

Research on the Construction of the System of Civic and Political Elements of AIGC Enabling Courses under the Perspective of Core Literacy

-- Taking Information Technology Course as an Example

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Abstract

In the context of the reform of curriculum civic education, the construction of a system of civic elements of information technology (IT) curriculum pointing to the core literacy can further enhance the nurturing value of the IT curriculum, and put into practice the fundamental educational task of cultivating morality and nurturing human beings. In this study, the content analysis method is used to excavate the elements of ideology and politics, establish the basic ideology and politics element library, based on the core literacy of information technology curriculum, and with the help of generative artificial intelligence (AIGC) technology, excavate the elements of ideology and politics that are intrinsically linked to the core literacy, and construct the preliminary information technology and science and technology ideology and politics element system. After that, the Delphi method was used to test the scientificity and validity of the preliminary Civic and Political Element System, and the Civic and Political Element System of the Information Technology Curriculum was modified and improved based on the experts' opinions.

Keywords

Ai, curricular ideology, ideological elements, information technology courses.

1. Introduction

With the introduction of the new curriculum standard, information technology courses have become an independent curriculum subject uniformly offered throughout the country. The new curriculum standard clarifies the parenting goal of core literacy and highlights the new philosophy of curriculum parenting, i.e., the correct values, necessary character and key abilities that students can gradually develop through curriculum learning. Curriculum Civics is a key initiative to implement the fundamental task of building moral character and improving the quality of talent cultivation[1]. The in-depth development of information technology curriculum civics and politics construction is in line with the requirements of the information technology curriculum for the cultivation of people, is an important way to innovate the development of information technology education and teaching, and cultivate information technology talents in the new era, and is also an important means of realizing the unity of knowledge impartation, ability cultivation and value shaping. The key to the effective development of information technology course philosophy lies in the integration of philosophy elements in daily teaching. Therefore, it is imperative to establish a scientific and applicable system of the Civic and Political elements of the curriculum. To this end, this paper takes the core literacy framework and human development goals as the direction, and carries out an in-depth study on the core literacy system of IT courses with the help of generative artificial

intelligence (AIGC) technology, with a view to providing resource support and assistance for first-line teachers in the aspect of course ideology and politics.

2. Literature Review

2.1. Study of Civics and Politics in Information Technology Programs

With the further deepening of the construction of the Civic Policy of the curriculum, the research on the Civic Policy of the IT curriculum has also developed to a certain extent, and the content of the research mainly focuses on the three aspects of practice strategy, teaching design and element mining. First, practice strategy. In view of the current problems in the practice of information technology course politics, the corresponding practice strategies are proposed to point out the direction of the construction of information technology course politics. Specific practical strategies include: cultivating teachers, strengthening the concept of course ideology, updating teaching content, integrating teaching media, and designing evaluation indexes, etc[2]. Secondly, teaching design. Based on the characteristics of the information technology course itself, from the teaching design to explore the new ideas and new ways of integration of course politics, for the implementation of the course politics into the various aspects of classroom teaching to provide a strong guarantee. For example, Hao Qinyi puts forward the design idea of course politics according to "6 3"[3], Zheng Xuehong's teaching mode of "one integration, two combinations and one practice" and the "five-dimensional model of course politics." [4]. Third, element mining. Mining the elements of Civic Politics contained in the information technology curriculum, and carrying out the dimensional division and system construction. There are some differences in the current method of mining Civic and Political elements and the way of dividing Civic and Political elements among scholars. Lu Lizhu adopts the Field method and questionnaire survey method to divide the elements of Civics and Politics into four first-level dimensions, which are education of scientific spirit, value-oriented education, education of good character, and education of Chinese traditional culture inheritance[5]. Han Wei, on the other hand, used the content analysis method to design a library of Civic and Political elements from five dimensions: national sentiment, social responsibility, philosophical thinking, scientific spirit, and personal qualities[6].

