

# The Internal Logic and Generation Path of the Synergy Between Labor Education and Professional Education in Institutions of Higher Learning

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**Abstract:** The quality of labor education is an important guarantee for institutions of higher learning to accomplish the fundamental task of building morality and cultivating talents. The new objectives of labor education and the new standards of law major education in institutions of higher learning in the new era were analyzed to find their commonality and integrating points, in which the existing problems of law major labor education were further analyzed, including inconsistency between the cognition of labor concept, the construction of curriculum system, the evaluation of labor education and the goal of talent training. We explore and put forward the generation path of synergy between law major labor education and professional education, including combining online self-learning with offline interactive counseling, combining in-class theoretical lecturing with extracurricular practical experience, combining theoretical knowledge with practical needs, combining process management with result evaluation, and combining campus culture edification with innovation and entrepreneurship education, which provide a reference for the research on the collaborative education mechanism of professional education and labor education in the same or similar disciplines.

**Keywords:** Labor Education, Professional Education, Collaborative Education, The Science of Law

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## 1. Introduction

Improving the quality of labor education is an important guarantee for institutions of higher learning to accomplish the fundamental task of building morality and cultivating talents. Labor education, in the form of a curriculum, has been incorporated into the professional talent training plan of colleges and universities [1, 2], which is an innovative measure for colleges and universities to improve the quality of labor education, collaborate with professional education, and implement morality building and talent cultivation. The Outline for Guiding Labor Education in Universities and Primary and Secondary Schools (Trial) (hereinafter referred to as The Guiding Outline) issued by the Ministry of Education also emphasizes that in order to give full play to the role of labor education, universities should explore labor education elements in the professional curriculums and give full play to the role of curriculum labor education by optimizing the teaching content supply of labor education curriculums and

combining the discipline characteristics with professional requirements, so as to strengthen the education of college students in their professional ideals and professional ethics, and establish the labor values of loving labor, understanding labor and being able to work. [3] The Guiding Outline points out the direction for colleges and universities to set the goal of labor education, provides a legal basis for developing labor education curriculums, and lays a solid foundation for improving the effectiveness of labor education in colleges and universities, assisting professional education, and accomplishing the fundamental task of building morality and cultivating talents. It has been admitted that the labor education in colleges and universities has entered the fast lane, the work of labor education in colleges and universities has been further strengthened, and the hardware facilities, including relevant high-quality textbooks and works, have been developed and introduced successively, but at the same time, it also brings some hidden challenges that require immediate resolution, for example, how to combine labor education with the discipline

characteristics and professional requirements to improve the labor education quality and give play to the effect of educating people. In other words, the internal mechanism and practice approach of the synergy between labor education and professional education are the first practical problems to face. Therefore, with the cultivation of applied legal talents of the law major in colleges and universities as an example, this paper, starting from the training objectives, decomposes the target positioning and relevant indicators of labor education and law major education in colleges and universities, compares the similarities and differences, analyzes the possibility of synergy between them, and explores the means of integration and collaborative education, so as to provide a reference for the research on the collaborative education mechanism of labor education and professional education in the same or similar disciplines.

## **2. Status Quo of Professional Labor Education in Colleges and Universities**

At present, colleges and universities have begun to value labor education, but they pay more attention to the implementation of mandatory provisions, such as including labor education in professional talent training programs in the form of a compulsory course. The research and practice regarding the understanding of the essence of labor education, the educational carrier and its implementation, and the evaluation of the labor education effects are still out of balance and insufficient.[4] In particular, there are still "blind spots" in how to achieve the same frequency resonance and synergy between labor education and professional education. Currently, the absence of labor education is ubiquitous in colleges and universities, mainly in the following aspects.

### ***2.1. Inconsistency Between the Cognition of Labor Concept and the Goal of Labor Education***

The Guiding Outline has clear general guiding requirements for the overall objective, education content, implementation methods and effect evaluation of labor education. Since it is guidance, appropriate adjustment can be made according to the actual needs of professional teaching, but the training objective must be clear and specific. As for how to implement labor education to achieve the training objective, appropriate adjustment can also be made according to the major characteristics and the actual needs. In the current implementation of labor education, there are some misinterpreted misconceptions. For example, "appropriate adjustment" of labor education is interpreted as "change at will", "labor" is interpreted as the same as "labor education", and "labor theory" is interpreted as equal to "labor education". In essence, these misconceptions artificially separate "labor" from "education", and form an "island" of labor education. In practice, colleges and universities organize "voluntary labor activities" regularly, which however usually compromises the effect. Most of these activities turned out to be mere formalities [5], and students were dismissed onsite after

finishing the work. The students participated and worked hard, but they were neither guided nor evaluated in the process or in the results. There is a problem of "work without evaluation". The implicit value of education is not valued in essence. Labor is seriously detached from education. The role of curriculum ideological and political education is not brought into full play to contribute to the goal of professional talent training.

