

Construction and Practical Exploration of a "Three-Dimensional Integration" Ideological and Political Teaching System for the "Constitutional Law" Course Based on the OBE Concept

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Abstract: Based on the OBE (Outcome-Based Education) concept, this paper constructs and practices a "Three-Dimensional Integration" ideological and political teaching system for the "Constitutional Law" course. This system systematically integrates teaching content and methods from three dimensions: knowledge, ability, and value. In the knowledge dimension, it organizes the core knowledge points of Constitutional Law, organically integrates ideological and political elements, and optimizes curriculum design. In the ability dimension, it adopts teaching methods such as project-based and case-based learning to strengthen students' legal thinking and practical abilities. In the value dimension, it cultivates students' constitutional faith, concept of rule of law, and feelings for their family and country through classroom teaching and practical activities. Teaching practice shows that this system effectively promotes the deep integration of professional knowledge impartation, comprehensive ability cultivation, and value guidance, providing a feasible path for cultivating high-quality legal talents with both moral integrity and legal expertise.

Keywords: OBE Concept; Curriculum Ideology and Politics; Teaching Reform.

1. Introduction

With the continuous deepening of educational reform, the Outcome-Based Education (OBE) concept has gained widespread attention and application globally. The OBE concept emphasizes being oriented by student learning outcomes, designing, implementing, and evaluating teaching around the abilities and qualities students should achieve upon graduation, aiming to improve education quality and cultivate talents that meet societal needs. Since its emergence in the United States in the 1980s, the OBE concept quickly spread to countries like Australia, the UK, and Canada, and gradually permeated educational reforms in various disciplines. In 2013, China officially became a signatory member of the Washington Accord, marking the formal introduction of the outcome-based education concept into China's engineering education field. Subsequently, its influence continued to expand, profoundly impacting other professional educations, including legal education.

"Constitutional Law," as a core foundational course for law majors, holds a pivotal position in the legal education system[1]. It is the starting point for students to systematically learn legal knowledge and plays a key role in cultivating students' rule of law thinking, constitutional awareness, and national concepts. As the fundamental law of the state, the Constitution contains rich resources for ideological and political education. Elements such as the principle of popular sovereignty, the rule of law principle, and the organization and operation of state organs are closely related to socialist core values and the socialist rule of law theory with Chinese characteristics. Integrating ideological and political education into the teaching of "Constitutional Law" not only enables students to deeply understand the spiritual essence and value connotation of the Constitution but also guides them to establish a correct worldview, outlook on life, and values,

strengthening their confidence in the path, theory, system, and culture of socialist rule of law with Chinese characteristics[2]. Simultaneously, by practicing the OBE concept in "Constitutional Law" teaching, focusing on student learning outcomes, clarifying the goals of curriculum ideology and politics, and optimizing teaching content and methods, the teaching effectiveness of curriculum ideology and politics can be improved, effectively cultivating new-era legal talents with firm political stance, noble moral character, and solid legal professional competence.

2. Overview of the OBE Concept and Ideological and Political Education in "Constitutional Law"

2.1. Connotation and Characteristics of the OBE Concept

2.1.1. Connotation of the OBE Concept

The OBE concept, the Outcome-Based Education model, is an educational philosophy oriented by student learning outcomes. This concept was first proposed by American scholars in the 1980s. Its core lies in clearly defining the ultimate learning outcomes students should achieve after completing the learning process and designing, implementing, and evaluating the entire educational process around these outcomes. The OBE concept emphasizes that educational activities should closely revolve around the knowledge, skills, and qualities students should possess after graduation, focusing on the substantive success students can achieve in their future lives and careers.

Under the OBE concept, educators must first clearly define the learning outcomes students should achieve. These outcomes are not merely students' memory and understanding of knowledge but, more importantly, the ability to apply learned knowledge in practical situations, as well as

comprehensive qualities such as critical thinking, innovation ability, and teamwork skills formed during the learning process[3]. In terms of curriculum design, course content should be carefully arranged based on the abilities and qualities required for students' future legal careers, ensuring that each course contributes to the learning outcomes. In teaching methods, practical teaching methods such as case teaching, moot courts, and legal clinics can be adopted to allow students to enhance their abilities through practical operation. In terms of teaching evaluation, multiple evaluation methods should be comprehensively used to assess student learning outcomes comprehensively and objectively, focusing not only on exam scores but also on students' practical abilities, teamwork skills, etc.

2.1.2. Characteristics of the OBE Concept

The OBE concept emphasizes being student-centered. In the teaching process, students are no longer passive recipients of knowledge but the main body of learning. Educators need to fully understand students' learning needs, learning styles, and learning progress, providing personalized learning support and guidance. Through flexible teaching arrangements and diverse teaching methods, the learning needs of different students are met, allowing each student to learn and grow at their own pace. For example, in "Constitutional Law" teaching, based on students' different interests and abilities, group discussions, thematic research, and other activities can be organized, allowing students to deeply understand constitutional knowledge and cultivate constitutional thinking ability through independent and cooperative learning.

Focusing on learning outcomes is an important characteristic of the OBE concept. The goals of teaching activities are clearly directed towards student learning outcomes, and all teaching links revolve around how to help students achieve these outcomes[4]. Educators need to clarify the knowledge, skills, and qualities students should possess after completing the "Constitutional Law" course, such as understanding basic constitutional theories, familiarity with constitutional systems, and the ability to analyze practical problems using constitutional knowledge, and refine these outcomes into specific teaching objectives and evaluation criteria. During the teaching process, students are continuously guided towards these goals, and teaching evaluation is used to timely understand students' learning progress and outcome achievement, allowing for adjustments in teaching strategies.