2.2. Analysis of the relationship between core literacy and curriculum civics

2.2.1. Core literacy is the logical destination of curriculum Civics

Based on the findings of the current study, researchers have reached a consensus that the implementation of the curriculum of political thinking can not be "another stove" "another way", but rather around the core literacy to carry out the extension and expansion of the direction and degree of [7]. The reason is mainly embodied in the core literacy and the existence of the internal logic of the consistency of the course of thinking and politics. First, the goal is consistent. Core literacy is aimed at lifelong development and social development, cultivating the necessary character and key abilities needed by students [8], and the same is required to promote the all-round development of students in order to adapt to the needs of lifelong development and social development. Secondly, the content has consistency. Both cover the requirements of students' knowledge, skills, emotions, attitudes, values and other aspects, focusing on students' multi-dimensional and multi-level comprehensive quality improvement. Third, the subject has consistency. Both advocate a student-oriented, problem-oriented, practice-based approach to teaching, so that students can actively participate in learning, actively solve problems and effectively use knowledge. When subject teaching returns to the cultivation of subject core literacy, it can naturally realize the nurturing goal of curriculum Civics within the scope of its own subject [9], therefore, the core literacy is the logical

destination of curriculum Civics, which provides a directional guide for the construction of curriculum Civics.

2.2.2. Curriculum Civics is the core path of core literacy cultivation

As a strategic hand in the implementation of the fundamental task of cultivating moral integrity in the new era, the deep integration of curriculum thinking and politics with the cultivation of core literacy has constructed a new paradigm of educating people through the transmission of knowledge, the enhancement of competence, and the leadership of value. Focusing on the cultivation of core literacy does not directly answer the specific practical path of subject teaching, and the innovation of the nurturing concept of Curriculum Civics and Politics provides practical guidance for the integration of core literacy into the classroom[10]. Curriculum Civics and Politics is that teachers, on the basis of imparting curriculum knowledge, guide students to transform what they have learned into intrinsic virtues, into the organic composition of their own spiritual system, into a quality or ability of their own, and into the basic ability and method of individuals to know the world and transform the world[11]. From the perspective of practical path, the organic integration of the elements of ideology and politics can activate the potential of disciplinary education, such as strengthening critical thinking through scientific and technological ethical discourse, cultivating cultural identity based on family and national narratives, so that the abstract dimension of the core qualities can be transformed into concrete behavioral self-awareness. Therefore, embedding the core qualities into all aspects of subject teaching by relying on curriculum ideology and politics helps to maximize the nurturing function of the core qualities and its value.

3. Construction of AIGC-empowered Curriculum Civics Element System

3.1. AIGC's outgoing logic

For any course, it is never easy to mine and construct a scientifically applicable system of course ideological elements. It is necessary to extract, analyze, summarize, classify and other mining work on a large amount of text materials, and this could only be done by manual means in the past. With the emergence and maturity of AIGC, its powerful content generation capability provides new opportunities for text mining. First of all, from the perspective of the demand logic of course ideology, with the development of the times, the construction of traditional course ideology elements is facing the bottleneck of innovation, and AIGC, with its powerful content generation ability, can break the routine and inject new vitality into the ideology elements. Secondly, in terms of the logic of technological empowerment, AIGC integrates big data and deep learning algorithms to accurately analyze the core literacy objectives of the curriculum, so as to customize the output of the elements that fit the objectives of the curriculum on ideology and politics and enhance the pertinence of education. Finally, in terms of the logic of resource integration, AIGC can cross the boundaries of regions and disciplines, extensively collect and screen high-quality Civic and Political materials, so as to enrich the connotation of the Civic and Political element system of the curriculum.

3.2. Construction of the system of the elements of course ideology and politics

3.2.1. Constructive thinking

This study mainly focuses on the three links of "statistical analysis of elements - deconstruction of literacy and mapping of Civics - classification and integration of elements", and mainly adopts the content analysis method as a research method to construct a system of Civics elements of the curriculum pointing to the core literacy. The flow chart is shown below.