### ***2.2. Inconsistency Between Curriculum System Construction and the Goal of Talent Training***

The curriculum system of a college or university is the core of a professional talent training program. The "trunk" of the talent training program is an organism composed of various courses in the form of modules. The content setting, teaching mode and overall layout of each course module are the key elements to achieve the goal of talent training. The law major, as stipulated in the relevant training objectives in the new national standard, is to teach students "professional skills" and cultivate "applied" law talents. Professional talent training programs must strengthen practical teaching, and professional practice is one of the manifestations of labor education. For law major, professional practice teaching is an important link in cultivating high-quality applied law talents with "both morality and law". Since labor education has become one of the curriculum modules and has various manifestations in the training program, colleges and universities can set up Labor Education as a compulsory common basic course and initiate practical activities, such as military training, professional internship, graduation thesis, voluntary labor and social practice which, as the main carriers of labor education, have reached a consensus, but the attention paid on the labor education role of professional courses is not enough. As a matter of fact, the excavation of labor education elements in professional courses is barely satisfactory. Statistics show that the proportion of practical class hours in talent training is not high, and the phenomenon of "emphasizing theories and neglecting practices" is very common [6, 7]. Some talent training programs have no experimental courses. Some talent training programs do have practice courses and they even combine theories with practices, but there are no fixed practice sites for the practice part. In such cases, students are required to hand in a social investigation report or academic paper instead. There is no real or simulated practice scenario, no teacher "participation" or "presence" guidance. Students are "taught with no practice". In this way, labor education comes apart from professional education. Besides, such practice teaching will not meet the requirements of the talent training program and fail the national standard for the teaching quality of law major, which will consequently causing law graduates to fail to meet the needs of social development.

### ***2.3. Inconsistency Between Labor Education Evaluation and the Goal of Talent Training***

Labor education is a systematic project. In addition to updating the labor education concept and providing hardware support, it is also necessary to strengthen the closed-loop

management and process control, so as to form an organic whole that comprises the system design system, implementation process system, and examination and evaluation system of labor education and to form a self-adjusting ecosystem as well. [8] Otherwise, labor education, without supervision and evaluation, will have the "preferring construction to effectiveness" problem. According to investigations, a great number of issues regarding labor education require fast resolution. For example, there is no systematic system design for labor education; there are too few teaching methods in labor education [9, 10], voluntary works such as cleaning are too simple; scenario design is not made in combination with the growth law and professional characteristics of college students; college students are not passionate in participating in labor education [11]; no scientific or reasonable evaluation mechanism is available; labor education has the inherent problems of "big pot" and "average score" too. All these problems have led to a weak pertinence and effectiveness of labor education. More important, students become unwilling to work, don't have the ability to work, and don't cherish work. As a result, they are caught in a vicious circle of "slow employment" and "no employment".

### **3. The Correlation Logic Between Labor Education and Law Major Education in Colleges and Universities**

#### ***3.1. New Goals of Labor Education in Colleges and Universities***

Ever since entering the new era, everyone demands for a better life, and they are working hard for it. In 2018, the government put forward the concept of "simultaneous development of five educations" (military and national education, utilitarian education, civic moral education, world view education and aesthetic education) for the first time, and creatively strengthened that "labor is the most beautiful" [12]. To realize the all around development of moral, intellectual, physical, aesthetics and labor education, labor is the foundation. This concept embodies the thought of "people-orientation", further expands the connotation of labor, and extends from material labor to spiritual labor. The important exposition of "beautiful labor" [13] points out the direction of labor education and puts forward higher training requirements for colleges and universities in the new era. In addition, it is the new goal and new connotation of college labor education in the new era. The focus of labor education in colleges and universities in the new era shall be tilted to education and more attention shall be paid to the education of labor characters.

