# A Study on the Teaching Implementation Paths of Ideological and Political Education in Procurement Major Courses

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**Abstract: To address the integration challenges between ideological and political education (IPE) and professional competence training in the practical teaching of the Comprehensive Course Design for Equipment Procurement, this study develops and implements a tripartite integration model termed the "Scenario-Task-Reflection" teaching path. First, we examine the course's potential for delivering IPE content as a bridge linking procurement theory and professional practice, while identifying limitations in the depth and systematic integration of conventional teaching methods. Subsequently, the study elaborates on the theoretical foundations, design principles, and implementation strategies of three core components: constructing high-fidelity scenarios embedded with value conflicts, designing profession-driven tasks that require value-based judgment, and facilitating structured reflection to promote value internalization. The dynamic interrelation and synergistic effects among these components are also elucidated. Through a full-process teaching case centered on competitive negotiation procurement for a certain type of emergency equipment, we illustrate how this approach incorporates core values—such as "combat-oriented procurement," "law-based procurement," "clean procurement," and "quality-first procurement"—into hands-on operational training. Teaching practice demonstrates that this model effectively fosters the integrated development of students' professional knowledge, practical skills, and professional values. It thus offers a referential framework for reforming IPE in similar military professional practice courses.**

**Keywords: Ideological and Political Education; Equipment Procurement; Teaching Pathway**

## 1. Introduction

Strengthening the military hinges on cultivating talent. Modernizing weapons and equipment is a vital indicator of national defense and military modernization, and high-quality equipment procurement serves as its fundamental guarantee. In the new era, warfare is rapidly evolving toward informatization and intelligence, accompanied by the emergence of new types of equipment. Consequently, equipment procurement now exhibits fresh characteristics—it is increasingly technology-intensive, systemically complex, extended in process, and layered with risks. These developments impose unprecedented demands on equipment procurement professionals. They must not only be technical experts proficient in cost accounting and contract regulations, but also "red stewards" who demonstrate political integrity, loyalty, accountability, and incorruptibility[1]. Their professional decisions directly affect the efficiency of national defense resource utilization; their value judgments deeply influence the quality and timeliness of equipment delivery; and their ethical conduct is closely tied to the generation and sustainment of military combat effectiveness. Therefore, integrating ideological and political education (IPE) in a deep, organic, and effective manner throughout the training of equipment procurement personnel—especially in practical teaching—is an essential response to the call for a stronger military in the new era, carrying significant strategic importance[2].

As a core practical course in Equipment Procurement Management (Equipment Economic Management), the Comprehensive Course Design for Equipment Procurement serves as a critical bridge for students to apply

 

procurement theories, regulations, and tools in simulated combat scenarios. It facilitates the transition from theoretical knowledge to practical competence, and from a student mindset to professional readiness.

By simulating the complete equipment procurement process—from planning and program formulation to contracting, acceptance, and documentation—the course offers students a highly authentic operational platform. Its immersive, participatory, and comprehensive nature provides an ideal setting for integrating ideological and political education (IPE). Each plan submission reflects an understanding of strategic needs; each negotiation involves weighing interests against principles; each contract draft tests rigor and responsibility; and each quality inspection demonstrates commitment to standards and loyalty.

Nevertheless, traditional teaching methods show clear limitations in embedding IPE effectively. First, IPE content is often presented as an isolated addition—such as a brief mention of its importance at the start or end of a session—rather than woven into core professional activities, resulting in a disconnected, "two-layer" phenomenon. Second, instruction tends to rely on one-way value indoctrination by the instructor, with few opportunities for students to actively experience, judge, and reflect within authentic professional dilemmas. This makes it difficult for IPE to be internalized into conscious behavior. Third, the identification and integration of IPE elements are often unsystematic and arbitrary, lacking deliberate alignment with course modules and competency training nodes. These shortcomings lead to superficial IPE outcomes that seldom shape students' deeper values or behavioral patterns.

The "Scenario–Task–Reflection" model, as an integrated learning approach emphasizing experience, action, and iterative thinking, offers a promising way to address these challenges. By creating scenarios rich with value conflicts, placing students in simulated tasks that demand judgment and decision-making, and then guiding structured reflection, the model encourages learners to critically examine their own and others' actions, choices, and underlying values. This process promotes the clarification, confrontation, and reconstruction of values. A key strength of this model is that it makes value judgment a necessary part of performing professional tasks, enabling students to achieve synchronized growth in professional knowledge, practical skills, and professional ethics.

Therefore, exploring and developing a tailored "Scenario–Task–Reflection" integration path for the Comprehensive Course Design for Equipment Procurement holds both theoretical innovation value and practical significance. It can enhance IPE effectiveness not only in this course but also across other military practice-oriented programs.

