

Ideological and Political Teaching System Design for Economic and Management Courses Based on AoL of AACSB accreditation

--A case of "Modern Logistics Technology and Equipment"

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Abstract

As economic management courses incorporate rich economic thoughts and ideological and political elements, Chinese universities have attached great importance to and steadily advanced the development of these courses. Despite remarkable achievements, there remain shortcomings in systematically assuring learning quality of ideological and political elements. Therefore, this paper takes "Modern Logistics Technology and Equipment" course as the carrier, and designs a complete ideological and political teaching system for economic and management courses based on AoL system in AACSB accreditation. While closely combining ideological and political elements with economic and management courses, to achieve the goals of diversified teaching assessment standards and methods, a closed-loop teaching design path, continuous improvement of teaching problems and scientific standardization of teaching evaluation objective system. Furthermore, this study also provides reference for promoting the in-depth reform of curriculum ideological and political education.

Keywords

Curriculum ideology and politics; Courses in economy and management; Assurance of Learning (AoL); Teaching system design.

1. Introduction

Economic and management courses inherently embed profound economic principles and inherent ideological and political (I&P) elements, making them pivotal carriers for implementing curriculum ideology and politics in higher education. Chinese universities have attached great importance to integrating I&P education into professional programs and have steadily advanced related curriculum development, with substantial progress achieved in practice. Relevant studies have explored diverse integration approaches: Wu (2022) proposed a mixed "online-offline" evaluation method for I&P teaching in college English courses [1]; Li et al. (2022) applied deep learning to analyze the teaching quality of college I&P education [2]; Cheng et al. (2022) emphasized avoiding arbitrary I&P element embedding in material specialty courses, and advocating systematic integration with professional teaching [3].

In terms of pedagogical innovation, Zhang (2024) designed a J2EE-based auxiliary teaching system for I&P theory courses [4], and Zhang et al. (2024) conducted empirical research on curriculum-based I&P teaching in universities, noting gaps in teaching quality assurance [5]; Sun et al. (2025) further identified the dilemma of insufficient I&P elements and resource support in foreign language course I&P practice [6].

Parallel to these efforts, the AoL system (core to AACSB accreditation) has emerged as a benchmark for business education quality. Yu et al. (2025) explored the dynamics of I&P education's impact on student political awareness, underscoring the need for quality-focused designs [7]; Zhang (2025) applied wireless network artificial intelligence to I&P teaching quality evaluation [8]; Zhang et al. (2024) proposed a deep learning-based multimedia system to enhance college I&P education [9]; and Jing (2024) developed a GA-BP algorithm-based I&P classroom teaching quality evaluation system [10]. However, Ren et al. (2024)'s quantitative study found that I&P teaching quality has not formed a stable correlation with student learning satisfaction [11]—revealing a critical gap: existing research rarely integrates the AoL system with I&P element learning quality assurance in economic and management courses. This deficit hinders the closed-loop improvement of I&P education effectiveness and limits alignment with international quality standards.

The "Modern Logistics Technology and Equipment" course is a professional basic compulsory course that introduces the latest practical knowledge and operation technology knowledge of modern logistics technology and equipment in each link of logistics, involving warehousing, loading and unloading, logistics informatization, etc. The logistics industry involved in this course is the arterial system of the national economy. Through the optimal integration of various logistics elements, logistics activities can be completed efficiently, and the total social logistics cost can be reduced. And because of its strong industrial relevance and driving effect, it can promote the development of regional economy and is closely related to national economy and people's livelihood. In addition, national policies also affect the development of the logistics industry. For example, the Belt and Road Initiative has accelerated the internationalization of logistics enterprises and laid out overseas logistics networks; the "14th Five-Year Plan for the Development of Modern Logistics" has proposed to accelerate the cultivation of new drivers for the transformation and upgrading of modern logistics. Therefore, teachers should closely combine ideological and political elements in the teaching process, pay real-time attention to the frontier development of the industry, and cultivate high-quality cross-professional compound talents. Based on this, this paper takes this course as the carrier to design an ideological and political teaching system based on AoL, closely combines relevant ideological and political elements with the course, provides a reference for promoting the close combination of economic management professional courses and ideological and political construction, and provides a reference for promoting the in-depth reform of curriculum ideological and political education.