The OBE concept adopts a reverse design approach to curriculum. That is, starting from the abilities and qualities students should achieve after graduation, the curriculum system and teaching content are designed in reverse. First, clarify the graduation requirements and learning outcomes for students, then determine the course objectives based on these requirements and outcomes, and then select appropriate teaching content and methods based on the course objectives. In the design of the "Constitutional Law" course, first analyze the requirements of the legal profession for students' constitutional literacy, then determine the teaching objectives of the "Constitutional Law" course, such as cultivating students' constitutional awareness and concept of rule of law, then select teaching content such as basic constitutional theories and constitutional systems around these objectives, and adopt appropriate teaching methods for instruction.

The OBE concept emphasizes continuous teaching improvement. Through the evaluation and feedback of

student learning outcomes, problems in the teaching process are constantly identified and promptly improved. Educators should regularly collect student learning data, including homework completion, exam results, classroom performance, etc., analyze the difficulties and deficiencies students encounter during learning, identify problems in teaching, such as whether the teaching content is appropriate and whether the teaching methods are effective. In response to these problems, teaching content and methods are promptly adjusted, and the teaching process is optimized to improve teaching quality and ensure that students can better achieve learning outcomes.

2.2. Goals and Value of Ideological and Political Education in "Constitutional Law"

2.2.1. Goals of Ideological and Political Education in "Constitutional Law"

The ideological and political education in the "Constitutional Law" course aims to cultivate students' rule of law thinking and constitutional faith through the impartation of constitutional knowledge, guiding them to establish a correct worldview, outlook on life, and values[5]. Specifically, its ideological and political goals include the following aspects.

Cultivating students' rule of law thinking is one of the important goals of ideological and political education in the "Constitutional Law" course. Rule of law thinking is a mode of thinking based on legal rules and principles for thinking and judgment. It requires students to be able to use legal knowledge and logic to analyze and solve problems when facing issues. In "Constitutional Law" teaching, through the explanation and analysis of basic constitutional theories, constitutional systems, and constitutional cases, students are guided to learn to think about problems from a legal perspective, understand the authority and fairness of the law, and cultivate their awareness of respecting and obeying the law. Through the study of provisions on citizens' rights and obligations in the Constitution, students are made to understand their rights and responsibilities in society, learn to use legal weapons to protect their legitimate rights and interests, while also respecting the rights of others and fulfilling their own obligations.

Establishing constitutional faith is also a key goal of curriculum ideology and politics. As the fundamental law of the state, the Constitution has the highest legal effect and authority. Through the ideological and political education in the "Constitutional Law" course, students gain an in-depth understanding of the history, status, and role of the Constitution, recognizing that the Constitution is the cornerstone of the nation's long-term stability and the guarantee of people's rights. Students are guided to consciously respect and uphold the Constitution, internalize the spirit of the Constitution as their own code of conduct, and form awe and faith in the Constitution[6]. Organizing students to participate in constitutional oath-taking activities allows them to feel the sacredness of the Constitution in solemn ceremonies, enhancing their sense of identity and belonging to the Constitution.

The ideological and political education in the "Constitutional Law" course is also committed to guiding students to establish correct values. The Constitution contains rich value concepts, such as fairness, justice, democracy, and the rule of law, which are highly consistent with socialist core

values. During the teaching process, ideological and political elements within the Constitution are deeply explored, and these value concepts are transmitted to students, helping them establish correct values. Through the study of provisions on state systems and state organs in the Constitution, students understand the superiority of China's socialist system and enhance their national identity and national pride; through the study of the protection of citizens' fundamental rights in the Constitution, students' humanistic care spirit and sense of social responsibility are cultivated.

2.2.2. Value of Ideological and Political Education in "Constitutional Law"

Ideological and political education in the "Constitutional Law" course has significant value, reflected in multiple aspects.

First, implementing the fundamental task of fostering virtue through education is the core value of ideological and political education in the "Constitutional Law" course. Fostering virtue through education is the fundamental task of education, and cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor education is the goal of education. As a core course for law majors, "Constitutional Law" integrates ideological and political education into professional teaching, which can not only impart constitutional knowledge and skills but also cultivate students' ideological, political, and moral qualities[7]. In teaching, guiding students to establish correct values and faith in the rule of law enables students to be influenced by ideological and political education while learning constitutional knowledge, achieving the organic unity of knowledge impartation and value guidance, contributing to the implementation of the fundamental task of fostering virtue through education.

Second, ideological and political education in the "Constitutional Law" course helps cultivate legal talents with both moral integrity and legal expertise. In a society governed by the rule of law, legal talents need not only solid legal professional knowledge and skills but also noble moral character and a sense of social responsibility. Through curriculum ideology and politics, moral education and legal education are combined, enabling students to cultivate good professional ethics and a concept of the rule of law during the process of learning constitutional knowledge. In teaching, introducing constitutional practice cases allows students to not only improve their legal application ability but also enhance their moral judgment ability and sense of social responsibility when analyzing and solving practical problems, cultivating high-quality legal talents who understand both law and morality, meeting society's demand for legal talents.

