

Reform of Curriculum Ideological and Political Construction of International Economic Law based on OBE and Three-all Education

Wanchun Zhang^a, Ye Ju^b, and Meiling Lan

Faculty of Law, College of Applied Arts and Science, Beijing Union University, Beijing, China.

^awanchun.zhang@buu.edu.cn, ^bju@buu.edu.cn

Abstract

The Three-all Education and Curriculum Ideological and Political Construction are becoming the top priorities of teaching and learning reform of China's higher education nowadays. As a core law course in the context of globalization, International Economic Law is crucial to the cultivation of undergraduate and postgraduate students' legal thinking in resolving international economic disputes, as well as to the maintenance of China's national interests, national sovereignty and other core socialist values. The OBE education model and philosophy can be applied to the Ideological and Political teaching of International Economic Law in China, so as to achieve the linkage between the Three-all Education, values and education model at the macro level and the micro specific Curriculum Ideological and Political Construction.

Keywords

Three-all education, curriculum ideological and political construction, international economic law, outcomes-based education.

1. Introduction

The Outcome-based Education (OBE), the Three-all Education (education with all the members, all the process and all the aspects) as well as the Curriculum Ideological and Political Construction are hot topics of research in contemporary China's education and academic circles. There is a proliferation of applied research that combines various disciplines, majors and curricula. OBE is an educational theory and model that originated in the United States in the 1980s and has become popular around the world, which emphasizes the design and organization of teaching and learning based on students' learning outcomes, further emphasizing the consistency between curriculum teaching and talent training objectives. Such theory is relatively mature and has been commonly applied internationally. Curriculum Ideological and Political construction, as one of the educational philosophies of China's education has become an important work in talent cultivation in universities since the speech of General Secretary Xi Jinping at the National Conference on Ideological and Political Work in Universities in December 2016, and is in the ascendant both at the level of theoretical research and practical operation of curriculum construction. The Opinions of the CPC Central Committee and the State Council on Strengthening and Improving the Ideological and Political Work of Universities under New Situation in February 2017 called for "all the members, all the process, all the aspects" education, making ideological value guidance run through the whole process and every link of education, and forming a long-term mechanism of educating people in teaching, research, practice, management, service, culture and organization. The Three-all Education has become the basic principle for strengthening and improving the Ideological and

Political work in universities. In April 2020, the Ministry of Education and other eight departments issued the Opinions on Accelerating the Construction of Ideological and Political Work System in Universities, which once again confirmed guiding principles of curriculum Ideological and Political construction and the institutional mechanism of educating by all members, in the whole process and in an all-round way.

Can OBE, which originated in the US, intersect with Three-all Education and Curriculum Ideological and Political Construction which are indigenous to China? How the two intersect? what are the points of intersection? How to set up the core concept of Ideological and Political theories teaching in all courses from the essential requirement and fundamental goal of education? How can OBE be applied to the Ideological and Political teaching of International Economic Law course to improve the effectiveness of Ideological and Political teaching? This study takes the International Economic Law course as an example and a starting point, expecting to explore the implementing feasibility and pathways through the combination of the above two educational concepts in the course. It is worth noting that this paper aims to use international economic law as an example to address the implementation of educational concepts of OBE and the Three-all Education, the specific curriculum design of International Economic Law is not to be addressed in this paper. The specific curriculum design of international economic law is not addressed in this paper. This paper addresses the general logical relationship and unity of OBE, the Three-all Education and Ideological and Political construction in International Economic Law, namely the alignment of the macro level of values and educational patterns with the curriculum Ideological and Political construction.

2. The Application and Practice of OBE in Higher Education

OBE originally appeared in the basic education reform in the United States and was not created for higher education.