2. Framework Requirements of AACSB and AoL System

AACSB accreditation is a non-government accreditation limited to business schools and accounting programs. One of its purposes is to recognize and encourage higher education institutions to adopt diversified education and training means, pay attention to the double evaluation of quantity and quality, and focus on the overall assessment from aspects such as scientific research, courses, teachers, and management, so it has been recognized and highly appraised in the international field. AACSB accreditation requires the applied-for-accreditation institutions to clarify their own mission and vision, improve the efficiency of resource allocation, and then improve the professional level of business and management in the institutions; in addition, it also requires the certified institutions to improve teaching methods and curriculum quality, ensure that students achieve their learning objectives when they graduate, and promote communication between teachers and students. Due to the high standards and strict requirements, business schools in major domestic universities are actively carrying out accreditation work, hoping to enhance the core competitiveness of the school through this strict

and comprehensive evaluation, and build an international teaching, scientific research and service platform for all teachers and students in the school.

The core element of AACSB accreditation for the cultivation of business talents is the AoL system . The main task of this system is to determine the learning objectives of the certified major according to the mission and vision of the certified college, and to evaluate and improve students' learning effects and promote the continuous improvement of the teaching plan by creating a closed-loop system, so as to achieve the improvement of teaching quality. The implementation of AoL is divided into the following six steps:

The accredited major scientifically formulates the professional learning objectives according to the school's mission and vision, combined with the macro-development policies of higher education, and refines them into measurable sub-learning objectives, clarifying the expected learning outcomes and the knowledge and behavioral abilities that students should possess.

Determine feasible learning objectives for each course offered by the major, so as to draw the curriculum map of the major, and clarify the assessment methods and evaluation standards suitable for the learning objectives of each course, so as to examine whether students have achieved the learning objectives.

According to the assessment and evaluation methods of the course and combined with the teaching process, formulate corresponding detection schemes or standards for each course to assess whether the ability indicators corresponding to this course have been achieved.

Test students on each course, which can adopt a variety of ways such as classroom tests, final exams, and group discussions, and collect the test results, conduct detailed data analysis for each LO, count the completion of the predetermined goals, and form a course detection report.

According to the course detection report, analyze the gap with the teaching objectives, analyze the specific reasons for students' insufficient abilities, and timely adjust the teaching plan and detection standards, and form a rectification plan.

According to the teaching management process and the rectification plan of the course, optimize the college mission, further adjust and improve the professional learning objectives, form a closed-loop process, and check whether the implemented changes have a positive impact on students' learning outcomes. In addition, regardless of the result, the course team should make corresponding explanations to provide data and reference materials for the continuous improvement of the course. The specific content is shown in Figure 1.

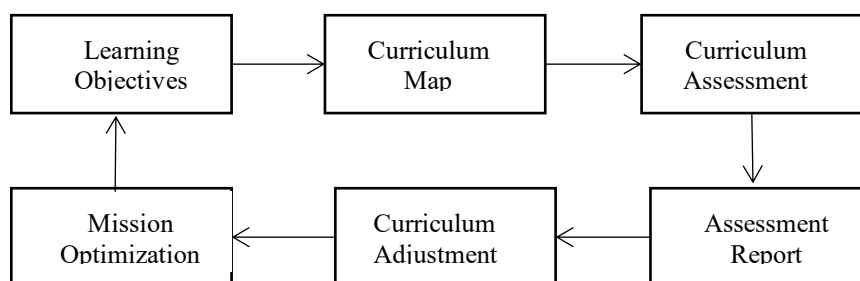


Figure 1 Roadmap of the AoL System

3. Construction of Ideological and Political Teaching System Based on AoL Framework

3.1. Construction Objectives of Curriculum Ideological and Political Education

The construction of curriculum ideology and politics focuses on cultivating students' ideological and moral qualities and cultivation, and promoting the all-round development of students and the all-round progress of society. At the individual level, it means improving students' ideological and political qualities and aesthetic qualities, enhancing their knowledge and ability, cultivating students' subject awareness and correct concept of interests, and promoting their physical and mental health; at the social level, it means that through curriculum ideology and politics, it can promote economic development, political identity, cultural prosperity, social harmony, and ecological civilization, encourage students to organically combine their personal ideal pursuits with the cause of the country and the nation, and cultivate students into popular talents with both ability and political integrity, who are "proficient in theory, skilled in application, strong in skills, good at innovation, high-quality, and able to start a business".