Third, from a social perspective, ideological and political education in the "Constitutional Law" course plays a positive role in promoting the construction of a society governed by the rule of law. The Constitution is the foundation and core of national rule of law construction[8]. Cultivating students' constitutional awareness and concept of the rule of law through curriculum ideology and politics helps promote the formation of a good atmosphere in the whole society that respects, studies, abides by, and uses the law. When students establish a correct concept of the rule of law and constitutional faith, they will consciously abide by the law, actively spread the concept of the rule of law in their future work and life, and contribute to the construction of a society governed by the rule of law. Law students may engage in legal professions after graduation, and their concept of the rule of

law and professional ethics will directly affect the implementation of the law and the rule of law environment in society. High-quality legal talents cultivated through the ideological and political education of the "Constitutional Law" course can better maintain social fairness and justice and promote the construction of a society governed by the rule of law.

3. Construction of the "Three-Dimensional Integration" Ideological and Political Teaching System

3.1. Knowledge Dimension: Optimizing Course Content and Integrating Ideological and Political Elements

3.1.1. Organizing the Knowledge Points of the "Constitutional Law" Course

The "Constitutional Law" course has rich and diverse knowledge points, covering basic constitutional theories, systems, practices, and other fields. In terms of basic constitutional theories, it includes basic content such as the concept, characteristics, nature, and classification of the constitution. These knowledge points are the cornerstone for students to understand the connotation of the constitution. As the fundamental law of the state, the constitution has the highest legal effect, and its formulation and amendment procedures are stricter than ordinary laws. These are important manifestations of the concept and characteristics of the constitution. The origin and development process of the constitution are also important components of basic theories[9]. From the development context of world constitutions, such as the UK's unwritten constitution and the US's written constitution, to the historical evolution of the Chinese constitution, and then to the several constitutions after the founding of New China, students can understand the characteristics and functions of the constitution in different historical periods, laying a historical foundation for in-depth study of the constitution.

In terms of constitutional systems, it covers core content such as the state system, the system of citizens' fundamental rights and obligations, and the state organ system. The state system includes the nature of the state, the form of government, the form of state structure, etc. The nature of the state reflects the character of the state. China is a socialist state under the people's democratic dictatorship led by the working class and based on the alliance of workers and peasants. The form of government is the form of political power organization. China implements the system of people's congresses, which guarantees the people's right to be the masters of the country. The system of citizens' fundamental rights and obligations stipulates the rights enjoyed by citizens in political, economic, cultural, and other aspects, such as the right to vote and stand for election, freedom of speech, personal freedom, etc., as well as the obligations citizens should fulfill, such as paying taxes and performing military service. The state organ system elaborates on the organization, functions, powers, and operational mechanisms of state organs, including the formation, responsibilities, and interrelationships of state organs such as the National People's Congress, the President of the State, the State Council, the Supreme People's Court, and the Supreme People's Procuratorate, enabling students to understand the

distribution and exercise of state power.

In terms of constitutional practice, it involves the implementation, supervision, and interpretation of the constitution, as well as the interaction between the constitution and social reality. The implementation of the constitution is the process of transforming constitutional provisions into reality, including the legislative body formulating laws and regulations in accordance with the constitution, the administrative body administering according to the law, and the judicial body adjudicating according to the law. Constitutional supervision is an important means to guarantee the implementation of the constitution. China has established a constitutional supervision system with the National People's Congress and its Standing Committee as the main body, ensuring that laws, regulations, and state actions comply with constitutional provisions. Constitutional interpretation is the explanation of the meaning of constitutional provisions, which helps to accurately understand and apply the constitution. Through the study of constitutional practice, students can understand the operation of the constitution in real life and enhance their practical application ability of the constitution.

3.1.2. Exploring Ideological and Political Elements in Knowledge Points

From the development process of the constitution, rich ideological and political elements can be excavated. Taking the development of the Chinese constitution as an example, after the founding of New China, China successively formulated the 1954 Constitution, the 1975 Constitution, the 1978 Constitution, and the 1982 Constitution. The formulation and revision of each constitution were closely related to the historical background and national development needs at that time. The 1954 Constitution was formulated in the early days of New China to consolidate the new political power and establish the basic socialist system. It embodied the principles of people's democracy and socialism and was the first socialist-type constitution in China. By studying this history, students can deeply understand the socialist nature of China's constitution and the important role of the constitution in guaranteeing national development and people's interests, enhancing their sense of identity and pride in the socialist system.

The basic principles of the constitution also contain ideological and political elements. The principle of popular sovereignty is one of the core principles of the constitution. China's constitution stipulates that all power in the state belongs to the people, and the people exercise state power through the people's congresses. This principle reflects the essence of socialist democracy in China, cultivating students' democratic awareness and sense of ownership, making them understand their rights and responsibilities as citizens of the state, and actively participating in the management of state and social affairs[10]. The rule of law principle emphasizes the authority of the constitution and laws, requiring all state organs, social organizations, and individual citizens to abide by the constitution and laws. In teaching, students are guided to establish a concept of the rule of law, respect the law, maintain the dignity of the law, and cultivate their faith in the rule of law, making them realize that the rule of law is the cornerstone of social stability and development.

The protection of citizens' rights is also an important content of the constitution, containing profound ideological and political value. China's constitution comprehensively guarantees citizens' fundamental rights, such as the right to

equality, political rights, personal rights, and economic, social, and cultural rights. By studying the relevant content of citizens' rights protection, students' awareness of human rights and sense of social responsibility are cultivated, enabling them to care about the rights and interests of vulnerable groups, advocate for fairness and justice, and promote harmonious social development. When explaining citizens' right to equality, students are guided to think about how to practice the principle of equality in real life, oppose various forms of discrimination, and maintain social fairness and justice.