Construction of Curriculum Ideological and Political Element System Oriented to Core Competencies

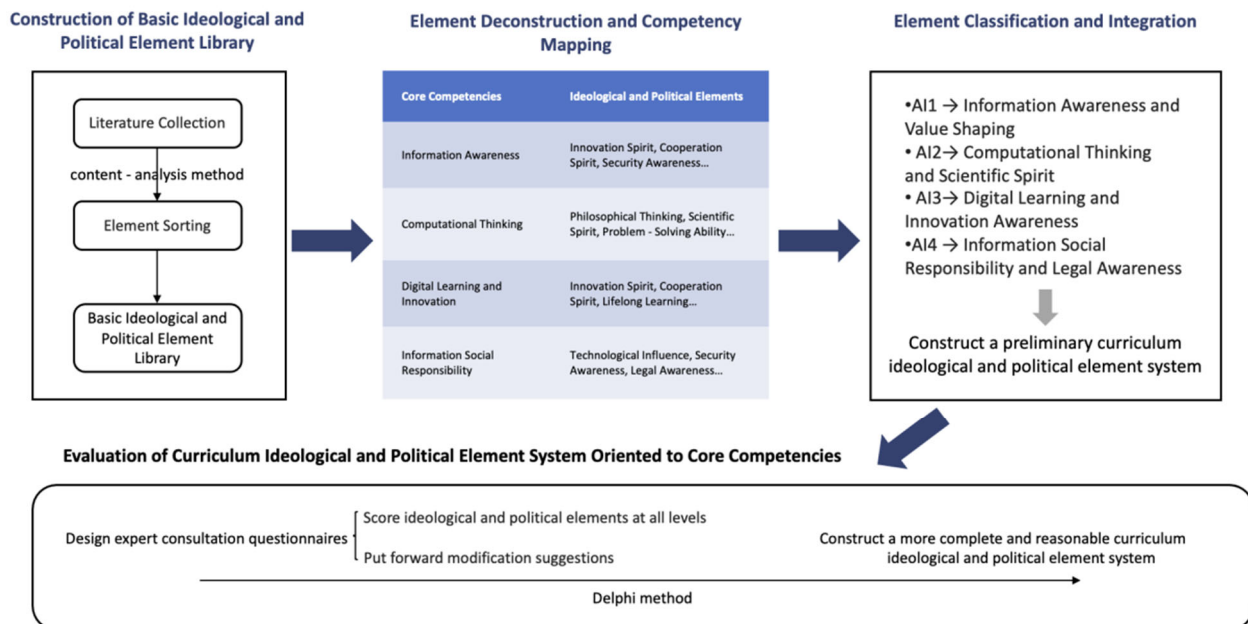


Figure 1. Flowchart of the construction of the system of curriculum Civic and Political elements

Firstly, with the screening concept of "the integrated development concept of education, science and technology and talents", we select relevant literature, use the content analysis method to explore and extract the civic-political elements embodied in the literature, and statistically organize them to form a basic (preliminary) civic-political element library. Secondly, analyze the civic and political directions of the core literacy of the IT curriculum with AI tools, explore the civic and political elements that meet the requirements of core literacy in the basic civic and political elements library, and summarize and integrate them. Again, with the assistance of AI tools, based on the intrinsic connection between the civic and political elements, the civic and political elements mined to meet the core literacy of the IT curriculum are categorized and integrated, and a preliminary system of civic and political elements of the IT curriculum is constructed. Finally, based on the preliminary system of Civic and Political Elements of Information Technology Curriculum, the Delphi method is used to collect experts' opinions and suggestions to revise the system, and then a more perfect system of Civic and Political Elements of Information Technology Curriculum is constructed.