2.1. The Source and Core of OBE

In the 1980s, with President Ronald Reagan's efforts to weaken the U.S. Department of Education and the release of *A Nation at Risk: The Imperative for Education* by the National Commission on Excellence in Education, American education reform began and the typical American pattern of knowledge indoctrination began to change. In the late 1980s, American educationalist E.D. Hirsch made several influential attacks on radical educational reform, advocating an emphasis on "cultural literacy". He claimed that what every American once knew was now only partially known and that American children lacked of literacy. Hirsch's ideas sparked a national debate about educational standards and made a significant impact in the 1990s and 21st century. In the early 1990s, U.S. states adopted several standards-based reforms, creating the Texas Assessment of Academic Skills (1991), the Washington Assessment of Student Learning (1993), the CLAS in California (1993) and the Massachusetts Comprehensive Assessment (1993), etc. In the 1990s, most states and districts adopted OBE to a greater or lesser extent, with establishing a committee in the state to adopt the standards and create a performance-based assessment to evaluate "learning outcomes". In the early 1990s, the "outcomes" were often non-academic in nature, but in the early 21st century the term "high standards" was instead adopted, which often led to very difficult tests. At the national level, Congress passed Goals 2000 Act in 1994. The best known and most far-reaching standards-based education law in the USA is the No Child Left Behind Act of 2002, which requires certain measurements as a condition of receiving federal education funds. Each state is free to set its own standards.

OBE was born as an educational paradigm and theory against the backdrop of the great tide of educational reform in the United States. From the 1980s to the early 1990s, OBE was very popular in American education field. In addition, CBE (Competency-based Education) or OFE is

similar to OBE. CBE was first developed in Canada. The competencies in CBE are divided into specific competencies, general competencies and vocational competencies. A specific competence (expressed in the form of a learning module) is made up of knowledge, attitude, experience and feedback, 6-8 specific competences make up a general competence and 8-12 general competences make up a vocational competence. CBE is therefore an occupational competency-based pattern of teaching and learning, cross-cutting with OBE but with a different focus.

According to Turk: Outcomes-based Education and Outcomes Focused Education (OFE) are synonymous. Both OBE and OFE are structures and systems in which learning outputs drive the entire curriculum activities and the assessment of students' learning outputs.

As the most important advocate of OBE, American scholar Spady systematically and comprehensively introduced the concept of "Outcome-Based Education" in 1980 in his article Outcomes-Based Instructional Management: A Sociological Perspective. And OBE theory was discussed by Spady in detail in Outcome-Based Education: Critical Issues and Answers, which contains seven chapters and corresponding seven questions. According to Spady, OBE means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.

He believed that OBE achieves a paradigm shift in education, because in the OBE pattern of education, what and whether students learn successfully is far more important than how and when they learn it. Since then, American government has introduced policies that require schools to improve student learning outcomes through a variety of approaches, including curriculum, instruction and assessment. Education Accrediting Agency of the American Council for Accreditation of Engineering and Technology Education (ACETE) was the first to introduce the "outcomes-based" accreditation standards to reform engineering education in the US. As the theoretical research on outcomes-based education courses matured, the idea quickly became popular worldwide and permeated university curriculum reform in many countries and regions.

Spady's OBE pyramid (Figure 1) contains "5P" and "5D": from the top to the bottom of the pyramid, "5P" are respectively one paradigm, two purposes, three premises, four principles and five practices. Contents of "5D" in terms of practice are: define outcomes, design curriculum, deliver instruction, document results, and determine advancement.