3.1.3. Optimizing Course Content Design

Integrating ideological and political elements into the teaching content of "Constitutional Law" requires careful design of the course content. During the teaching process, using constitutional knowledge points as the carrier, ideological and political elements are naturally integrated, organically combining knowledge impartation and value guidance. When explaining the development process of the constitution, the leading role of the Communist Party of China reflected in the process of formulating and amending China's constitution can be introduced, as well as how the constitution reflects the will of the people and protects their interests, allowing students to deeply understand the essential characteristics of the socialist constitution with Chinese characteristics and strengthen their confidence in the path, theory, system, and culture of socialism with Chinese characteristics.

When designing teaching content, current hot topics and actual cases can also be combined to enhance the pertinence and effectiveness of teaching. When explaining the protection of citizens' rights, some real-life cases can be introduced, such as citizen rights defense cases, protection of the rights and interests of vulnerable groups, etc., allowing students to use the learned constitutional knowledge for analysis and discussion, guiding them to think about how to protect citizens' legitimate rights in practice, and cultivating their legal thinking and sense of social responsibility. Through the analysis of these cases, not only can students deepen their understanding of constitutional knowledge, but they can also establish correct values and a concept of the rule of law during the process of analyzing problems.

To better achieve the integration of knowledge and ideology, "Constitutional Law" textbooks and teaching materials with ideological and political characteristics can be compiled. In textbook compilation, attention should be paid to selecting representative constitutional cases and ideological and political materials, explaining constitutional knowledge points in a simple and profound way, and integrating ideological and political elements into relevant content to guide students to think and discuss[11]. At the same time, rich teaching auxiliary materials should be developed, such as teaching courseware, case collections, extended reading materials, etc., to provide support for teacher teaching and student learning. In teaching courseware, multimedia resources such as pictures and videos can be used to display historical events, real cases, and ideological and political education content related to the constitution, enhancing the attractiveness and appeal of teaching.

3.2. Ability Dimension: Innovating Teaching Methods and Cultivating Comprehensive Abilities

3.2.1. Selection of Teaching Methods Based on the OBE Concept

Based on the OBE concept, teaching methods that can effectively cultivate students' comprehensive abilities should be selected for "Constitutional Law" teaching. The project-based teaching method is a student-centered teaching method that decomposes course content into specific projects, allowing students to comprehensively use the knowledge and skills they have learned in the process of completing the project, cultivating their problem-solving ability, teamwork ability, and innovation ability. In "Constitutional Law" teaching, a "Constitutional Case Analysis Project" can be designed, allowing students to form groups to analyze and study actual constitutional cases, explore the legal issues in the cases from multiple perspectives such as basic constitutional theories, legal provisions, and judicial practice, and propose solutions. During the project implementation process, students need to collect data, analyze problems, conduct group discussions and collaboration, and finally form project results. This process can fully exercise students' comprehensive abilities.

The case-based teaching method is also a commonly used and effective teaching method. By introducing real constitutional cases, students are guided to use constitutional knowledge for analysis and discussion, cultivating their legal thinking and practical ability. When explaining the basic principles of the constitution, the "Qi Yuling Case" can be introduced. This case involves constitutional rights such as citizens' right to education and the right to equality. Through the analysis of this case, students can deeply understand the application of basic constitutional principles in actual cases and learn to use constitutional thinking to analyze and solve problems. In case teaching, teachers can guide students to think about problems from different angles, encourage them to express their own views and opinions, and cultivate their critical thinking ability.

The discussion-based teaching method can stimulate students' learning interest and initiative, promoting ideological exchange and collision among students. In "Constitutional Law" teaching, discussions can be organized on some controversial constitutional issues, such as the relationship between the constitution and the leadership of the Party, the attribution of the power of constitutional interpretation, etc. During the discussion process, students need to consult materials, organize their views, and communicate and debate with classmates, which helps cultivate their independent thinking ability, communication and expression ability, and teamwork ability. Teachers should play a guiding role in the discussion process, guide students to discuss around the theme, promptly correct students' wrong views, and help students deepen their understanding of constitutional issues.

3.2.2. Implementation and Organization of Teaching Methods

Taking the "Constitutional Case Analysis Project" as an example, the implementation and organization process of the teaching method is explained. Before the project starts, the teacher must first clarify the project goals and requirements, introduce the background and tasks of the project to the students, that is, select a representative constitutional case,

analyze the constitutional issues involved, and propose solutions. Then, the teacher divides the students into several groups, 5-6 people per group, ensuring that members within the group have different knowledge and skill backgrounds to promote group collaboration and complementary advantages.

During the project implementation phase, students need to collect and analyze data. They can obtain information related to the project by consulting laws and regulations, academic literature, judicial cases, etc. Students can use the China Judgments Online website to find judgments related to the selected constitutional case, understand the court's judgment ideas and basis; they can also consult relevant constitutional law works and academic papers to deeply analyze the constitutional issues in the case from a theoretical level. On the basis of data collection, group members discuss and analyze, clarify the key issues and controversial points in the case, and use the learned constitutional knowledge for in-depth discussion.