This study follows a logical progression of theoretical construction, path design, practical verification, and refinement. It begins by identifying problems and needs through literature review and teaching observation. Next, it builds a tripartite integration framework by synthesizing relevant educational theories. Subsequently, it designs a concrete implementation path aligned with the course syllabus, followed by teaching case practice and effect evaluation. The study concludes with a summary of findings and future prospects.

## 2. The "Scenario–Task–Reflection" Tri-Integrated Teaching Mode: Theoretical Foundations

### 2.1 Core Concepts

Scenario refers to a simulated, highly realistic professional environment created for instructional purposes. It replicates authentic equipment procurement situations embedded with specific value conflicts or ethical tensions. Key elements include defined roles, constraints, potential contradictions, and a narrative framework. Its primary function is to provide a contextualized field for practical value judgment.

Task denotes a challenging, hands-on activity that requires students to achieve a professional objective within a given scenario. Tasks are deliberately designed to involve value-laden decisions, serving as a bridge that connects scenario immersion with subsequent reflection. They compel students to weigh and address relevant ethical and value-based issues.

Reflection is a guided, structured process in which students review, analyze, and reconstruct their own behaviors, decisions, and the underlying value assumptions demonstrated during task completion. Facilitated by the instructor, reflection is essential for transforming explicit experience into internalized understanding and conviction.

Tri-Integration describes the dynamic, mutually

reinforcing relationship among Scenario, Task, and Reflection. These three components form an organic cycle: Scenarios provide the context for Tasks and Reflection; Tasks represent the core action and become the object of Reflection; Reflection, in turn, deepens understanding of the Scenario and improves judgment in future Tasks. Together, they synergistically promote students' holistic development[3].

### 2.2 Theoretical Basis

This teaching mode is grounded in several established educational theories:

Constructivist and situated cognition theories posit that knowledge is actively constructed through interaction with contexts, and understanding is demonstrated through problem-solving in authentic situations[4]. The tri-integrated path operationalizes this by having students construct both professional knowledge and value cognition through task completion within simulated procurement scenarios.

Kolb's experiential learning cycle theory outlines four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation[5]. The tri-integrated model aligns closely with this cycle: Scenarios supply the concrete experience; Tasks represent active experimentation; and Reflection encompasses reflective observation and abstract concept, thereby fostering the unity of knowledge and action.

Value clarification theory emphasizes that value formation requires conscious choosing, prizing, and acting upon one's beliefs[6]. The model embeds this process: Tasks force students to make choices in complex scenarios, while guided Reflection helps them prize the consequences of those choices, thereby facilitating the development of stable values.

The fundamental educational principles of fostering virtue and cultivating talent, along with the military academy's specific mission of educating for combat readiness, provide the overarching guiding philosophy[7]. The tri-integrated path translates these principles into actionable teaching design: Scenarios mirror combat needs, Tasks forge combat capabilities, and Reflection consolidates combat beliefs.

Finally, reform practices integrating IPE from other professional fields, such as financial management [8] and civil engineering [9], offer interdisciplinary validation and reference for the design of this instructional path.

## 3. Course Characteristics and IPE Analysis of the Comprehensive Course Design for Equipment Procurement

The Comprehensive Course Design for Equipment Procurement holds a pivotal position within the professional training system. It serves as a critical juncture where students' values transition from theoretical cognition to practical application, and from passive understanding to active conviction. The practical, action-oriented nature of this course makes it an ideal stage for observing and addressing issues such as the disconnection between knowledge and practice, or the ambiguity of values. Therefore, the deep integration of Ideological and Political Education (IPE) at this stage is of paramount importance.

Each instructional module of this course naturally constitutes a tiered IPE education matrix, as illustrated in Table 1. This structure provides precise entry points for IPE integration by clearly aligning specific professional activities with defined value dimensions. For instance: The Plan Formulation and Submission module engages patriotism and strategic thinking. The Procurement Scheme Implementation module relates to the rule of law, integrity, and self-discipline. The Contract Conclusion module reflects contractual spirit and a sense of responsibility. The Acceptance and Warehousing module connects to combat effectiveness standards and scientific pragmatism. The File Management module fosters a sense of historical responsibility and standardized awareness. Thus, every key professional task node corresponds directly to a specific value-cultivation goal, enabling a targeted and systematic infusion of IPE throughout the practical curriculum.