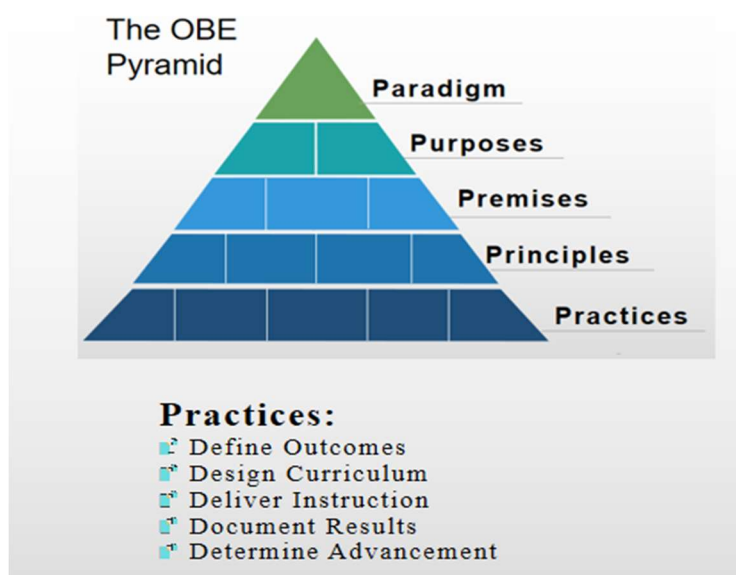


Figure 1. The OBE Pyramid

OBE began in the United States and expanded worldwide. The Western Australian education sector defines OBE as “an educational process based on the achievement of specific learning outputs for students. Educational structures and curricula are seen as means rather than objectives. If they do not contribute to the development of specific students’ competencies, they are rebuilt. Student outputs drive the operation of the education system.” The Grants Committee of Hong Kong University has been calling on tertiary institutions since 2006 to make the most of the opportunity to develop OBL to enhance the quality of learning and teaching. Various funded institutions in Hong Kong then responded by renewing their undergraduate curricula.

OBE concept is underpinned by the concept of “student-centered” education, which links the objectives, content, design and evaluation of the curriculum with the “learning outcomes”, and is a corrective to the fragmented nature of the curriculum and teaching in higher education. In the OBE pattern, the final learning outcomes are the starting point and focus of the curriculum design. The choice of teaching methods and the use of assessment methods all revolve around the final learning outcomes. Reverse design is a core rule in OBE philosophy, namely curriculum and instructional design being determined in terms of the desired end learning outcomes for students. The selection of course content is therefore an important concern in the implementation of the OBE concept, and it requires the selection of content that is central to “achieving” or “supporting” the final learning outcomes.

3. The Intersection of OBE and Curriculum Ideological and Political Construction

3.1. Double Confirmation of Undergraduate Teaching Standards for OBE and Curriculum Ideological and Political Construction

In 2018, the Ministry of Education issued the National Standards for The Teaching Quality of Undergraduate Majors in Colleges and Universities. This is the first national standard for teaching quality of higher education in China. The principles and ideas followed include student-centered and results-oriented education. This standard focuses on stimulating students’ learning interest and potential, innovating forms, reforming teaching methods and strengthening practice to promote the transformation of undergraduate teaching from “teaching well” to “learning well”.

What is meant by an outcome orientation is to highlight the output orientation. Outcomes are clear, visible and verifiable results about student learning at the end of a learning experience or afterwards. It requires to take the initiative to dovetail with the needs of economic and social development, set the objectives of talent trainings scientifically and reasonably, improve the talent training program, optimize the curriculum and update the teaching content, so as to effectively improve the degree of goal achievement, social adaptation, condition assurance, quality assurance effectiveness and result satisfaction of talent training. This results-oriented statement was reaffirmed in another document on undergraduate education issued by the Ministry of Education in October 2018: Adhere to service needs and effectiveness orientation. Be proactive alignment with economic and social development needs, optimize the structure of majors, improve the curriculum, update the teaching contents and improve the teaching methods, so as to effectively improve the goal achievement, social adaptation, condition guarantee, quality assurance effectiveness and result satisfaction of talents training in universities. The 92 professional categories covered by the National Standards for Teaching Quality of Undergraduate Professional Categories in Colleges and Universities promulgated for the first time all have content requirements for education on core socialist values and Ideological and Political education. Professional education is organically integrated with

Ideological and Political education, and the cultivation of talents should not only cultivate qualified builders, but also reliable successors, who must be equipped with both moral and intellectual abilities and cultivate both moral and academic skills.