3.2.2. Construction of a library of basic ideological elements

In this study, "subject" was used as the search term in China Knowledge Network (CNN), and SCI source journals, CSSCI journals, Peking University core journals and master's and doctoral dissertations were selected as the sources of the literature. Civics", "core literacy of IT curriculum", "information literacy", "computer curriculum", " Science and Technology" as keywords, and the publication date of the literature was up to April 2024. 31 articles were selected based on the concept of "integrated development of education, science and technology, and human resources". Through reading the literature, we summarize and organize the elements of Civic Politics embodied in the literature, and form a basic Civic Politics element table, with a total of 56 elements, as shown in the following figure (only those with a frequency of 3 or more are presented.).

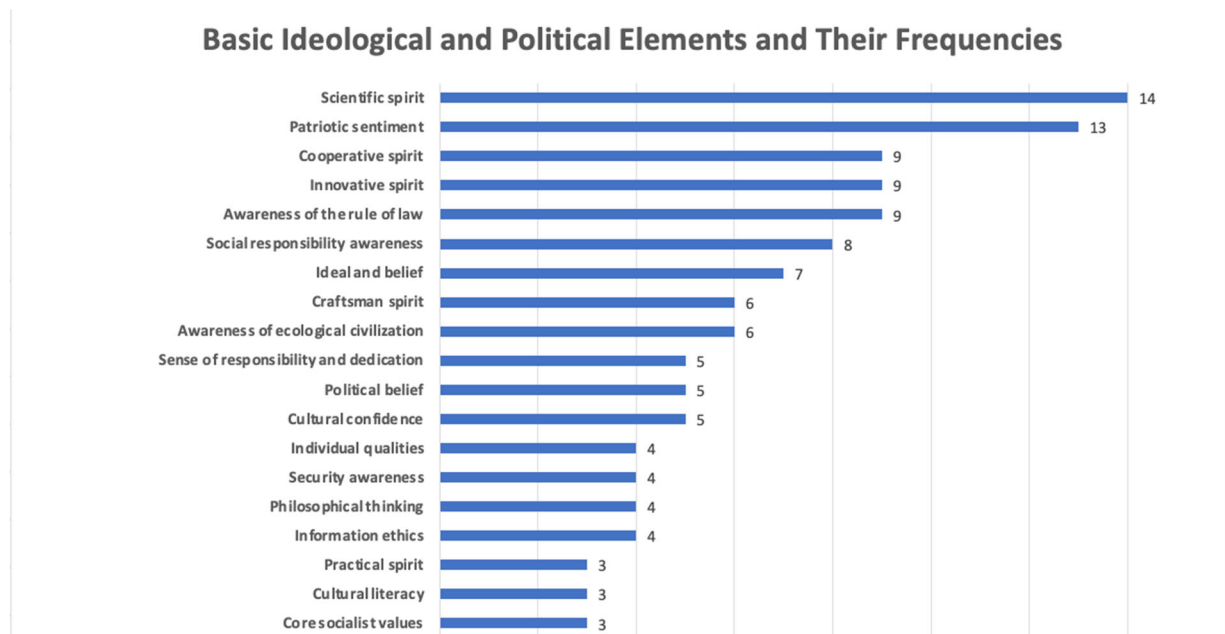


Figure 2. Basic Civics Elements and Frequency of Occurrence (some screenshots)

3.2.3. AIGC empowers the deconstruction of core literacy and the mapping of civic and political elements

The core literacy of IT curriculum is the logical starting point of IT education[12] and the inherent requirement to guide the excavation of the ideological and political elements of IT curriculum. Based on the Compulsory Education IT Curriculum Standards (2022 Edition) (hereinafter referred to as the "new standards") and related literature, this study clarifies the basic connotation and extension of the core literacy of the IT curriculum, deconstructs the civic-political directions of the core literacy with the assistance of AI, and establishes the correlation and mapping with the above basic civic-political elements.