3.2. Teaching Requirements of Curriculum Ideological and Political Education

The focus of curriculum ideology and politics is that professional teachers should improve their awareness, literacy and ability of "ideological and political" education in professional courses, deeply explore the ideological and political elements contained in professional courses, and be able to address the issue of the organic integration of "ideological and political" and "professional" education. Through the ideological and political construction of professional courses, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era can enter textbooks, classrooms and students' minds, innovate the training mode of professional talents with both ability and political integrity and all-round development, so that students can master the laws of things' development, enrich their knowledge, increase their experience, shape their character through learning, and strive to become socialist builders and successors who are all-round developed in morality, intelligence, physique, beauty and labor.

3.3. Construction of Course Learning Objectives

This paper takes the "Modern Logistics Technology and Equipment" course as the carrier, and adds ideological and political elements on the basis of the course objectives, so as to organically integrate professional knowledge and ideological and political knowledge and realize the in-depth reform of curriculum ideological and political education.

The course learning objectives are a clear elaboration by teachers on the learning outcomes or final behaviors that students should achieve, and play a dominant and guiding role in the teaching process. In the process of its design, it should be combined with the college's mission and vision, teaching objectives, teaching requirements and the relevant needs of graduates, and set from three aspects of knowledge, quality and ability, specifically divided into learning goals (LG) and learning objectives (LO), as shown in Table 1.

Table 1 Curriculum Ideological and Political Objectives

Dimension	Learning Goals	Learning Objects
Knowledge	LG1. Master basic curriculum ideological and political knowledge	LO1.1 Understand and master the basic theoretical knowledge of ideology and politics, such as Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, various theories, principles and policies of the Party

Character	LG2. Have correct worldviews, outlooks on life and values, morality and social responsibility	LO2.1 Have a clear understanding of the standpoints, viewpoints and methods of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the professional ethics code, and fully learn and understand the Chinese spirit, patriotic spirit, craftsmanship spirit and innovation spirit
Skill	LG3. Have certain observation and problem-solving abilities	LO3.1 Students should have the skill to analyze and solve practical problems by using the Party's theories and national policies on the basis of learning and understanding this professional course

3.4. Construction of Course Assessment Methods

An important part of achieving the course teaching objectives is to determine appropriate assessment methods according to the teaching content and teaching objectives. There are usually six assessment methods: written examinations, thesis writing, group discussion and presentation, case study reports, classroom participation and other methods. For the three learning-objectives proposed above, reasonable course assessment methods are constructed, as shown in Table 2.

Table 2 Assessment Methods for the Learning Objectives

Learning Goals	Sub-learning Goals	Assessment Methods	Specific Descriptions
LG1	LO1.1	Group discussion and presentation	Students are grouped to present relevant Party-related current affairs hot-spot videos or news cases related to the course knowledge points in class, preview the knowledge points, and fully collect and master the basic theoretical knowledge of ideology and politics through group presentation
LG2	LO2.1	Case study report	Select the latest cases that occurred in recent years, choose and use appropriate logistics machinery and equipment or technologies to analyze the equipment application in the cases, understand the standpoints and viewpoints of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the excellent spirit of the Party and the correct professional ethics, and generate a case report
LG3	LO3.1	Written examination	Students use professional knowledge and the Party's theories, principles and policies and other ideological and political knowledge to correctly judge and analyze various question types such as multiple-choice questions and short-answer questions, and improve their skill to solve practical problems

3.5. Formulation of Course Assessment and Evaluation Standards

The course assessment results can evaluate the effectiveness of classroom teaching, and then test the achievement degree of the course learning objectives and professional learning

objectives. Therefore, the design of the course assessment and evaluation standards is extremely crucial. Based on this, this paper formulates appropriate assessment and evaluation standards for the assessment methods of the above-mentioned three objectives, as shown in Table 3.