In traditional teaching modes, IPE content is often presented as isolated fragments or awkward insertions. This approach disconnects it from the intensive, hands-on operational processes of the course, which can easily lead to a sense of detachment and irrelevance among students. Furthermore, the introduction of IPE elements tends to rely heavily on an instructor's spontaneous delivery, lacking systematic and prescribed alignment with the course's established knowledge framework and competency matrix. As a result, the coverage and depth of IPE are often inconsistent. Additionally, assessment and evaluation have focused almost exclusively on the technical

 

correctness of professional outcomes, with little effective observation or measurement of students' value-based judgments and professional attitudes demonstrated during the learning process. Consequently, IPE risks becoming a vague, intangible task that is difficult to substantively evaluate.

Implementing the tri-integrated mode is a necessary response to these challenges. Its applicability extends beyond military professional courses like equipment procurement; the core principles of this approach have already demonstrated effectiveness in IPE reform within diverse fields such as management [10] and foreign language education [11].

**Table 1. IPE Matrix of Comprehensive Course Design for Equipment Procurement**

| Curriculum Knowledge Modules | Corresponding Ideological & Political Integration Points & Objectives | Typical Teaching Methods |
|---|---|---|
| **Module 1: Equipment Procurement Plan Formulation, Submission & Task Assignment** | **Strengthening the Military & Sense of Mission:** Guide students to deeply understand that procurement plans are fundamentally derived from operational needs and serve the generation of combat effectiveness, thereby establishing a "procurement for combat" mindset. | Introduce scenario-based task backgrounds to explain the connections among equipment requirements, national security, and military missions; facilitate discussions on "why this specific type of equipment is being procured". |
| **Module 2: Implementation of Equipment Procurement Schemes** | **Rule of Law & Procedural Justice:** Enhance students' awareness of strictly adhering to regulations such as the Equipment Procurement Regulations, helping them understand the legal compliance requirements for different procurement methods, and fostering professional habits of acting in accordance with laws and procedures. **Integrity & Honesty:** Emphasize the principles of fairness, impartiality, and transparency in supplier selection and evaluation, building an ideological defense against corruption and cultivating an upright professional character. | Simulate ethical dilemma scenarios (e.g., "improper contact from suppliers"); conduct integrity pledge activities and case-based warning education. |
| **Module 3: Compilation of Equipment Procurement Documents** | **Craftsmanship & Rigorousness:** Cultivate a meticulous and precise attitude towards document preparation, helping students understand the legal implications of document clauses and their critical impact on subsequent contract performance. | Organize peer-review of documents and error-checking exercises; share case studies of disputes arising from ambiguous clauses. |
| **Module 4: Conclusion of Equipment Procurement Contracts** | **Contractual Spirit & Responsibility:** Strengthen awareness of the binding nature of contracts, help students understand the principle of equality in rights and obligations, and instill a performance responsibility mindset where "every word counts". | Simulate contract negotiation sessions to experience clause bargaining and risk avoidance; analyze classic contract dispute cases to clarify accountability. |
| **Module 5: Equipment Acceptance & Warehousing** | **Quality-First & Combat Effectiveness Standards:** Guide students to enforce strict quality control from the perspective of end-users and combat readiness, establish the acceptance philosophy that "quality is paramount," and cultivate a sense of responsibility for safeguarding the final gateway. | Have students role-play as military acceptance representatives to rigorously apply standards; present negative case studies of major incidents caused by acceptance failures. |
| **Module 6: Equipment Procurement File Management** | **Historical Perspective & Professional Legacy:** Help students understand tht procurement files are not merely procedural records, but vital documentation for accountability tracing, experience summarization, and decision-making support, fostering a standardized and rigorous work attitude accountable to history. | Explain the role of files in whole-life-cycle equipment management; simulate file retrieval and problem-tracing scenarios. |
| **Throughout the Course: Team Collaboration & Communication** | **Collectivism & Teamwork:** Cultivate team awareness, communication skills, and collaborative problem-solving abilities through group practice, shaping the leadership and cooperative literacy required for future procurement management roles. | Design task segments requiring inter-group collaboration; conduct team achievement presentations and peer evaluations. |

## 4. Systematic Construction of the "Scenario-Task-Reflection" IPE Teaching Implementation Path

### 4.1 Scenario Construction Path

Scenario construction serves as the starting point of instruction. Effective scenarios are primarily derived from: the transformation of operational assumptions, the adaptation of typical real-world cases, the design of regulatory conflict situations, and the simulation of ethical dilemmas. The construction process must adhere to the principles of authenticity, conflict, immersion,

and explicit value linkage. This means the background, data, and procedures must align with military reality; clear value tensions or goal conflicts must be embedded; student immersion should be enhanced through detailed background narratives and role assignments; and the conflict design should naturally connect with core IPE elements [12].