3.2. The Inner Relation between OBE and Curriculum Ideological and Political Construction

In higher education, compared with the traditional education model, OBE pays more attention on the development of competencies that students should have by the time they graduate. Research and practice on OBE theory in China initially focused on engineering education, where learning outcomes are more visible, and easy to measure. For example, in the Accreditation Standards for Engineering Education (2015) promulgated by China Engineering Education Accreditation Association (CEEAA), each part of the graduation requirements using action verbs to express the competencies that engineering graduates should possess, such as: apply, identify, express, research & analyze, design, consider, develop, select and evaluate, etc. These competencies are to some extent easier to present than in the humanities and social sciences. In recent years, however, the application of the theory has gradually expanded to almost all other disciplines, including Law.

Generally speaking, learning outcomes are the desired outcomes that students need to achieve after completing their learning, including knowledge (what students should know/understand), competencies (what students should be able to do) and qualities (values and attitudes that students should have, etc.). The hierarchy of competencies is: mastery of specific knowledge and skills → the ability to apply knowledge → the ability to perform roles. This is in fact the same as the path of our Curriculum Ideological and Political Construction, which is from learning concepts to applying them then to clarifying individual responsibilities and obligations, and achieving the organic unity of knowledge transfer and value guidance. In consequence, the design of teaching and learning by using the OBE concept in combination with Curriculum Ideological and Political Construction has a feasible basis.

The application of OBE in professional courses teaching is being widely discussed. But how can the study of Ideological and Political construction in professional courses be integrated with the OBE concept? There are no ready-made practical paths to follow at present.

4. Ideological and Political Values and Cultural Core in International Economic Law: The Unity of OBE and the Three-all Education

Curriculum Ideological and Political Construction adheres to the fundamental requirement of establishing moral education and integrating the cultivation and practice of socialist core values into the whole process of education, so as to achieve the organic unity of “knowledge imparting” and “values guidance”. The International Economic Law course is more difficult to understand and grasp than the courses of Civil Law and Criminal Law because of its complex framework, the large number of treaties, the variety of legal sources, the different legal systems and the many national laws involved, as well as being far away from life. The difficulty of this course also reduces the interest and motivation of students. In this context, it is impossible to achieve the desired effect of learning by simply asking students to work hard or by merely relying on some changes in teaching techniques and tools. Consequently, the organic unity of “imparting knowledge” and “leading by values”, which is emphasized in Curriculum Ideological and Political Construction, is a major opportunity to change the construction of foreign-related law courses.

4.1. The Educational Attributes of Curriculum Ideological and Political Construction in the Scope of Values and Ethics Education

Curriculum Ideological and Political Construction is a product of socialist education theory with Chinese characteristics, and the international theories closely related to it are the theory of value education and the theory of moral education. In the 19th century, the German educator Herbart argued that teaching without moral education was only a means without an end, and moral education (or character education) without teaching was an end without means. Since the 1980s, values education has gradually become a hot topic of research in the international academic community. The value clarification theory of L. Raths and the value reflection theory of C. Beck are the current hotspots of values education theory, and the research on values education in Western countries is now more scientific and disciplinary, with scholars emphasizing the importance of teaching community values, common values and equal values to members of society, but still following the values system dominated by individualism and liberalism. However, it still follows a system of values dominated by individualism and liberalism. Of course, if one traces values education back to its superordinate concept of moral education, the contemporary classical Western theories are diversified. The utilitarian moralism of Bentham and Mill, the moral education theory of Spencer, the social moral education theory of Durkheim and the pragmatic moral education theory of Dewey are typical representatives. We should take care to learn the lessons from the “Anthropological Absence” in moral education theory and practice that exists in various traditional moral education models, while the best elements of value education theory and moral education theory, especially the approaches and methods, are worthy of our reference.