#### ***3.2. New Standards of Law Major Education in Colleges and Universities***

In order to implement general secretary Xi Jinping's talent training goal of nurturing "talents with both political integrity

and ability" and thoroughly implement his law-ruling thoughts, the National Standard for Teaching Quality of Law (hereinafter referred to as the National Standard) has been revised twice respectively in 2018 and 2021. In the two versions, changes are mainly made in the "training objective" and "curriculum system" [14, 15]. It can be inferred from the changes of the latest version that the National Standard is a concrete embodiment of general secretary Xi Jinping's new requirement of colleges and universities in cultivating "talents with both political integrity and ability".

##### ***3.2.1. "Morality" in the Spiritual Level***

In the curriculum system and in the "professional course" module, the core course module of law major has been revised to a "1 + 10 + X" classification mode. Here, (1) "1" refers to the adding of the course "Introduction to Xi Jinping's Rule of Law Thought" as a compulsory course. Xi Jinping's rule of law thought, as a general rule of law in professional law talent training, is a mandatory requirement for training high-quality law talents, and is a specific manifestation of the fundamental task of "training for whom" and "how to train". Xi Jinping's rule of law thought always sticks to the combination of the basic principles of Marxist rule of law and the reality of China's rule of law construction, adheres to the combination of the basic principle of Marxist rule of law and Chinese traditional law culture. From the course "Introduction to Xi Jinping's Rule of Law Thought", college students can be guided to build up their confidence in the culture of rule of law. (2) The course "Professional Ethics of Law" is added to 10 core professional courses. Professional ethics is a quality category above professional knowledge, which echoes the training objective of "cultivating talents with both political integrity and ability". Talent training in colleges and universities shall not only focus on the teaching of knowledge, but also on building morality and cultivating talents. The colleges and universities should nurture law talents who can really contribute to the socialist modernization in the country.

##### ***3.2.2. "Law" in the Knowledge Level***

Two changes have been made to the "training objectives": (1) added the requirements of "familiar with international rules" for the teaching content of international law, and (2) modified the talent training type from "professional talents" to "applied talents". On the one hand, adding the requirements of "familiar with international rules" to the National Standard is an irresistible trend of social development in the new era. As the world economic becomes rapidly globalized, the scale of China's foreign trade is growing fast too, which will definitely bring an increase of international trade disputes. However, from the current situation of the ability and quality of foreign-related legal practitioners, applied foreign-related talents are in great shortage. As a place for training foreign-related legal professionals, colleges and universities should attach more importance to the cultivation of innovation and entrepreneurship of foreign-related legal professionals. On the other hand, the National Standard changes the training type of legal professionals from "professional talents" to "applied talents", which further expands the "caliber" of legal

talent training. It is also the essential requirement of talent training. Through the education and training in colleges and universities, students will not only become professional legal talents; more importantly, they will become applied legal talents who can use the law to maintain social fairness and justice and further realize the rule of law vision in which the people respect, abide by, use and protect the law in the whole society.

3.3. Integration of Labor Education and Law Major Education in Colleges and Universities

3.3.1. Integration of Content

Labor education is incorporated, in the form of courses, into the talent training program of law majors in colleges and universities. (1) In terms of affiliation, the labor education curriculum is a part of the curriculum module in the talent training program of law majors, and they have a part-and-whole relationship. Therefore, as far as law majors are concerned, the teaching objectives of labor education courses in colleges and universities must serve the overall goal of law talent training. Hence, the design of teaching objectives and contents of labor education in colleges and universities shall firstly be based on the objectives and contents of the relevant college stages in The Outline for Guiding Labor Education in Universities and Primary and Secondary Schools (Trial) (hereinafter referred to as The Guiding Outline), and secondly comply with the overall objective of the talent training program for the law major. The labor education curriculum shall ultimately serve the objectives of law professional training. (2) The labor education course shall be parallel to and collaborative with other courses in the law

talent training program. As for how the courses shall coordinate, look at the relationship between the education contents below.

3.3.2. Integration of the Objectives

The Guiding Outline has clearly pointed out the general objective of labor education in colleges and universities and requires the colleges and universities to help college students establish correct labor values by means of compulsory courses or other means, to make them love labor, understand labor and be able to work, so as to comprehensively improve the labor quality of college students. [1] The National Standard for Teaching Quality of Law (2021 Edition) takes the training of law talents with political integrity and ability, legal service ability and innovation and entrepreneurship as the training objective. [15] As can be seen in Table 1, the objective of labor education is to make students love labor, understand labor, and be able to work. For college students, through comprehensive humanistic edification and professional practice, they can develop a passion for the major, learn independently, and take active part in practices and voluntary services. They can understand the value of labor by using professional skills in activities and reflect on the application of professional skills in professional practice, which will promote their autonomous learning of the major and form a virtuous circle effect. Therefore, they are highly interactive and common in form, content and value orientation. The general objective of labor education is in parallel and in frequency resonance with that of law education in colleges and universities.