During the discussion process, group members express their own opinions and share their views. Some members may analyze the case from the perspective of basic constitutional principles, some may explore it from the perspective of citizens' rights protection, and through the exchange and collision of ideas, a more comprehensive and in-depth understanding of the case is formed. During this process, the teacher should pay close attention to the discussion situation of each group, give guidance and suggestions in a timely manner, and guide students to think in the right direction. When group discussions encounter difficulties or reach an impasse, the teacher can provide some heuristic questions to help students open their minds; when students' views are biased, the teacher should point it out in time and guide students to reflect.

3.2.3. Evaluation and Feedback of Ability Cultivation

To ensure that teaching methods can effectively cultivate students' comprehensive abilities, a scientific and reasonable ability evaluation indicator system needs to be constructed. The ability evaluation indicator system should cover various abilities cultivated by students in project-based, case-based, and discussion-based teaching, such as problem-solving ability, teamwork ability, communication and expression ability, critical thinking ability, etc. For problem-solving ability, it can be evaluated from the accuracy of students' problem analysis, the rationality and feasibility of the proposed solutions, etc.; for teamwork ability, it can be evaluated from students' participation in the group, communication and collaboration with group members, contribution to team goals, etc.; for communication and expression ability, it can be evaluated from the fluency of language expression, clarity of logic, and accuracy of viewpoint exposition in classroom discussions and reporting presentations; for critical thinking ability, it can be evaluated from students' ability to question problems, analyze and evaluate different viewpoints, etc.

Based on the evaluation results, timely feedback and guidance should be provided to students to help them improve. For the deficiencies in students' abilities found in the evaluation, teachers should communicate with the students, analyze the reasons, and propose targeted improvement suggestions. If it is found that a student has problems with teamwork ability, the teacher can have a separate conversation with the student to understand the difficulties encountered in teamwork, and guide them to learn to listen to others' opinions and actively participate in team discussions

and collaboration; for problems in students' project results, the teacher can point out the problems in detail and provide relevant reference materials and learning suggestions to help students improve the project results. At the same time, teachers should also adjust and optimize teaching methods and content based on the evaluation results to better meet students' learning needs and improve teaching effectiveness[12]. If it is found that the cultivation of students' critical thinking ability is not ideal, teachers can add some controversial cases and questions in subsequent teaching, guide students to think deeply and discuss, and strengthen the training of students' critical thinking ability.

3.3. Value Dimension: Strengthening Ideological and Political Education and Shaping Correct Values

3.3.1. Clarifying Teaching Objectives in the Value Dimension

In the value dimension, the teaching objectives of the ideological and political education in the "Constitutional Law" course are multidimensional and specific. Cultivating students' constitutional faith is one of the primary goals. As the fundamental law of the state and the general charter for governing the country, the authority and stability of the constitution are the cornerstone of the nation's long-term stability. Through the study of the "Constitutional Law" course, students must deeply understand the important status and role of the constitution, respect and believe in the constitution from the bottom of their hearts. Students are guided to understand the formulation and development process of the constitution, understand that the constitution is the concentrated expression of the people's will and the fundamental law guaranteeing citizens' rights. Organizing students to participate in constitutional oath-taking activities allows them to feel the sacredness of the constitution in solemn ceremonies, enhance their awe of the constitution, and thus internalize constitutional faith as their own code of conduct.

The cultivation of the concept of the rule of law is also a key goal. The rule of law is the cornerstone of modern society and an important means to achieve social fairness and justice and protect people's rights. In "Constitutional Law" teaching, students must be guided to establish a correct concept of the rule of law and understand the connotation and value of the rule of law. Students must understand that everyone is equal before the law, and no organization or individual can override the authority of the constitution and laws; cultivate students' awareness of rules, so that they consciously abide by laws and regulations, exercise rights and fulfill obligations in accordance with the law. By analyzing actual cases, students can understand the consequences of illegal and criminal behaviors, enhance their sense of awe for the law, and promote the development of a thinking mode and behavior habit of consciously abiding by the law, seeking legal help when encountering problems, and relying on the law to solve problems.

The shaping of feelings for the family and country is equally indispensable. The constitution is closely related to the development of the country and the happiness of the people. Through the study of the constitution, students' feelings for the family and country must be stimulated, and their national identity and national pride enhanced. Let students understand the superiority of the socialist system embodied in China's constitution and the important role of the

constitution in safeguarding national sovereignty, security, and development interests. In teaching, combining China's achievements in economic development and social progress under the guarantee of the constitution, students can be guided to think about the close connection between the constitution and the destiny of the nation and the country, cultivating their sense of responsibility and mission to strive for the realization of the Chinese Dream of the great rejuvenation of the Chinese nation.

3.3.2. Value Guidance in Teaching Activities

In the classroom teaching session, teachers must deeply explore the ideological and political elements in constitutional knowledge and integrate value guidance into knowledge explanation. When explaining the basic principles of the constitution, not only should students master the content of the basic principles, but they should also be guided to understand the values behind these principles. The principle of popular sovereignty reflects the essence of socialist democracy in China. Teachers can introduce the operating mechanism of China's people's congress system, allowing students to understand how the people participate in state management through the rights granted by the constitution, thereby cultivating students' democratic awareness and sense of ownership; the rule of law principle emphasizes the authority of the constitution and laws. Teachers can combine the practice of China's rule of law construction, such as the implementation of the "comprehensive rule of law" strategy, to guide students to recognize the importance of the rule of law for national development and social stability, and establish a correct concept of the rule of law.