Domestic research on Curriculum Ideological and Political Construction began after General Secretary Xi Jinping’s speech at the National Conference on Ideological and Political Work in Universities in December 2016. In December 2016, Cao Wenzhe published a newspaper article entitled Taking “Curriculum Ideological and Political Construction” as a Handle to Innovate the Means of Education, which received 11 citations and can be regarded as the beginning of Curriculum Ideological and Political Construction. In 2017, Gao Deyi and Zong Aidong published From Ideological and Political Curricula to Curriculum Ideological and Political Construction: Constructing the Ideological and Political Education Curriculum System of Universities from a Strategic Height (133 citations) and Curriculum Ideological and Political Construction: The Necessary Choice to Effectively Play the Role of the Main Channel of Classroom Education (104 citations), systematically proposing the thought transformation from Ideological and Political Curricula to Curriculum Ideological and Political Construction, which provoked a great influence. Starting from the essential requirement of “educating people” in higher education, establishing the core concept of Curriculum Ideological and Political Construction, it emphasizes that school education should have the educational synergy of a 360-degree “melting pot” of moral education. The classroom teaching process itself is the main process of educating people and the most important way to teach and educate people; knowledge imparting and value guidance are the basic forms of educating people and the most effective implementing form of schools; and value guidance is the core objective of Curriculum Ideological and Political Construction.

4.2. The Significance of Communicating Culture and Values in Curriculum Ideological and Political Construction

On 30 December 2013, Xi Jinping pointed out in the 12th Collective Study on Improving National Cultural Soft Power that to improve national cultural soft power, efforts should be made to consolidate the roots of national cultural soft power, to spread contemporary Chinese values, to demonstrate the unique charm of Chinese culture and to improve the international discourse. Core values are the soul of cultural soft power and the focus of cultural soft power

construction, which is the deepest element in determining the nature and direction of culture. A country's cultural soft power fundamentally depends on the vitality, cohesiveness and appeal of its core values.

Hao Lixin (2016) argues that values should be viewed from a cultural perspective. Culture has certain value attributes-both in the sense that values are the core content of culture, and in the leading role of certain value goals for culture. It is therefore important to adhere to the correct value orientation of cultural development and to make the cultivation and practice of values a top priority in cultural construction. The importance of core values is clarified on the basis of the excellent Chinese traditional culture, and the essence of core values is elaborated on the basis of contemporary China. To lead contemporary university students to scientifically understand the complex and contemporary cultural phenomena and to enhance cultural confidence requires cultural self-awareness, and needs to understand and grasp culture in three dimensions: the practical basis of culture, the core content of culture and the manifestation or expression of culture. Han Wenqian (2015) considers core values as the soul of cultural soft power. Hu, Yunan (2014) points out that any value exists in cultural form, culture reflects value, and value reflects culture. Education on core socialist values should not remain at the level of purely theoretical preaching, but should be linked to students' emotions, cognition and behavior, allowing students to fully participate in theoretical exploration and practical experience, and promoting the correct formation of values in the cultural learning and legal culture of the law curriculum. A country's soft power derives mainly from its culture, values and policies (both internal and external policies). China's "soft power" is reflected in two main areas: the attractiveness of China's excellent traditional culture and the attractiveness of China's impressive achievements since its reform and opening up.

4.3. Research Status of "+ Culture" and Curriculum Ideological and Political Construction of Law

According to CNKI, from the end of January 2017 to the end of January 2019, there were 295 pieces of literatures with the title keyword "curriculum Ideological and Political construction". From public courses such as College English and Higher Mathematics to professional courses, they cover different disciplines and professional fields; however, there are very few papers in the field of law or legal studies. There are 46 articles themed by "curriculum Ideological and Political construction", with the title including "Law", all of which, however, are based on the course "Ideological and Moral Cultivation and Legal Basis". The search for the subject terms "culture" and "curriculum Ideological and Political construction" resulted in 14 valid articles, but they were scattered in tea culture, Chinese medicine culture and red culture, while not in the field of law. The search for the subject terms "curriculum Ideological and Political construction" with "law" or "jurisprudence" yielded zero results.