Table 3 Assessment Criteria for the Learning Objectives

Sub-learning Goals (LO)	Evaluation Standards		
Sub-learning Goals (LO)	Evaluation Standards	Sub-learning Goals (LO)	Evaluation Standards
L01.1	Fail to actively participate in the discussion, the presentation content is incomplete, unable to closely connect professional knowledge and ideological and political theoretical knowledge, unable to clearly and accurately express views, and do not firmly master the basic theoretical knowledge of ideology and politics.	Can participate in the discussion more actively, the presentation content is relatively complete, combined with professional knowledge and ideological and political theoretical knowledge, and can express views more clearly and accurately, basically master the basic theoretical knowledge of ideology and politics.	Can actively participate in the discussion, the presentation content is complete, closely combined with professional knowledge and ideological and political theoretical knowledge, can clearly and accurately express views, and proficiently master the basic theoretical knowledge of ideology and politics.
L02.1	The case study report is incomplete, unable to skillfully and accurately use professional knowledge to analyze the case content, lack of correct understanding and knowledge of the basic knowledge and relevant content of the professional ethics code, and unable to understand the new ideas and new spirits of the Party.	The case study report is relatively complete, can more skillfully and accurately use professional knowledge to analyze the case content, basically master the professional ethics code, and can understand the new ideas and new spirits of the Party.	The case study report is complete and comprehensive, can skillfully and accurately use professional knowledge to analyze the case content, proficiently master the professional ethics code, and fully understand the new ideas and new spirits of the Party.
L03.1	Written test score: 0-59, do not firmly master the professional knowledge of logistics technology and equipment and the basic ideological and political knowledge, unable to correctly analyze and judge relevant questions, and lack the skill to solve problems.	Written test score: 60-79, can more skillfully use the professional knowledge of logistics technology and equipment and the basic ideological and political knowledge to make relatively accurate analysis and judgment on relevant questions, and have a certain skill to solve problems.	Written test score: 80-100, can correctly and skillfully use the professional knowledge of logistics technology and equipment and the basic ideological and political knowledge to make accurate analysis and judgment on relevant questions, and have a strong skill to solve problems.

3.6. Improvement of Teaching Objectives to Achieve a Closed-Loop Process

Collect the course detection situations of students and conduct relevant data analysis, check the completion of each learning objective under the curriculum ideological and political objectives and professional course objectives, form a course inspection report, and continuously adjust the teaching plan and assessment and evaluation standards and methods according to this report, so as to improve the professional learning objectives and ideological and political objectives and form a closed-loop process.

4. Design of Integration Points of Ideological and Political Elements

Ideological and political education should closely focus on the fundamental task of "establishing morality and cultivating people", deeply tap the elements of moral education, integrate them into knowledge learning and case study, and carry out "curriculum ideology and politics" education by using diverse teaching methods, so as to make the classroom atmosphere vivid, interesting and lively, stimulate students' knowledge identification, enable students to fully understand the development path and needs of the socialist market economy with Chinese characteristics, establish correct values. Table 4 shows how the ideological and political elements are integrated into the course contents.

Table 4 The Integration Points of Ideological and Political Education

Teaching Chapter	Specific Content	Integration Points of Course Content and Ideological and Political Elements	Presentation Methods of Ideological and Political Content
Introduction	Introduction	Before the class, introduce the logistics infrastructure completed in China during the 13th Five-Year Plan period, and popularize the logistics-related content in the 14th Five-Year Plan for National Economic and Social Development, so that students can learn about the development process of logistics technology and equipment in China.	Play the relevant video of "The New Pattern of the 14th Five-Year Plan for Logistics"
	Road	Combined with the existing road transportation equipment in China, show the relevant achievements of road development on the occasion of the 100th anniversary of the founding of the Communist Party of China.	Watch the video of "Striving for a Century on the Road, Setting Sail on a New Journey"
Logistics Transportation Equipment	Railway	In the class, introduce the development of the China-Europe Express by introducing the first railway built since the founding of the People's Republic of China and the historical changes of Chinese railways.	Play the video of "The First Railway in New China"; display the written materials of "The Historical Changes of Chinese Railways"; case display of "The Development of the China-Europe Express in 2020"
	Waterway	Understand the development of China's Maritime Silk Road through the audio of Xi Jinping: The Governance of China, and explain it in combination with the relevant situations of waterway transportation equipment and technology in the textbook.	Play the audio material of "The Maritime Silk Road 'Xi Jinping: The Governance of China'"
	Aviation and Pipeline	When introducing the equipment and technology of aviation and pipeline transportation, combine the relevant	Play the video of "China Eastern Airlines Ushering in the New Pattern of