Practical activities are also an important way of value guidance. Organizing students to carry out constitutional publicity activities, allowing them to enter communities and schools to popularize constitutional knowledge and promote the spirit of the constitution to the public. In this process, students can not only deepen their understanding of the constitution but also enhance their sense of social responsibility and mission, experiencing their value as disseminators of the rule of law. When students explain the provisions on citizens' rights and obligations in the constitution to community residents, they can more deeply recognize the close connection between the constitution and people's lives, while also cultivating their communication skills and social practice ability. Conducting moot court activities allows students to play roles such as judges, prosecutors, and lawyers, simulating the trial process of constitutional cases. In this way, students can personally experience the application of the constitution in judicial practice, enhance their legal practice ability and faith in the rule of law, and also cultivate their teamwork ability and concept of fairness and justice.

Extracurricular development activities are also conducive to the formation of students' correct values. Encouraging students to read classic works and academic papers related to the constitution broadens their knowledge and deepens their understanding of constitutional theory. Recommending students to read classic works such as "The Spirit of the Laws" and "The Social Contract," as well as authoritative academic papers in the field of constitutional law in China, guides students to think about constitutional issues from different perspectives and cultivates their critical thinking ability and academic literacy. Organizing students to participate in constitutional academic lectures and seminars allows them to

be exposed to cutting-edge constitutional research results and academic viewpoints, stimulating their learning interest and thirst for knowledge, while also guiding them to pay attention to hot issues in the field of constitutional law, cultivating their sense of social responsibility and feelings for the family and country.

3.3.3. Effect Inspection of Value Shaping

To inspect the effect of value shaping, it can be evaluated in various ways. Student ideological reports are an intuitive inspection method. Regularly require students to write ideological reports, allowing them to summarize their ideological gains and insights during the learning process of the "Constitutional Law" course, including their understanding and experience of constitutional faith, the concept of the rule of law, feelings for the family and country, etc. By reading students' ideological reports, teachers can understand students' ideological dynamics and changes in values, promptly discover problems in the process of value shaping, and provide targeted guidance. If students show insufficient understanding of the authority of the constitution in their ideological reports, teachers can strengthen the explanation of the status and role of the constitution in subsequent teaching to guide students to further establish constitutional faith.

Observing students' behavioral performance is also an important method to inspect the effect of value shaping. In daily life and study, observe whether students can consciously abide by laws and regulations, whether they have good legal awareness and behavior habits; observe whether students care about national affairs, whether they actively participate in social welfare activities, and whether they have a strong sense of social responsibility and feelings for the family and country. In various activities organized by the school, see if students can use the learned constitutional knowledge to protect their own and others' legitimate rights and interests, and whether they can actively spread the spirit of the constitution and the concept of the rule of law. If students exhibit good values in their behavioral performance, teachers can give affirmation and encouragement to further strengthen students' correct behavior; if students are found to have behaviors that violate laws and regulations or lack a sense of social responsibility, teachers should promptly educate and guide them to help students correct their mistakes.

4. Teaching Effect Evaluation and Feedback

4.1. Construction of the Evaluation Indicator System

4.1.1. Knowledge Mastery Evaluation Indicators

To comprehensively and accurately evaluate students' mastery of "Constitutional Law" knowledge, exam scores are an important quantitative indicator. In the design of exam content, emphasis is placed on covering the core knowledge points of the "Constitutional Law" course, including the basic concepts of the constitution, development process, basic principles, state system, citizens' rights and obligations, and state organs, etc. Through various question types such as multiple-choice questions, fill-in-the-blank questions, short-answer questions, and essay questions, students' memory, understanding, analysis, and application abilities of knowledge are comprehensively examined. Multiple-choice questions can quickly test students' familiarity with basic

concepts and important knowledge points; short-answer questions require students to briefly explain knowledge points, testing their understanding and summarization ability of knowledge; essay questions require students to use the knowledge they have learned to conduct in-depth analysis and demonstration of a certain constitutional issue, reflecting their comprehensive application of knowledge and thinking ability.

Homework completion is also a key indicator for evaluating knowledge mastery. Assign diverse homework, such as case analysis assignments, requiring students to use constitutional knowledge to conduct in-depth analysis of actual cases, analyze the constitutional issues involved in the case, the application of relevant legal provisions, and solutions, etc., to examine students' understanding and application ability of constitutional knowledge; literature review assignments, allowing students to consult relevant constitutional law literature and review a certain constitutional theme, cultivating students' literature retrieval and comprehensive analysis ability, while also testing their mastery of knowledge related to the theme; small paper assignments, encouraging students to express their own opinions on a hot constitutional issue, examining students' independent thinking ability and knowledge application ability. When grading homework, evaluate from the aspects of content accuracy, completeness, logic, and innovation to fully understand students' mastery of knowledge.

4.1.2. Ability Improvement Evaluation Indicators

Case analysis is an important way to evaluate students' ability improvement. By providing real constitutional cases, observe students' performance in the process of analyzing cases, and evaluate their legal thinking ability, problem-solving ability, and knowledge application ability. In case analysis, students need to accurately identify the constitutional issues in the case, use the learned constitutional knowledge for analysis and reasoning, and propose reasonable solutions. Observe whether students can use the basic principles of the constitution and legal provisions to conduct in-depth analysis of the case, whether they can think about problems from different angles, and whether they can accurately and clearly express their views and argumentation process.