The Four Self-confidences of socialism with Chinese characteristics include cultural self-confidence, and the goal of Curriculum Ideological and Political Construction" is also to cultivate and educate people with culture. Consequently, with culture as the foundation, how to seamlessly integrate China's core socialist values into the curriculum knowledge points, in the context of adhering to Chinese culture and bridging the cultural differences between China and foreign countries, is a painful point worth exploring and solving in the curriculum Ideological and Political construction of foreign-related Law courses.

5. Reflections on the Path of Curriculum Ideological and Political Construction in International Economic Law for Postgraduates

Undergraduate and postgraduate students differ to a greater or lesser extent in terms of educational paradigms, educational aims, educational outcomes and educational approaches.

However, based on the continuity between undergraduate and postgraduate students in terms of teaching foundations and content, the similarity of the choices they face after graduation and the resulting similarity in feedback on educational outcomes, postgraduate courses also need to think highly of curriculum Ideological and Political construction. This paper attempts to present the particularities and solutions to the Ideological and Political construction of postgraduate and undergraduate courses in International Economic Law.

5.1. The Special Characteristics and Problems of the Ideological and Political Construction of Postgraduate Courses

Postgraduate curriculum construction in International Economic Law is not only a question of a course, but also a question of the overall construction of the law faculty or law school. The construction of a special postgraduate course in International Economic Law is also not only a question of the target audience of postgraduate lectures, but also a question of the target audience of undergraduate lectures in the law faculty or law school. This is the logical starting point of the subject, and also the point where the problem will be solved.

The law departments or law schools of various institutions have basically the same course structure of International Economic Law for postgraduate education as undergraduate courses, but there are two approaches in the specific design of the courses: First, universities with law school and International Economic Law major have finely divided International Economic Law into specific course branches, topics or modules. For example, Peking University has broken down the content modules of International Economic Law into postgraduate courses in International Trade law, International Investment Law, International Financial Law, International Tax Law and International Organization Law. Renmin University and China University of Political Science and Law also follow this model. Secondly, for universities that do not have the above, the course is often set up as a separate and unified degree course or professional elective course, and is no longer divided into modules. This approach is mainly adopted by universities that do not set up International Economic Law majors or do not have a law school.

From the perspective of the Double First-class construction of law disciplines nationwide, among the universities announced by the Ministry of Education to have entered the list of Double First-class construction disciplines, Peking University, Renmin University of China, Tsinghua University, China University of Political Science and Law, and Wuhan University belong to the first category. Among these universities, for International Economic Law, some set it up as a separate department, such as Zhongnan University of Economics and Law; some set it up in the School of International Law, such as China University of Political Science and Law; and some set it up as a separate teaching and research department, such as Wuhan University. Neither Peking University nor Renmin University has a separate department or school of International Economic Law. However, regardless of how the above-mentioned universities with Law as “double first-class” major organize their courses related to International Economic Law in terms of institution and content, they all implement a thematic or modular approach to teaching postgraduate students, and all break down the specialization of International Economic Law into modules or topics such as International Trade Law, International Investment Law, International Financial Law and International Tax Law. Objectively speaking, this model of postgraduate curriculum construction can be studied, but it cannot be simply borrowed and copied. Obviously, the International Economic Law curriculum for postgraduate students in the Department of Law, College of Applied Arts and Sciences, Beijing Union University, falls into the second situation.

In consequence, how to carry out characteristic construction of postgraduate International Economic Law courses requires an alternative approach. How to break out from the “double first-class” discipline construction of Law? Convergence towards Double First-class

construction standards or adhere to the path of achieving unique characteristics of local universities? This project cannot fully answer the above questions, but it seeks to demonstrate in practice that we cannot follow the lead of the first scenario and the “double first-class” universities.

5.2. Ideas for the Ideological and Political Construction of Postgraduate Course in International Economic Law

How to break through in the construction of “double first-class” disciplines in Law and respond to the above-mentioned logical starting and ending points? The special features of the International Economic Law course should be designed as follows: implementing the concept of “Three-all Education”, emphasizing the Ideological and Political construction of course and strengthening the transition from Ideological and Political teaching to professional Ideological and Political construction, educating people with culture and literature, using the idea of “+ culture” throughout course, tapping into elements of Chinese culture and Sino-foreign cultural exchange, and infusing core values into cultural materials. Emphasize on bilingualism, through SPOC\MOOC and other technical means, to increase the interest of postgraduate students in research and learning, enhance the quality of research, academic excellence and talent of students.

