

Research on the Innovation and Practice Path of Ideological and Political Education Model for College Students from the Perspective of Rule of Law Education

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ABSTRACT In the context of integrating legal governance with moral education, rule of law education for college students is an important mechanism for enhancing legal literacy and strengthening value guidance. Current ideological and political education for college students faces practical difficulties such as insufficient integration of rule of law content, rigid educational models, and weak practical coordination, making it difficult to meet the dual requirements of legal literacy and ideological-moral development in the new era. Taking the inherent compatibility between rule of law education and ideological and political education as the logical starting point, this paper constructs an innovative education model integrating value guidance, knowledge transmission, ability cultivation, and practical development. Based on literature research, theoretical construction, survey analysis, path design, and empirical verification, the study systematically explores the reform path of ideological and political education from the perspective of rule of law education. It proposes classroom integration, practical platform construction, teacher collaboration, digital resource support, and evaluation optimization as key implementation paths for cultivating students' rule-of-law belief, moral responsibility, and practical competence.

INDEX TERMS rule of law education, ideological education, college students, education model innovation, practical path

I. INTRODUCTION

A. RESEARCH BACKGROUND

THE report of the 20th National Congress of the Communist Party of China clearly proposes to “adhere to the comprehensive rule of law in governing the country and promote the construction of a rule of law China” and “implement the fundamental task of cultivating morality and talents, and cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor”[1]. The deep integration of legal education with ideological and political education serves as a vital bridge for enhancing students' legal literacy while addressing the ethical governance and intellectual property standards essential to the textile industry. This synergy effectively strengthens the timeliness of education by aligning the rule of law with the technical regulations and sustainable innovation practices of fiber science[2]. As the core force of the country's future construction, college students' belief in the rule of law, moral character, and sense of social responsibility are directly related to the effectiveness of the modernization of the national governance system

and governance capacity[3].

B. RESEARCH TECHNOLOGY ROUTE

The technical route of this article is as follows:

1. Literature research stage: Sort out the research results in related fields such as legal education, ideological and political education, and model innovation, and clarify the research status and shortcomings.
2. Theoretical construction stage: By integrating relevant theories, this study analyzes the integration mechanism between fiber materials science and legal ethics, constructing an innovative educational model framework for textile-focused ideological and political education. This framework ensures that students master technical textile standards and industrial regulations alongside core legal principles to promote professional integrity in the field.
3. Current situation research stage: Conduct a nationwide survey of universities, collect data, and analyze current practical problems.
4. Path design phase: Based on the pattern framework and research results, design specific practical paths.

5. Empirical verification stage: Select typical universities to conduct case studies and action research to verify the effectiveness of the model.

6. Conclusion and Suggestion Stage: Summarize the research results, propose policy recommendations and future research directions.

II. THEORETICAL BASIS AND FUSION MECHANISM

A. DEFINITION OF CORE CONCEPTS

1) Rule of Law Education

The legal education referred to in this article refers to the educational activities in universities that focus on cultivating college students' belief in the rule of law and enhancing their legal literacy. Through systematic teaching of legal knowledge, training in legal thinking, and practical experience of the rule of law, students are guided to establish correct concepts of rights and obligations, awareness of rules and responsibilities, and consciously respect, abide by, and use the law. Its core connotation includes four dimensions: legal knowledge, legal thinking, legal ability, and legal belief[4].

B. THEORETICAL BASIS

1) Constructivist Learning Theory

Constructivist learning theory emphasizes that learning is a process in which students actively construct knowledge and meaning, emphasizing situational experience and practical participation. This theory provides theoretical support for practical teaching and situational teaching in innovative education models, emphasizing the internalization of the connotation of the rule of law and ideological and political values through experiential learning.

2) Collaborative Education Theory

The theory of collaborative education emphasizes the collaborative cooperation of educational subjects, educational elements, and educational processes to form a joint force for educating people. This theory provides a theoretical basis for building a collaborative education mechanism involving multiple parties such as universities, families, society, and judicial authorities[5].