Group discussion performance is also an important aspect of evaluating students' abilities. In group discussions, examine students' teamwork ability, communication ability, and critical thinking ability. Observe students' participation in the group, whether they actively express their views and opinions, whether they can listen to others' opinions and conduct effective communication and exchange; examine whether students can put forward valuable views and questions in the discussion, whether they can reasonably question and evaluate others' views, and whether they can form an in-depth understanding and consensus on the problem through group discussion.

The performance in practical activities should not be overlooked either. Organize students to participate in practical activities such as constitutional publicity and moot courts, and evaluate their performance in practical activities, including organizational and coordination ability, communication and expression ability, adaptability, and practical operation ability, etc. In constitutional publicity activities, observe how students popularize constitutional knowledge to the public, how to effectively communicate and interact with the public, and whether they can accurately answer questions raised by the public; in moot court activities, examine students' role-

playing ability, legal document writing ability, court debate ability, and mastery of legal procedures in the simulated trial process.

4.1.3. Value Shaping Evaluation Indicators

Questionnaire surveys are one of the commonly used methods to evaluate the effectiveness of value shaping. Specialized questionnaires are designed to understand students' cognitive attitudes towards the constitution, the formation of their concept of the rule of law, and their acceptance and identification with the ideological and political education content. The questionnaire content can include questions on the understanding of the constitution's importance, the establishment of constitutional faith, the understanding of a society governed by the rule of law, and identification with socialist core values, among other aspects. By analyzing students' responses to these questions, changes and improvements in students' values can be assessed.

Student self-evaluation and peer evaluation allow students to reflect on their own values and behaviors from both personal and others' perspectives. In self-evaluation, students are required to self-assess their ideological gains, shifts in their concept of the rule of law, and the cultivation of constitutional faith during the "Constitutional Law" course learning process, summarizing their strengths and weaknesses. In peer evaluation, students evaluate each other's performance in terms of legal awareness, sense of social responsibility, and moral qualities as demonstrated in classroom discussions, practical activities, and daily behavior, promoting mutual learning and common progress among students.

Teacher observation is also an important method for evaluating the effectiveness of value shaping. During classroom teaching, practical activities, and daily interactions with students, teachers observe students' behavior, verbal expressions, and their views and attitudes towards issues to understand changes and development in their values. Teachers observe whether students can analyze and solve problems based on correct values when discussing constitution-related issues; whether they can actively practice the concept of the rule of law and a sense of social responsibility in practical activities; and whether they can abide by laws and regulations, respect the rights of others, and demonstrate good moral character and a sense of social responsibility in their daily behavior.

4.2. Evaluation Methods and Data Collection

4.2.1. Selection of Evaluation Methods

To comprehensively and objectively evaluate the teaching effectiveness of the OBE concept-based "Three-Dimensional Integration" ideological and political education in the "Constitutional Law" course, a combination of multiple evaluation methods is adopted. Examinations, as a traditional evaluation method, can quantitatively assess students' mastery of knowledge. In exams, the focus is not only on testing students' memory of basic constitutional concepts, principles, and systems but also on assessing their understanding and application of knowledge. By setting question types such as case analysis and essay questions, students are required to use the constitutional knowledge they have learned to analyze practical problems and propose solutions, thereby evaluating their knowledge application ability and thinking skills.

Homework assessment can provide an in-depth understanding of students' mastery and application of knowledge. By grading students' assignments, including case

analysis reports, short essays, and literature reviews, evaluations are made based on the accuracy, logic, innovation of the content, and the ability to apply knowledge. For case analysis reports, the depth of students' analysis and their ability to accurately use constitutional knowledge to solve problems in the cases are assessed; for short essays, students' clarity of viewpoint, sufficiency of argumentation, and whether they reflect a deep understanding and thinking about constitutional knowledge are examined.

Classroom observation is the direct observation of students' learning performance by teachers during the teaching process. This involves observing students' classroom participation, whether they actively answer questions and participate in discussions; observing students' learning attitudes, whether they listen attentively and take good notes; and observing students' performance in group activities, whether they can effectively collaborate with group members and utilize their own strengths. Through classroom observation, teachers can promptly identify students' learning problems, adjust teaching strategies, and improve teaching effectiveness.

4.2.2. Data Collection Process and Channels

The teaching platform is one of the important channels for data collection. Using online teaching platforms, such as XuetangX, Chaoxing Learning Link, etc., data on students' learning behaviors are recorded, including course video viewing duration, homework submission status, and participation in online discussions. By analyzing these data, students' learning progress and motivation can be understood. Reviewing students' course video viewing records on the teaching platform helps understand the time students allocate to learning different chapter contents, judging their mastery of knowledge and learning interest; statistics on students' homework submission rates and completion quality assess their mastery and application of knowledge; analyzing students' participation in online discussion forums helps understand their level of active thinking and depth of understanding of issues.

Classroom records are also an important source of data collection. During classroom teaching, teachers maintain good classroom records, including students' classroom performance, responses to questions, and outcomes of group discussions. Classroom records can use a combination of paper-based and electronic methods for ease of subsequent review and analysis. Teachers can record the viewpoints and arguments students put forward when discussing constitutional cases in class, as well as the students use when answering questions. Analyzing these records helps understand students' thinking processes and knowledge mastery, providing a basis for teaching evaluation and improvement.