In the process of using the AI tool, the specific prompts are "You are a senior teacher-researcher of IT courses and are familiar with the concepts and connotations of curriculum Civics and the elements of Civics. According to the connotation of the core literacy of the IT curriculum, please sort out the elements of Civic Politics in the curriculum one by one. The elements of Civic Politics should correspond to the core literacy and fit the connotation of the core literacy, and the specific connotation of the elements of Civic Politics should be given. The specific connotations of the core literacy are as follows:".

In this study, Chatgpt were used to deconstruct the core literacy of IT courses and map the elements of Civics and Politics. The following is an example of the core literacy of "information awareness".

3.2.4. Initial construction of a system of elements of curriculum ideology pointing to core qualities

Through the above research, with the assistance of AI, the Civic and Political Elements that conform to the core literacy of the IT curriculum are initially refined. Based on the above research, the civic elements mapped by the four core literacies are imported into the AI tool respectively, and the AI tool is required to eliminate the repetitive parts and integrate and condense the civic elements into four secondary elements based on the intrinsic connection between the civic elements, and at the same time, the representative first-level elements are extracted according to the second-level elements, so as to construct a preliminary system of the civic elements of the curriculum, which consists of four first-level elements, 16 second-level

elements and their connotations. The second-level elements and their connotations. Limited to space, some of them are presented as shown in Table 2.

You are a senior teaching and research member of information technology courses, and you are familiar with the concepts and connotations of curriculum ideological and political education and ideological and political elements. Please sort out the ideological and political elements involved in the curriculum one by one according to the core literacy connotation of information technology courses. The ideological and political elements sorted out are required to correspond to the core literacy and the connotation is consistent, and the specific connotation of the ideological and political elements is given at the same time. The specific core literacy connotations are as follows: good at using information technology to communicate and share information and carry out collaborative innovation; can evaluate data sources, identify the reliability and timeliness of data according to the needs of solving problems, and have a strong sense of data security; have the willingness to find effective digital platforms and resources to solve problems, can reasonably use information to express sincerely and friendly; advocate scientific spirit and original spirit, and have the awareness of integrating innovative ideas into their own learning and life; have the awareness of independently solving problems and mastering core technologies; can consciously protect personal and others' privacy, reasonably apply information according to laws and regulations, and have the awareness of respecting, learning, abiding by and using laws. According to the above connotation of information awareness, please sort out the ideological and political elements involved in the curriculum one by one.

According to the core literacy content of the information technology course you provided, I will sort out the ideological and political elements involved in the course one by one, and explain in detail the specific content of each ideological and political element. The extraction of ideological and political elements of the course should be combined with the characteristics of information technology education and the cultivation of students' ideological and political qualities.

1. Be good at using information technology to communicate and share information and carry out collaborative innovation

Ideological and political elements: teamwork, collectivism, and social responsibility

- **Specific connotation:** In the field of information technology, collaborative innovation and information sharing are not only a reflection of technical capabilities, but also an important way to cultivate students' team spirit. In information technology courses, encouraging students to give full play to their personal strengths in the team, jointly discuss and solve problems, can help students establish collectivist values and enhance their sense of social responsibility. In the process of teamwork, students can cultivate a sense of cooperation of mutual assistance and trust, learn to respect the opinions of others, and identify common goals, thereby shaping correct collectivist thinking.