5.2.1. Perceived Importance of the International Economic Law Course Cluster

The Comprehensive International Law, with International Economic Law at its center, comprises International Law, International Economic Law and International Private Law. Of these three courses, International Economic Law is regarded as the “jewel in the crown of law” and the most difficult and complex course. However, nowadays, with an increasingly globalized economy, China, as the largest developing country and the second largest economy in the world, is participating more and more in international and global economic and trade rules. How to improve China’s international competitiveness, cultural soft power and voice, and how to equip law students with the knowledge of International Economic Law to serve society and the country in such strategies as the Belt and Road? It is the only choice to learn International Economic Law and to pay attention to the construction of the special features of this course.

5.2.2. Perceived Importance of the International Economic Law Course Cluster

Since it is very difficult to achieve the goal of Double First-class course, according to the principle that it is easy to turn the rudder when the boat is small, it is possible to implement the national and ministerial policies and concepts of the Three-all Education and Curriculum Ideological and Political Construction more quickly, which is also an opportunity of corner overtaking for the law schools or departments. Thus, neither undergraduate nor postgraduate students should be an exception. The implementation of the Three-all Education and Curriculum Ideological and Political Construction is a mission to build the characteristics of International Economic Law. Thus, the above concepts should be fully and seamlessly carried out, whether in the teaching documents or in the usual lectures.

5.2.3. Construction of the Cultural Materials Library

It is a new and challenging perspective to take culture as a root and combine the promotion of Three-all Education with ethics education and International Economic Law course. Culture is the root and the bridge, bridging East and West, history and the future, carrying the education of students and nurturing people through culture. Dig into all the knowledge points of the course and go behind the scenes to find out the historical heritage and cultural roots. Legal knowledge is inherited with a story, digging out the heritage clues and veins. Cultural roots and heritage firstly aim at the key points and difficulties of the courses, and secondly popularize each knowledge point and build it into a library collection of materials.

5.2.4. The Implementation of the Three Narratives Approach

“Three narratives” mean telling stories, cases and history (context). After digging into the cultural factors and background of all the knowledge points, how to elaborate and implicitly educate into the classroom and students’ minds in a limited time? One is modern educational technology tools, and the other is narrative style. We can make full use of MOOC/SPOC, flipped classroom, WeChat platform and other technical means, and then elaborate on them through the “three narratives” style. The more abstract and boring the knowledge, concepts and principles are, the more it is necessary to dig out concrete and real history, the more it is necessary to collect easy-to-understand cases, and the more it is necessary to tell vivid and fascinating stories. For example, in the field of Foreign Investment Law, the introduction of the Sino-foreign Joint Venture Law in 1979 was not only the merit of the old generation of revolutionaries such as the Chief Designer Deng Xiaoping, but also the power of the general public. The Great Escape paved the backdrop of our reform and opening up with the lives and blood of more than one million people. In addition to millions of people fleeing Hong Kong, Konosuke Matsushita and the CEO of GE (General Electric Company), both of whom came to China to negotiate, compared Sino-foreign joint ventures to “marriage” to help China understand, which are the cultural issues behind the law and the scope of Sino-foreign cultural exchanges.