Specific construction methods include: Crafting a narrative background to provide a contextual story. Assigning distinct roles to students, clarifying their responsibilities and stakes. Embedding key information within various materials for students to independently discover and process. Clearly defining the rules and boundaries of the simulation [13].

### 4.2 Task Design Path

Task design must ensure the intrinsic quality of carrying value judgments. Tasks should stem directly from the core contradictions within the scenario. For instance, in an emergency procurement scenario, a task should require formulating and implementing a plan that shortens the procurement cycle while ensuring regulatory compliance, rather than merely completing a standard procedure.

Task types can be categorized as: Decision-making Tasks: (e.g., choosing among multiple proposals and justifying the choice). Collaborative Tasks: (e.g., students grouped as different stakeholders engage in simulated negotiations). Creative Tasks: (e.g., drafting innovative contract clauses to mitigate specific risks). Diagnostic Tasks: (e.g., identifying flaws in provided procurement documents and proposing corrections).

The task sequence should follow cognitive principles, designing a progressive chain from simple to complex and from partial to comprehensive.

### 4.3 Reflection Guidance Path

Guided reflection is key to transforming experience into deepened cognition. Opportunities for reflection include embedded reflection at key decision points during a task and summary reflection upon completion of a task or module. Reflection should guide students through multiple levels:(1)Operational Level: Reviewing what happened (facts and actions). (2)Strategic Level: Analyzing the decision-making process and rationale. Value/Ethical Level: (3)Examining the value priorities and professional ethics involved. (4)Transfer Level: Abstracting general principles for future application.

Guidance can be facilitated using structured discussion prompts, role-reversal exercises, and peer review sessions. These methods positively impact students' critical thinking and value judgment capabilities, representing a focal point in contemporary IPE reform.

### 4.4 Dynamic Interaction Mechanism

Scenario, Task, and Reflection form a dynamically interactive, upward-spiraling cycle. The reflective insights from one instructional unit become part of the student's cognitive framework. When encountering new, complex scenarios and tasks, students then apply these internalized value judgment tools, demonstrating more mature professional behavior. Through this continuous cycle, the teaching process promotes the synergistic development of students' professional competence and their value system.

## 5. Application Case and Practical Effects of the “Scenario-Task-Reflection” IPE Teaching Model

A comprehensive case study on the “competitive negotiation procurement for a portable command and communication system” was conducted. This case is highly representative, involving multi-dimensional trade-offs among technology, price, service, and supplier relations. The “emergency” context inherently creates tension between expedited timelines and procedural compliance.

### 5.1 Implementation Process: “Scenario-Task-Reflection” in Action

5.1.1 Scenario Construction

Background: A military unit is scheduled for a joint plateau exercise in three months and urgently needs to procure a batch of portable command and communication systems. The systems must be compatible with existing equipment and highly adaptable to harsh environments. The procurement faces budget constraints and a tight deadline.

Roles: Students are divided into groups, each acting as the “procurement office negotiation team.” They receive detailed requirement specifications, budget approval documents, and clear timeline demands.

Embedded Conflicts:

1.Market research indicates: Company A

 

(industry leader) offers the best performance but quotes 15% over budget with a long lead time; Company B (emerging firm) has a reasonable quote and meets baseline requirements but lacks plateau application records; Company C (long-term partner) promises expedited delivery through "special channels" but hints at expecting favorable terms in subsequent service contracts.

2.One day before negotiations, a team member receives an "information inquiry" call from an acquaintance regarding a relative who works for Company B.

Task Release: Within 5 class hours, complete the full process—from forming a negotiation team and preparing documents to conducting simulated negotiations and finally selecting the winning supplier—and submit a complete set of process documentation along with a decision rationale report.

5.1.2 Task-Driven Value Judgments

During task execution, student groups must confront and resolve a series of value-laden issues:

Planning Stage: How to formulate evaluation criteria? Should priority be given to technical performance (opting for Company A despite budget overrun), cost-effectiveness (choosing Company B despite higher risk), or perceived "reliability" (selecting Company C, involving ethical gray areas)? This tests strategic prioritization and impartiality.

Negotiation Stage:

With Company A: Should they negotiate for a lower price or apply for a budget increase? This tests cost-benefit analysis and adherence to rules.

With Company B: How to design assessment clauses to mitigate risks from its lack of plateau experience? This tests risk awareness and contract design skills.

With Company C: How should the team collectively respond to the implied quid-pro-quo? This tests integrity and collective oversight.

Regarding the "inquiry call": How should the contacted member handle it? This tests personal professionalism and procedural compliance.