		aviation regulations formulated by China. Through the introduction of the C919 large passenger aircraft, the reform and development of China Eastern Logistics and the relevant regulations of pipeline transportation, popularize the relevant knowledge to students.	Reform and Opening Up"; case display of the C919 large passenger aircraft and the reform and development of China Eastern Logistics
Logistics Loading and Unloading Equipment	Overview, Forklift, Light Loading Equipment Hoisting Machinery, Continuous Conveying Equipment, etc.	Combine the data of relevant ports in China during the 13th Five-Year Plan period to introduce the development of China's logistics loading and unloading and other aspects. Combine the role of loading and unloading in the transportation process to show students the relevant information of the measures taken by China to unblock the industrial chain blockages during the resumption of work and production.	Display the relevant data of "Summary of Port Development during the 13th Five-Year Plan" Play the relevant videos of "Unblocking Blockages and Restoring the Industrial Chain" and "Made in China Changes the World"
Logistics Warehousing Equipment	Logistics Warehousing Equipment	Share the development process of reform and opening up, introduce the development and changes of logistics warehousing activities, and introduce the knowledge of relevant warehousing equipment and technology.	Play the video of "The Development Process of Reform and Opening Up"
Logistics Sorting Technology and Equipment	Logistics Sorting Technology Logistics Sorting Equipment	Introduce the relevant content of improving the urban recycling and sorting system proposed in the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035 to introduce the key knowledge points of this chapter	Case display of the relevant content of improving the urban recycling and sorting system proposed in the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035
Logistics Packaging Technology and Equipment	Logistics Packaging Technology and Equipment	In the teaching process, combine the notice of the General Office of the State Council forwarding the opinions of the National Development and Reform Commission and other departments on promoting the transformation of express packaging with the development of China's logistics packaging equipment and technology. Combine the content of promoting the construction of a modern circulation	Text display of "The Notice of the National Development and Reform Commission and Other Departments on Promoting the Transformation of Express Packaging"
Circulation Processing Technology and Equipment	The Concept, Characteristics, Functions and Types of Circulation Processing	system proposed in the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035, China's grain import situation, and discuss the relationship between circulation and rural revitalization to introduce circulation processing technology and equipment.	Group discussion on the relationship between circulation and rural revitalization; share the video of "Major Country Agriculture: Grain Imports Promote Development"
Container Unit Technology and Equipment	Containers and Pallets Relevant Large Equipment Concept, Barcode	Combine the new development pattern of domestic circulation as the main body and the dual circulation of domestic and international markets proposed at the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China to introduce the information of relevant logistics equipment such as containers in port development. Combine the proposal of establishing an integrated logistics system to promote	Play the video of "Explanation of the Domestic and International Double Cycles"; case sharing of "The Development of the Shaanxi China-Europe Express" Text display of the relevant materials of "The Standing

Logistics Information Technology	Technology, RFDI, EDI Satellite Positioning, GIS, GPS and Cloud Computing	economic development by the Standing Committee of the National People's Congress with the content of this lecture.	Committee of the National People's Congress Proposes the Construction of an Integrated Logistics System"
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5. Conclusion

This paper explores the important significance of the construction of ideological and political education in courses for the teaching of economics and management majors and the learning quality assurance system in AACSB accreditation. Taking the course of "Modern Logistics Technology and Equipment" as the carrier, it designs a complete set of ideological and political education teaching system based on the AoL system framework combined with ideological and political elements. Thus, it realizes the diversification of teaching assessment and evaluation standards and methods, the closed-loop of teaching design paths and the continuous improvement of teaching problems, as well as the scientific standardization of the teaching evaluation objective system. It is hoped to provide a reference for promoting the close combination of professional courses and ideological and political education and for promoting the in-depth reform of ideological and political education in courses.

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