5.2.5. Internationalized and Bilingual Curriculum Development

The internationalization of higher education is increasingly a source of victory and an important factor for the long-term international competitiveness of the country in the knowledge-based competition of the world economy by increasing its talent and technological advantage. With the globalization of the economy and the strengthening of international education services after China’s accession to the WTO, bilingual teaching has become an inevitable requirement for the training of innovative legal talents. In 2002, the Ministry of Education issued the Evaluation Plan for Undergraduate Teaching in Ordinary Higher Education Institutions, which included bilingual teaching as an important assessment indicator and included it in the Evaluation Index System for Undergraduate Teaching in Ordinary Higher Education Institutions. In 2004, the Evaluation of Undergraduate Teaching Levels in General Higher Education Institutions (for trial implementation) further proposed that bilingual courses should include In 2004, it was further proposed in the Evaluation Program for Undergraduate Teaching Levels of General Colleges and Universities that bilingual courses should be defined as those courses which adopt foreign language teaching materials and the number of hours of foreign language teaching should reach 50% or more of the class hours (except foreign language courses); the proportion of bilingual teaching in suitable majors, especially Biotechnology, Information Technology, Finance and Law, should be more than 10%. The construction of bilingual courses is not only part of undergraduate teaching, but also a construction project that must be emphasized in postgraduate teaching and research. No matter from which perspective, the bilingual construction of International Economic Law as a postgraduate course is a must. However, based on the structure of the faculty and other factors, the construction of a bilingual course for postgraduate students majoring in Law is currently not given much attention. The aim of this project is exactly to provide a modest breakthrough and demonstration of this problem.

References

- [1] Information on <http://www.sizhengwang.cn>.
- [2] E. D. Hirsch: Cultural Literacy: What Every American Needs to Know, Random House USA Inc; 1st Vintage Books (1 May 1988).
- [3] Information on <https://www.k12academics.com>.

- [4] Information on <https://en.wikipedia.org/wiki/Outcome-based-education#United-States>.
- [5] William G. Spady: Competency-Based Education: A Bandwagon in Search of a Definition, *Educational Researcher*, Vol.6 (1977) No.1, p.9-14.
- [6] William G. Spady: The Concept and Implications of Competency-Based Education, *Educational Leadership*, (1978) No.36, p.16-22.
- [7] William G. Spady and Douglas E. Mitchell: Competency-Based Education: Organizational Issues and Implications, *Educational Researcher*, Vol.6 (1977) No.2, p.9-15.
- [8] Amundson N. E., Poehnell G. R.: *Career Pathways*. Richmond: Ergon Communications.1995; Lock R. *Taking charge of your Career Direction* (3rd ed). Pacific Grove Books/Cole.1996.
- [9] Tucker S.E.: Literature Review: Outcome-focused Education in Universities [OB/EL]. Learning Support Network, Curtin University of Technology. <http://lsn.curtin.edu.au/outcomes/docs/LitReview.pdf>.
- [10] William G. Spady: *Outcome-Based Education: Critical Issues and Answers*. Arlington, The American Association of School Administrators, Arlington, 1994.P8.
- [11] Peiyun Liang: Outcome-Based Learning and Quality Improvement in University Teaching and Learning: An Example of Practice in Chinese Language Subjects, *Journal of Educational Sciences Research*, Vol. 58 (2013) No.4, p.58-1-35.
- [12] Bo Jiang: OBE: Outcome-based education. *Foreign Education Studies*, (2003) No. 3, p.35.
- [13] Information on <http://www.moe.gov.cn>.
- [14] Herbart: *General Pedagogy*, People's Education Press, 2015.
- [15] Clive Baker: *Learning to Live the Good Life: The World of Human Values*, Central Compilation Press, 1997.
- [16] Lixin Hao, Jiangtai Tian: An Exploration of Strategic Thinking on Cultural Development in Contemporary China. *Cultural Soft Power*, Vol.1 (2016), p.43-48.
- [17] Wenqian Han: Core values are the Soul of Cultural Soft Power. *Frontline*, (2015) No.5, p.34-36.
- [18] Yunan Hu: Heritage and Innovation in University Culture. *China Youth Daily*, 2014-11-03(002).
- [19] Joseph Nye: Enhancing National Soft Power is a Smart Strategy for China. *People's Daily*, 2015-02-16(015).
- [20] Bingan Chen: *The Great Escape from Hong Kong*, Guangdong People's Press, 2019.