Table 1. Comparison of the correlation between labor education and law major education.

Objective of labor education in colleges and universities		Training objective of legal professionals	
Content	Interpretation or embodiment	Content	Interpretation or embodiment
Love labor (mental outlook)	Take active part in all kinds of daily, productive and service work, do their job well and help others regularly.	Love research and learning (learning attitude)	Actively learn professional knowledge, participate in professional practice, take part in professional volunteer services, read a lot of professional books, and participate in practice and training in spare time.
Be able to work (skills)	Strong self-care ability in daily life, good professional learning and speculation ability, and good living and learning habits	Strong ability (professional skills)	Be able to form a professional theoretical system, have the basic skills to flexibly apply the theoretical system to professional practice, and be innovative and entrepreneurial.
Understand labor (value orientation)	Be able to practice the Marxist concept of labor, understand that labor is not distinguished between good and bad, and establish correct labor values.	Solid literacy (professional thinking)	Master the thinking and research methods of law major, have good humanistic and scientific literacy, develop good moral character, sound professional personality, strong legal professional identity, and have a sense of responsibility and sense of mission to contribute to the country.

3.3.3. Key Elements of Integration Practice

According to the analysis in Table 1, college labor education and law profession education are highly interactive and common in the subject, method, content and value orientation. Theoretically speaking, it is feasible for them to effectively integrate and cooperate in educating people. However, it should also be noted at the practical level that The Guiding Outline has specific education content and requirements for different academic stages. The essence of labor education is to cultivate correct labor values by mobilizing people's subjective initiative to

participate in labor activities. In order to effectively implement labor education and achieve good results, the basic situation of law major students, the characteristics of the law discipline, and the professional requirements in higher education shall all be taken into account to design appropriate education content and methods to attract college students to participate. Otherwise, the teaching activities will be unattractive, and the students will not be interested. Consequently, the education effect will be greatly compromised.

## 4. Exploration of the Path of Synergy Between Law Major Labor Education and Professional Education

An essential analysis of the similarities and differences between labor education and professional education indicates that labor education and professional education are in the same direction and in the same frequency, and the integration of them can amplify the effect of education. Labor education is ideological, social and practical. It is the integration of explicit education and implicit education. The curriculum teaching of labor education is different from the dissemination of general curriculum knowledge. The teaching method of labor education is not only to teach theoretical knowledge in a big way, but also transmit values silently, so as to combine theories with practice. To achieve the goal of training high-quality legal talents, it is necessary to combine the commonality of professional education and labor education, to adjust measures based on the actual conditions, to innovate teaching methods and means, to give play to the effect of collaborative education, and to realize their common goals.

### 4.1. Combining Online Self-Learning with Offline Interactive Counseling

With the rapid development of online learning sharing platforms and the change of students' learning environment, labor education courses shall full utilize modern information technology to innovate the teaching methods, that is, to take advantages of the high-quality labor education resources of the colleges and universities of different regions, levels and types on learning platforms such as MOOC, Treenity, and Xuexitong. For example, colleges and universities can use the national quality courses or first-class courses on the MOOC as online courses, combine online teaching with offline teaching, and make the best of smart teaching apps. In addition, they can conduct in-class tests and after-class interaction and check students' learning progress at any time through the management platform, so as to improve the quality of in-class teaching.

### 4.2. Combining In-class Theoretical Lecturing with Extracurricular Practical Experience

When teaching the "Labor Law" course, teachers can require students to do social research homework, such as to conduct a questionnaire survey on the protection of labor legal rights and interests. Firstly, students can design a survey scale by themselves according to the survey requirements, and then carry out the questionnaire survey. According to the survey results, they can make a statistical analysis on the labor dispute awareness and solution. Finally, students can analyze the effective data collected in the questionnaire survey, draw a conclusion and put forward a solution. The teachers can also organize their students to make a research on the awareness of labor safety and rights protection in rural areas, from which students can fully understand the problems and status quo of labor rights protection among migrant workers. This teaching method of combining theoretical lecturing with

extracurricular practical experience takes students from a world with intangible and boring book knowledge into a real world with practical activities. It is a useful supplement to the traditional classroom and book teaching. From this problem-based teaching, students can not only master the research methods of designing the questionnaire and survey on the protection of labor legal rights and interests, but also develop stronger interests in professional learning. Through the questionnaire survey, students will pay more attention to social practical problems, contemplate more on the importance of professional law knowledge and be more willing to popularize labor law knowledge among the public. The interactive situational teaching method strengthens students' confidence in law learning and cultivates their passion for labor and law major.