Figure 3. Cue word analysis results (some screenshots)

Table 1. Specific connotations of information awareness and the elements of Civics that it maps to

core literacy	Specific connotations	AI cue word deconstruction results	Elements in the mapped base library
information awareness	Utilizing IT communication and sharing for collaborative innovation	Spirit of solidarity and cooperation, social responsibility, openness and tolerance	Creative spirit, cooperative spirit
	Evaluate data sources, identify data reliability and timeliness based on problem solving needs, and have a strong sense of data security	Rule of law education, critical thinking, ethical awareness	safety awareness
	Use information wisely and express it in a sincere and friendly manner	Integrity and Respect, Humanism, Citizenship	civilized appearance
	Admire the spirit of science and innovation, and have the consciousness of integrating innovative concepts into their own life and learning	Scientific Literacy, Innovation and Practice, Sense of Mission	Scientific spirit, innovative spirit
	A sense of independent problem solving and mastery of core technologies	Practical skills, sense of independent learning, sense of responsibility and commitment	national security concept
	Consciously protect personal and other people's privacy, and have the awareness of respecting, learning, observing and using the law.	Legal education, moral responsibility, cyber literacy	Rule of law awareness
	Recognizing the close relationship between information and personal and social development[13]	Social Consciousness, Humanism, History and Cultural Identity	Scientific and technological impact, national strategy and national will (informatization strategy)

Table 2. Preliminary system of the ideological elements of IT courses

primary element	secondary element	Elemental Connotation
Information Awareness and Value Shaping	National Informatization Strategy Understanding	To develop students' understanding of the national strategy of informatization and the role of information technology in national development.
	Information technology and social development	To analyze the role of information technology in promoting social development and to develop students' ability to use information technology to solve social problems.
	Information security and value judgment	Emphasize the importance of information security, develop students' judgment of the value of information, identify and resist undesirable information, and build awareness of information security.
	Internet civilization and civic literacy	Students are trained to become communicators and active citizens of cybercivilization, to make rational use of information, to express themselves in a sincere and friendly manner, to develop good habits of learning and living in the information society, and to integrate into the information society in a safe, confident, and proactive manner.

4. Evaluation of the System of Curriculum Civics Elements Pointing to Core Literacy

4.1. Evaluation system design

This study solicited opinions from experts in the form of a questionnaire, which was divided into two parts. The first part is the basic information of the experts, which contains five items, namely, work unit, gender, teaching age, highest education, and title. The second part is the scale of the Civics Element System of Information Technology Curriculum, which scores the primary and secondary elements respectively. The questionnaire is scored on a 5-point Likert scale ranging from "Strongly Disagree", "Disagree", "Fairly Agree", "Agree", "Strongly Agree" to "Strongly Agree". "The higher the score, the higher the degree of expert's agreement with this element. Meanwhile, during the scoring process, if an element is found to be incorrect, inappropriate, or if there are other ideas, experts can make corresponding suggestions or comments on it.

4.2. Who is being consulted

In order to ensure the scientificity and accuracy of the Civics Element System, this study used the Delphi method to consult with the expert opinion solicitation group on the initially established Civics Element System. The expert opinion solicitation panel consisted of 16 members, including 12 frontline teachers, one teacher-researcher, and three university researchers. All panel members have bachelor's degree or above, including 4 bachelor's degree, 9 master's degree and 3 doctoral degree. At the same time, all panelists not only have in-depth knowledge of the research issues, but also have rich teaching experience, including 6 members with more than 10 years of teaching experience.

4.3. Evaluation of feedback results

The purpose of this expert consultation is to screen and evaluate the elements within the system of the elements of the Civic and Political elements of the information technology curriculum, and to make modifications and improvements based on the experts' opinions.

Sixteen questionnaires were issued and 13 questionnaires were returned, all of which were valid, and the expert consultation questionnaire is detailed in the Appendix. The experts scored the primary elements and the corresponding secondary elements in the questionnaire, with scores ranging from 1 to 5 indicating strong disagreement to strong agreement, and if any element was found to be incorrect, inappropriate, or otherwise thought of, corresponding suggestions or comments could be made on it. The mean value of the scores of each element can visualize the degree of agreement with the element, so this study adopts the mean value of the scores as the index of screening elements, and the mean value of the scores reaches more than 4, which indicates that the element passes the screening, and some of the statistical results are shown in the table below.

