with corresponding value education elements. For example, in the module on student psychological development and individual differences, instructors drew on Piaget's theory of cognitive development and Vygotsky's theory of the zone of proximal development to guide students in recognizing the universality of individual differences and the importance of respecting diversity, thereby fostering a student-centered educational philosophy and a sense of professional responsibility. In the chapter on transfer of learning, instructors analyzed skill training in physical education to help students appreciate the spirit of innovation and breakthrough, closely linking psychological theories with the core socialist value of "innovation and creativity." Through this process of chapter-by-chapter identification and alignment, the knowledge points of educational psychology were no longer presented as isolated theories but were organically integrated with value shaping and the cultivation of professional ideals.

3.1.3. At the Level of Teaching Methods: Integrating Innovative Pathways

In terms of methodological innovation, this study emphasized the natural integration of ideological and political elements with instructional strategies. For example, in the section on cultivating and stimulating learning motivation, instructors first played a video about Nan Rendong, the "father of China's FAST telescope," to inspire students to reflect on scientific spirit and national responsibility. They then linked this to achievement motivation theory and self-efficacy theory, guiding students to analyze how Nan persevered in scientific research under harsh conditions and

realized personal value, and how teachers could, in turn, stimulate students' learning motivation. Subsequently, students worked in groups to design a teaching plan on "how to stimulate learning motivation in a primary school classroom," which not only enhanced their lesson design skills but also deepened their understanding of teachers' professional responsibility. In the chapter on moral learning, instructors used Tao Xingzhi's "three candies" story to prompt students to consider the educational wisdom of reward and feedback, connecting it with reinforcement theory in psychology. Through a variety of methods—including case-based teaching, situated learning, group collaboration, and task-driven activities—the teaching process achieved a synergy of value guidance, knowledge transmission, and competence training.

3.1.4. At the Level of Effectiveness Evaluation: Multi-dimensional Assessment Tools

In the evaluation stage, the study established a three-in-one assessment system of quantitative evidence, qualitative data, and reflective analysis. For example, in the lesson on learning motivation, instructors assigned three types of tasks via the "Weizhujiang" online platform: (a) reflective tasks, where students applied motivation theories to analyze their own sources of learning motivation; (b) experiential tasks, where students recorded how they self-stimulated learning interest over the course of one week; and (c) practical tasks, where students designed a teaching activity to enhance secondary school students' learning motivation. Meanwhile, instructors observed students' level of engagement in class discussions and documented the depth and creativity of group presentations. After class, questionnaires were distributed to measure students' satisfaction with the lesson and their sense of professional responsibility, and students were also asked to write reflective journals on their learning outcomes. By combining questionnaire data, classroom observations, and textual analysis, instructors were able to comprehensively capture students' multi-dimensional progress in knowledge acquisition, competence development, and value internalization, thus ensuring a scientifically grounded assessment of teaching effectiveness.

Through the above four concrete measures, the objectives, content, methods, and evaluation of Ideological and Political Education within the Educational Psychology course were systematically integrated and implemented in the form of practical and operable cases across different chapters. For instance, in the introduction, reviewing the history of the discipline reinforced students' patriotic sentiments and scientific spirit; in the section on learning motivation, the stories of Nan Rendong and Tao Xingzhi cultivated educational commitment and professional responsibility; in the module on moral learning, the core socialist values guided students to establish professional ethics; and in the chapter on teacher psychology, cases such as the Rosenthal effect helped students understand humanistic care and the professional ideals of being a "Four Haves" good teacher. Through this integrated practice of knowledge points, ideological elements, teaching methods, and value objectives, the course not only broke through the traditional limitation of "emphasizing knowledge while neglecting values" but also significantly enhanced classroom engagement and the effectiveness of value-oriented education.

On this basis, the research team employed multiple instruments, including questionnaires, classroom observations, interviews, and learning journals, to conduct a

combined quantitative and qualitative evaluation of the actual outcomes of the teaching reform. The following sections will present the main results after the implementation of the reform and, supported by both data and case evidence, provide an in-depth discussion of the practical impact of Ideological and Political Education within the Educational Psychology course.

