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Abstract

As a compulsory course at universities throughout the Chinese Mainland, ideo-political education aims to safeguard university students' political loyalty to the Communist Party. By employing a qualitative research method, this study investigated a renowned comprehensive university in southern China. The case study found that students expressed strong resistance to compulsory ideo-political courses. From the outset, teachers had to work to change students' overwhelmingly negative perceptions of ideo-political education. Informants found that they could not attract student interest if they only strictly followed the state designed textbook, and therefore chose instead to cover topics they found more interesting and to discuss social issues in their lectures. However, the new curriculum reform and teaching quality assurance mechanism placed further restrictions on teaching and learning. Whether teachers could maintain enough autonomy to make the above adjustments depended on the understanding and support of key senior academics.(HRK / Abstract übernommen)

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