Table 3. Average secondary element scores

primary element	secondary element	average value
Information Awareness and Value Shaping	National Informatization Strategy Understanding	4.85
	Information technology and social development	5.00
	Information security and value judgment	4.69
	Internet civilization and civic literacy	4.92

From the mean performance of the above elements, all the elements were fully recognized and affirmed by the experts, but some of the elements still need to be improved and perfected in terms of content as well as description, and the experts also put forward corresponding comments, some of which are shown in the table below.

Table 4. Modifications by experts

primary element	secondary element	revised opinion
Information Awareness and Value Shaping	National Informatization Strategy Understanding	Lack of detail and accuracy in describing key points
	Information technology and social development	Lack of detail and accuracy in describing key points
	Information security and value judgment	Better match between "information security" and "information society responsibility"
	Internet civilization and civic literacy	Lack of detail and accuracy in describing key points

4.4. Establishment of the system of the elements of ideology and politics in IT courses

Through sorting out and summarizing the statistical results of experts' opinions on the initial version of the Civic and Political Element System of Information Technology Curriculum, taking the average value of experts' scores on each Civic and Political Element as the screening index, and revising and perfecting the specific contents of the system of the Civic and Political Elements according to the opinions of experts, the final version of the Civic and Political Element System of Information Technology Curriculum has been finally established. The revised Civic and Political Element System of Information Technology Curriculum consists of 4 first-level elements and 16 second-level elements, and the contents of the system are shown in the table below.

Table 5. System of Civic and Political Elements in IT Courses

primary element	secondary element	Element Essentials
Information Awareness and Value Shaping	National Informatization Strategy Understanding	To deepen students' comprehensive understanding of the national informatization strategy, including its objectives, implementation path and its key role in promoting national development and enhancing international competitiveness.
	Information technology and social development	Combining the latest IT trends, such as artificial intelligence and the Internet of Things (IoT), to analyze their central role in promoting social development and solving social problems, and to cultivate students' awareness and ability to use IT to solve social problems.
	Information Appraisal and Value Judgment	Students are guided to analyze and evaluate the information they have collected in a systematic, objective and comprehensive manner, to develop their judgment of the value of information, to make judgments on the usefulness, importance, morality and social impact of information, to identify and resist undesirable information, and to form the habit of looking at problems from the perspective of information.
	Internet civilization and civic literacy	Clarifying the norms of online behaviour, guiding students to become active disseminators of online civilization and responsible digital citizens, able to make reasonable use of information to express themselves in a sincere and friendly manner, developing good habits for learning and living in the information society, and being able to integrate into the information society in a safe, self-confident and proactive manner.
Computational Thinking and the Scientific Mind	Problem Solving and Computational Thinking	Through real-world problem solving, students will enhance their ability to solve problems using information technology, and apply computational thinking methods such as abstraction, decomposition, modeling and algorithm design, in the process of problem solving.
	Project Learning and Spirit of Practice	Learning through real or simulated projects to strengthen their practical skills and build up a practical spirit in project activities.
	Interdisciplinary Learning and Integration	Encourage students to learn across disciplines, promote knowledge integration, enhance comprehensive quality, and provide diversified perspectives on science, technology and innovation.
	Spirituality and ethics of science	Emphasizes the scientific aspect of the problem-solving process and the need to observe scientific ethics in the design of problem solutions and experiments.
Digital Learning and Creative Spirit	Knowledge management and lifelong learning	To develop students' ability to acquire and manage knowledge independently, including the use of digital tools for information retrieval, data organization and knowledge system construction, emphasizing the importance of lifelong learning.
	Awareness of information exchange and cooperation	To use IT to communicate and share information, to cooperate with team members to solve learning problems, to collaborate to complete learning tasks, and to develop students' gradual awareness of applying IT for cooperation.
	Original innovation and sustainable development	Students are guided to carry out innovative and practical activities using digital devices, in which they recognize the important role of original innovation for sustainable development with the country.
	Cultural Inheritance and Work Innovation	Deeply understand the excellent traditional Chinese culture, cultivate students' ability to combine traditional cultural elements with modern design concepts like, cultural innovation through digital means, and create works with a sense of the times and innovation.
Information Society Responsibility and Responsibility of the Times	Autonomous control and national security	Recognize that cybersecurity is an important part of national security, understand the importance of autonomy and control for national security, and establish an overall national security concept.
	Information ethics and moral responsibility	To understand the ethical and security challenges posed by artificial intelligence, and to guide students to follow ethical and moral norms in the field of information technology and to develop a good moral character in information.
	Intellectual property and awareness of the rule of law	Sharing information and resources responsibly, respecting the intellectual property rights of others, using the Internet in accordance with cyber laws and regulations and ethical and moral norms, and having a sense of respecting, learning, abiding by and using the law.
	International perspectives and global challenges	Recognizing the interdependence and solidarity of all countries in the world today, including in cyberspace, students are guided to establish the concept of a "community of destiny in cyberspace", cultivate an international outlook, and enhance their ability to cope with global challenges.