Decision-Making Stage: Which company should be selected? Are the justifications sufficient, compliant, and defensible? This tests comprehensive decision-making ability and accountability.

5.1.3 Guided Reflection Practice

Embedded Reflection: During intervals between negotiation rounds, instructors prompt brief intra-group discussions: "What rationale guided our previous strategy? What outcome did it achieve? How might the other party counter?" After the scenario involving Company C's "implication," the instructor pauses the simulation for a full-class discussion: "If you were in that group, what would your initial reaction be? What is the correct procedural response?"

Structured Summary Reflection (2 dedicated class hours):

1.Intra-group Reflection: Using a structured guide, groups discuss: What was our most difficult decision? Did we consistently prioritize "mission success for the exercise"? Was our group's atmosphere and procedure healthy when handling "external interference"? Would our plan withstand audit scrutiny in a real operation?

2.Class Discussion & Instructor Synthesis: Groups share key reflection insights. The instructor highlights common dilemmas, such as: "Where is the line between 'exceptional handling for special circumstances' and 'law-based procurement'?" and "When the optimal technical solution exceeds budget, is the procurement officer's duty to 'secure more resources' or to 'find the best solution within existing constraints'?" The session concludes with theoretical grounding and value reinforcement, referencing the Equipment Procurement Regulations and integrity codes for military procurement personnel, emphasizing that "procedural justice is the foundation of substantive justice" and "integrity and security are the lifelines of procurement work."

### 5.2 Effects of the "Scenario-Task-Reflection" Model

Analysis based on classroom observations, surveys, and assignment reviews from two teaching cycles indicates: Students demonstrated significantly enhanced understanding and recognition of the political nature, procedural rigidity, and critical importance of integrity in procurement work. Their decision reports showed more comprehensive risk analysis, clearer logic in value-based trade-offs, and stronger evidentiary reasoning. The teaching model proves to have a clear, actionable pathway. However, it places higher demands on instructors' abilities in scenario facilitation and reflection guidance. Challenges remain in balancing skills training with deep reflection within limited class hours, and in developing more refined assessment indicators for value

 

internalization.

## 6. Support Systems and Evaluation Mechanisms for "Scenario-Task-Reflection" IPE Teaching

### 6.1 Implementation Support Requirements

Successful implementation of this model requires instructors to possess relevant military practical experience or deep subject-matter expertise. They must also master key pedagogical skills, including case development, scenario simulation, and guided reflection facilitation. Enhancing instructors' IPE teaching capacity is thus a critical success factor for this reform. Furthermore, as demonstrated in course developments such as mechanical manufacturing technology [14], the creation of supporting digital or case-based teaching resources is highly beneficial.

### 6.2 Educational Effectiveness Evaluation Mechanism

A multi-dimensional, process-oriented evaluation system aligned with the tri-integrated approach must be established. Process Evaluation may include: structured observation records of classroom behaviors linked to the IPE element matrix; peer- and self-assessments focusing on dimensions like rule-of-law awareness and collaborative spirit; and documentation of critical decision-making moments [15]. Summative Evaluation should encompass: in-depth analysis of the value-reflection sections within final project reports; and scenario-based questions in comprehensive assessments that require complex value judgments [16]. Constructing this multi-dimensional evaluation system aims to achieve the organic integration of knowledge transfer, skill development, and value guidance—a core objective shared with IPE reforms in fields like financial management.

## 7. Conclusion and Future Outlook

To address the insufficient integration of IPE within the Comprehensive Course Design for Equipment Procurement, this study constructed and preliminarily validated the tri-integrated "Scenario-Task-Reflection" implementation path. By systematically designing high-fidelity scenarios with embedded value conflicts, value-laden driving tasks, and structured deep reflection, this path successfully incorporates core professional values into practical operations. It effectively promotes the synchronous development and internalization of students' knowledge, skills, and values. The research provides a comprehensive plan from concept to operation, establishes a transferable implementation model, and focuses on the two key levers—experience and reflection—for value shaping in practical courses.

This study has limitations. The practical verification cycle and sample scope require expansion, and long-term effect tracking remains insufficient. Attention to individual student differences and the breadth/depth of the scenario case library also needs strengthening. Future research should:

1.Conduct longitudinal studies to examine the model's sustained impact on students' professional conduct.

2.Explore the use of technologies like Virtual Reality (VR) and Artificial Intelligence (AI) to create more immersive, dynamic scenarios and to assist in reflection analysis and evaluation.

3.Promote the adaptation and validation of this framework in other military practice courses. This will enrich its theoretical and practical dimensions, contributing more robust solutions for building a comprehensive IPE system within military vocational education.

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