### 4.3. Combining Theoretical Knowledge with Practical Needs

China always attaches great importance to the integration of knowledge and practice. When general secretary Xi Jinping was visiting China University of Political Science and Law, he stressed that "Legal education is highly practical, and we should promote the combination of theory and practice and motivate students with more positive attitudes." Therefore, colleges and universities should actively guide students to apply theoretical labor knowledge in practice. For example, they can guide students to set up a legal clinic, to participate in a "Challenge Cup" competition or innovation and entrepreneurship competition, etc. Through training in professional associations and professional competitions, students can apply theoretical labor knowledge to solve actual problems. Combined with their schooling orientation, teachers should take the initiative to guide students to explore the characteristics of local craftsmen and apply interdisciplinary theories, such as industrial intellectual property rights and great power intelligent manufacturing, to their works, so as to truly "write papers and achievements on the land of China". Students having achieved excellent results can share their achievements and reflections in the form of meetings or any other form so that they can truly understand the value concepts of "respecting labor" and "loving labor". This is of great significance for students to pay attention to practical problems, establish professional self-confidence, and deeply understand the labor spirit and craftsman spirit.

### 4.4. Combining Process Management with Result Evaluation

The evaluation method of labor education curriculums shall be reformed, and a new evaluation model shall be established according to the principles of "in place" and "participation" of labor education.[3] The evaluation shall include both process evaluation and result evaluation. The former shall be mainly based on the results of online learning platforms (e.g. Xuexitong, etc.), and the latter shall be mainly based on the results of offline extracurricular homework. In result evaluation, the instructor should be "present" and actively participate in labor, practice, and demonstration. Then the instructor shall

assess the students' performance in terms of "labor attitude, labor ability and labor value". In the principle of "collectivity" in labor education, in the face of the real situation, students shall finish their extracurricular homework in groups, and their performances shall be assessed by members in their separate groups as well as the instructor. Through interactive and situational on-site labor education, students shall be guided to the correct labor attitude, to respect and share labor achievements, and to develop good daily habits.

#### **4.5. Combining Campus Culture Edification with Innovation and Entrepreneurship Education**

In the National Standard for Teaching Quality of Law, there are also relevant provisions on innovation and entrepreneurship education which requires theory teaching to realize the function of ideological and political education and develop college students' innovation and entrepreneurial competence. It is an inevitable requirement for colleges and universities to closely combine labor education with innovation and entrepreneurship education in order to build morality and cultivate people through labor. It is a concrete embodiment of the concept of education on the basis of OBE (result-oriented). The training of applied law talents shall highlight the labor education function of practice links such as teaching practice, social practice, and innovation and entrepreneurship, so as to make model worker spirit, labor culture and craftsman culture a direction of the second classroom and to constantly expand the methods and means for developing curriculums of labor education.

### **5. Conclusion**

Great times breed great theories, and great theories guide great projects. In the new era, the horn of "simultaneous development of five educations" has sounded; the new connotation of labor education and the new standards for cultivating legal professionals have emerged in succession. This provided a theoretical basis and practical means for the collaboration between labor education and professional education. Institutions of higher learning should seize the opportunities in the "simultaneous development of five educations", follow the trend, and combine the teaching of labor education knowledge with the characteristics of law students while taking into consideration of the problems in labor education, to develop innovative education and teaching methods, explore the labor knowledge contained in national and regional craftsmen, carry forward the craftsman culture, inject the "beautiful labor" exposition into the knowledge imparting process of labor education and professional education, and train students to focus more on social problems. In addition, through the integration of labor knowledge with students' daily life, the students will establish correct labor values, enhance their professional ethics and professional quality, and strengthen their sense of social responsibility. In this way, colleges and universities generate an effective path of synergy between labor education and law major education, which will truly achieve the goal of cultivating "talents with both political integrity and ability.

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