5. Conclusions and Implications

In the context of the rapid development of information technology, the information technology curriculum not only carries the task of imparting knowledge and skills, but also shoulders the important mission of cultivating morality. Driven by the reform of curriculum ideology and education, this study further realizes the organic integration of core literacy and ideology elements of IT courses with the help of generative artificial intelligence (AIGC) technology, and

constructs a system of ideology elements of IT courses pointing to core literacy. The system covers the four major elements of "information awareness and value shaping", "computational thinking and scientific spirit", "digital learning and innovative spirit", "information society responsibility and responsibility of the times". The system covers four first-level elements, "information awareness and value shaping", "computational thinking and scientific spirit", "digital learning and innovative spirit", "information society and responsibility", as well as 16 second-level elements, each of which has a rich connotation and clear points, aiming at comprehensively cultivating students' core qualities through the teaching of IT courses.

This study emphasizes that in the process of constructing the system of the elements of curriculum civic politics, the core qualities of the information technology curriculum should be taken as the starting point and orientation, and the elements of civic politics with intrinsic relevance should be excavated in depth, so as to promote the in-depth integration of the core qualities and the teaching of the disciplines. This research path provides an important inspiration for the construction of curriculum Civic-Political construction, that is, in the process of promoting curriculum Civic-Political, it is necessary to closely combine the unique attributes of the disciplines and the specific requirements of the core literacy, and accurately screen out the Civic-Political elements that fit with them.

Meanwhile, through the practice of this study, it is found that AIGC technology provides powerful technical support and innovative ideas for the construction of the system of ideological and political elements. In the future practice of course ideology and politics, the advantages of AIGC technology should be given full play to, combined with the characteristics of disciplines and students' needs, to build a more scientific, efficient and personalized course ideology and politics system, and to promote the construction of course ideology and politics to the deeper development. In this way, the dilemma of superficiality and formalization of curriculum civic politics can be effectively avoided, and the organic and close unity between knowledge transmission, ability cultivation and value shaping can be ensured, so as to give full play to the important role of curriculum civic politics in the process of educating people.

This study has only explored how to build a scientific and effective system of elements of curriculum ideology and politics, but has not further studied its application in actual teaching practice. The key to giving full play to the nurturing effect of the Civic and Political Element System lies in its effective implementation in the classroom. Therefore, teachers need to constantly innovate teaching methods and means, such as project-based learning, situational teaching, etc., to naturally integrate the elements of Civics and Politics into the teaching process of information technology courses, so that students can experience and understand the connotation of the elements of Civics and Politics in practice, thus realizing the nurturing goal of the Civics and Politics of the curriculum. At the same time, the feedback and experience summarization in teaching practice will also provide powerful support for the further improvement of the system of Civic and Political Elements of the curriculum.

Conference

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