3.2. Quantitative and Qualitative Research Results

3.2.1. Results of the Ideological and Political Education Effectiveness Questionnaire

In the assessment using the Ideological and Political Education Effectiveness Questionnaire, the experimental group ($n = 480$) showed a significantly higher overall post-test score compared to the pre-test ($M = 83.12$, $SD = 5.84$ vs. $M = 74.95$, $SD = 6.32$). A paired-samples t -test indicated that the difference was statistically significant, $t = 17.26$, $p < 0.001$. In contrast, the control group ($n = 460$) showed no significant difference between pre-test and post-test scores (pre-test $M = 74.21$, $SD = 6.01$; post-test $M = 74.68$, $SD = 6.15$; $t = 1.12$, $p = 0.26$).

At the subscale level, the experimental group showed significant improvements in all four dimensions: teaching content ($M = 20.93$ vs. 18.85), teaching attitude ($M = 21.26$ vs. 18.71), teaching process ($M = 20.37$ vs. 18.12), and teaching outcomes ($M = 20.56$ vs. 19.27), all with $p < 0.01$. Among these, the improvement in the “teaching outcomes” dimension was the most pronounced, indicating enhanced student value recognition, educational ideals, and sense of social responsibility.

3.2.2. Results of the Pre-service Teacher Professional Identity Scale (PISNS)

In the assessment using the Pre-service Teacher Professional Identity Scale developed by Wang Xinqiang et al. (2010), the experimental group’s post-test total score was significantly higher than its pre-test score ($M = 48.05$, $SD = 4.36$ vs. $M = 42.54$, $SD = 4.91$), with the paired-samples t -test showing a statistically significant difference, $t = 15.82$, $p < 0.001$. By contrast, the control group showed no significant difference between pre-test and post-test scores (pre-test $M = 42.33$, $SD = 4.72$; post-test $M = 42.71$, $SD = 4.68$; $t = 1.03$, $p = 0.30$).

A dimensional analysis further revealed that the experimental group showed significant improvements across all four dimensions: professional values ($M = 12.42$ vs. 10.83), professional will ($M = 11.68$ vs. 10.11), professional efficacy ($M = 11.91$ vs. 10.42), and professional expectations ($M = 12.04$ vs. 11.18), all with $p < 0.01$. Among these, the most notable gains were observed in the dimensions of professional values and professional will, suggesting that the curriculum reform embedding ideological and political education significantly enhanced pre-service teachers’ intrinsic professional identity and sense of responsibility.

3.2.3. Qualitative Results

The findings from classroom observations and student interviews were consistent with the quantitative results. Many students mentioned in interviews: “I used to think that educational psychology was just dry theory, but now I realize that it is closely related to teachers’ responsibilities”; “The cases of Nan Rendong and Tao Xingzhi made me understand that learning motivation is not just about interest, but also about responsibility and conviction.” High-frequency themes

in the interviews included “educational ideals,” “social responsibility,” and “teacher mission.” Typical statements included: “connecting professional study with patriotic feelings” and “applying the principles of educational psychology to stimulate motivation and manage classrooms.” These qualitative materials further supported the upward trends reflected in the scale scores.

4. Discussion

4.1. Verification of Implementation Effectiveness

The results of this study show that, after the systematic integration of Ideological and Political Education within the Educational Psychology course, students’ scores on both the Ideological and Political Education Effectiveness Questionnaire and the Pre-service Teacher Professional Identity Scale increased significantly. This indicates that the teaching reform not only enhanced students’ mastery of knowledge and skills in educational psychology, but also had a positive impact on their educational ideals, professional values, and sense of social responsibility. Consistent with previous research, embedding value-oriented objectives and creating pedagogical contexts through Ideological and Political Education can effectively strengthen pre-service teachers’ professional identity and educational commitment. For instance, in the chapter on learning motivation, the introduction of exemplary figures such as Nan Rendong and Tao Xingzhi not only deepened students’ understanding of motivational theories but also prompted them to internalize educational values such as “responsibility” and “mission.” Similarly, in the chapter on transfer of learning, cases of motor skill transfer enabled students to understand the principles of transfer while also appreciating the importance of innovation and collectivism. Taken together, these findings demonstrate that the ideological-political reform of the Educational Psychology course can achieve the integrated educational goal of cultivating knowledge, competence, and values.