4.3. Analysis and Feedback of Evaluation Results

4.3.1. Analysis of Evaluation Results

Conduct statistical analysis on the collected data to comprehensively summarize students' learning outcomes and existing problems. In terms of knowledge mastery, based on the analysis of exam results and homework completion, it was found that most students have a good understanding and grasp of the basic concepts, principles, and main systems of the constitution. However, regarding some more complex knowledge points, such as the constitutional supervision mechanism and the practical application of constitutional interpretation, there are still problems of insufficient depth of

understanding and lack of application ability. Some students gave inaccurate answers regarding the subject, procedures, and effectiveness of constitutional supervision in exams, and their analysis of constitutional interpretation methods and cases in homework was not comprehensive or in-depth enough.

In terms of ability improvement, based on the evaluation of performance in case analysis, group discussions, and practical activities, students have made some progress in legal thinking and problem-solving abilities, but the cultivation of critical thinking and innovation ability still needs to be strengthened. In case analysis, some students can use the knowledge they have learned to analyze cases, but their analytical perspectives are relatively singular, lacking innovative thinking; in group discussions, some students lack active participation and a spirit of questioning, and their critical analysis of others' viewpoints is insufficient; in practical activities, students have significantly improved in organizational coordination, communication, and expression skills, but there is still considerable room for improvement in dealing with unexpected situations and innovative practices.

From the evaluation results of value shaping, through questionnaire surveys, student self/peer evaluations, and teacher observations, it was found that most students have made positive progress in establishing constitutional faith and the concept of the rule of law, have a deeper understanding of the importance of the constitution, can consciously abide by laws and regulations, and have a strong sense of social responsibility. However, a small number of students' understanding of the constitution remains superficial, their concept of the rule of law is weak, and they fail to fully embody the spirit of the constitution and legal awareness in their actual behavior.

4.3.2. Suggestions for Teaching Improvement

Based on the evaluation results, the following teaching improvement suggestions are proposed. In terms of teaching content, aiming at the weak links in students' knowledge mastery, further optimize the teaching content, strengthen the explanation and case analysis of key and difficult content such as constitutional supervision and constitutional interpretation, increase relevant extended reading materials and academic frontier research results, broaden students' knowledge and horizons, and deepen their understanding and application ability of these knowledge points. Introduce more analysis of practical cases of constitutional supervision, allowing students to understand the models and operating mechanisms of constitutional supervision in different countries and regions, conduct comparative analysis of the characteristics and advantages of China's constitutional supervision system, as well as problems and improvement directions in practice, and improve students' mastery and application ability of constitutional supervision knowledge through case analysis and discussion.

In terms of teaching methods, further innovate teaching methods and strengthen the cultivation of students' critical thinking and innovation abilities. In case teaching, guide students to analyze cases from multiple perspectives, encourage them to propose different viewpoints and solutions, and cultivate their innovative thinking; in group discussions, create an open and inclusive discussion atmosphere, encourage students to actively question and critique, and improve their critical thinking ability; increase the proportion of practical teaching, and organize more challenging practical activities, such as constitutional research, simulated

legislation, etc., allowing students to exercise their innovation ability and problem-solving skills in practice. In constitutional research activities, allow students to independently determine research topics, design research plans, collect and analyze data, and finally propose their own research conclusions and suggestions. Through this process, cultivate students' innovation ability and practical ability.

In terms of ideological and political education, further strengthen the curriculum ideology and politics construction and improve the effectiveness of ideological and political education. Deeply explore the ideological and political elements in constitutional knowledge, adopt more vivid and visual teaching methods, integrate ideological and political education into all aspects of teaching, so that students are subtly influenced by ideological and political education while learning constitutional knowledge. Combine the historical development of the constitution and the achievements of China's rule of law construction to carry out patriotic education and the spirit of the rule of law education, enhancing students' national identity and faith in the rule of law; through the analysis of practical cases, guide students to establish correct values and professional ethics, and cultivate their sense of social responsibility and spirit of responsibility. When explaining the development process of the constitution, detail the characteristics and roles of China's constitution in different historical periods, as well as the important guarantee the constitution provides for national development and people's happiness, stimulating students' patriotic feelings and national pride; when analyzing constitutional cases, guide students to think about the values such as fairness, justice, and human rights protection reflected in the cases, cultivating students' correct values and professional ethics.

5. Conclusion and Outlook

Based on the OBE concept, this study successfully constructed a "Three-Dimensional Integration" ideological and political teaching system for the "Constitutional Law" course and, through teaching practice and effect evaluation, achieved a series of significant results. In terms of teaching system construction, starting from the three dimensions of knowledge, ability, and value, a comprehensive and systematic design was achieved. In the knowledge dimension, the knowledge points of the "Constitutional Law" course were thoroughly organized, the ideological and political elements within them were explored, and they were organically integrated into the teaching content, optimizing the course content design so that students are influenced by ideological and political education while learning constitutional knowledge. In the ability dimension, based on the OBE concept, various teaching methods such as project-based, case-based, and discussion-based teaching methods were selected and applied. Through scientific implementation and organization, students' comprehensive abilities, including problem-solving ability, teamwork ability, communication and expression ability, and critical thinking ability, were effectively cultivated. In the value dimension, the teaching objectives of cultivating students' constitutional faith, concept of the rule of law, and feelings for the family and country were clarified. Through various teaching activities such as classroom teaching, practical activities, and extracurricular extensions, ideological and political education was strengthened, guiding students to establish correct values.

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