4.2. Existing Problems and Limitations

Although the results indicate that the reform of Ideological and Political Education within the Curriculum achieved positive effects, several issues remain worthy of reflection during implementation. First, differences exist in teachers’ ideological and political literacy. Although this study used parallel classes taught by the same teaching team with pre- and post-tests to reduce variability, it still represents a quasi-experimental design with non-random assignment. Moreover, while Ideological and Political Education within the Curriculum emphasizes “advancing in the same direction and fostering values subtly,” in practice, some teachers’ identification and articulation of ideological elements were still somewhat rigid, resulting in a less natural student experience and, in some cases, a “task-oriented” tendency. This is highly consistent with the problems identified by Xie Qinhong et al. (2024), namely the “mechanical insertion” and “fragmented content” in CIPE.

Second, the durability of students’ value recognition remains to be verified. This study primarily adopted a short-term pre-post design, and although the results demonstrated improvements in students’ professional identity and value orientation after the reform, it remains uncertain whether such gains can be sustained during teaching practicum and early

career development, which requires long-term follow-up.

Finally, the adaptability of curriculum promotion poses a challenge. Since this study focused on pre-service teacher programs in the School of Education, further examination is needed to determine whether its instructional design can be effectively generalized to non-teacher education majors or other disciplines.

4.3. Optimization Pathways and Directions for Improvement

In response to the above-mentioned limitations, this study proposes the following optimization strategies. First, it is necessary to strengthen teacher capacity building. Universities should enhance instructors' literacy in Ideological and Political Education within the Curriculum through targeted training and intercollegiate exchanges, enabling ideological elements to be embedded naturally within disciplinary knowledge. Teachers are not only transmitters of knowledge but also guides of values, and their personal attitudes and behaviors themselves serve as implicit resources for ideological and political education.

Second, a continuous evaluation and feedback mechanism should be established. Future research could supplement pre-post assessments with medium- and long-term longitudinal evaluations, such as linking outcomes with pre-service teachers' teaching practicum and early career development, in order to examine the durability of the effects of Ideological and Political Education within the Curriculum.

Third, course resources and case repositories should be expanded. The Educational Psychology CIPE case bank could be further enriched by incorporating not only stories of distinguished Chinese educators but also alumni growth narratives and real-life educational events, making the cases more relatable to students and enhancing their sense of identity and emotional engagement.

Finally, cross-disciplinary promotion should be explored. Building on the experience of this study, the successful model of embedding Ideological and Political Education within the Educational Psychology course could be extended to other core courses in teacher education, and even to non-teacher education disciplines, thereby advancing the realization of "all staff, all processes, and all courses" working together to foster value-oriented education.

5. Conclusion and Prospect

Drawing on the teaching reform practice of the Educational Psychology course in pre-service teacher education, this study constructed an integrated implementation pathway of Ideological and Political Education within the Curriculum encompassing objectives-content-methods-evaluation-improvement. Empirical tests using the Ideological and Political Education Effectiveness Questionnaire and the Pre-service Teacher Professional Identity Scale demonstrated that the reform significantly improved students' knowledge acquisition, classroom engagement, educational commitment, professional identity, and sense of social responsibility, thereby confirming the feasibility and effectiveness of achieving the collaborative cultivation of values, knowledge, and competences in the Educational Psychology curriculum.

Despite these achievements, limitations remain, including the relatively short research cycle, reliance on self-reported evaluation methods, and differences in teachers' ideological and political literacy. Future research should conduct

longitudinal follow-up to examine the durability of CIPE effects, while simultaneously strengthening teacher communities of practice and leveraging digital intelligence to support teaching. Furthermore, continuous enrichment of case repositories and the establishment of resource-sharing platforms will be essential to promoting the sustained optimization and long-term development of Ideological and Political Education within the *Educational Psychology* course in pre-service teacher education.

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