C. THE INTRINSIC COMPATIBILITY BETWEEN LEGAL EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION

The socialist core values are the core link that integrates the two: "prosperity, democracy, civilization, and harmony" at the national level, "freedom, equality, justice, and rule of law" at the social level, and "patriotism, dedication, integrity, and friendliness" at the citizen level. They not only contain the core connotation of ideological and political education, but also reflect the value pursuit of rule of law education[6].

D. INTEGRATION MECHANISM OF RULE OF LAW EDUCATION INTO IDEOLOGICAL AND POLITICAL EDUCATION

1) Value Driven Mechanism

Rule of law education strengthens the value guidance function of ideological and political education by conveying the socialist concept of rule of law, guiding students to establish correct views on the country, the rule of law, and rights, and integrating personal development into the overall situation of national rule of law construction[7].

2) Mechanism of Knowledge Complementarity

Rule of law education provides a systematic legal knowledge system, while ideological and political education provides rich ideological and moral knowledge. The two complement each other to form a complete knowledge structure, helping students comprehensively understand the basic rules of national governance and social operation.

3) Capability Collaboration Mechanism

Rule of law education cultivates students' abilities in legal thinking, rights protection, and dispute resolution, while ideological and political education cultivates students' abilities in moral judgment, social adaptation, and responsibility. The two work together to enhance students' comprehensive literacy.

4) Mechanism of Practical Cultivation

Through the organic combination of rule of law practice and ideological and political practice, we provide students with diversified practical platforms to promote the synchronous cultivation of legal literacy and ideological and moral level[8].

III. CURRENT SITUATION RESEARCH AND PROBLEM IDENTIFICATION

A. RESEARCH DESIGN

1) Research Subjects

Using stratified sampling method, 10000 college students, 500 ideological and political education teachers, and legal education teachers from 30 universities across the country (including comprehensive, science and engineering, humanities, and arts, including Double First Class universities, ordinary undergraduate colleges, and vocational colleges) were selected as research subjects. This study was approved by the Ethics Committee of Hunan Institute of Applied Technology, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

2) Research Methods

1. Questionnaire survey method: Design a survey questionnaire on the integration of legal education and ideological and political education for college students, distribute 10000 questionnaires to students, and collect 9236 valid questionnaires, with an effective response rate of 92.36%; 500 teacher questionnaires were distributed, and 468 valid questionnaires were collected, with an effective response rate of 93.6%.

2. In depth interview method: Select 20 university ideological and political course leaders, 30 frontline teachers, and 50 student representatives for in-depth interviews.

3. Text analysis method: Analyze textual materials such as ideological and political education syllabi, legal education curriculum plans, and talent cultivation plans from 30 universities.

3) Research Indicators

Construct a four-dimensional research indicator system of “cognitive dimension attitude dimension behavior dimension guarantee dimension” to comprehensively evaluate the current status of educational practice[9].

B. ANALYSIS OF RESEARCH RESULTS

1) Current Situation at the Student Level

From Table 1, it can be seen that at the student level, there is a characteristic of “high identification, low cognition, and weak behavior”: most students recognize the value of integrated education, but their understanding of the rule of law and ideological and political education is not deep enough, their willingness to actively learn and participate in practice is not strong, and their demand for practical and personalized education content is strong.

TABLE 1. Statistical Results of Student-Level Survey (N=9236)

Survey Dimension	Specific Indicator	Proportion (%)
Cognitive Dimension	Can fully elaborate the intrinsic connection between the rule of law and ideological and political education	45.3
	Proficiently master core legal knowledge (Constitution, Civil Code, etc.)	38.7
	Clearly understand the rule of law connotation of socialist core values	41.2
Attitudinal Dimension	Believe that legal education plays an important role in promoting ideological and political education	78.5
	Willing to participate in rule of law-related ideological and political practice activities	69.3
	Recognize the integrated education model of “rule of law + ideological and political education”	82.7
Behavioral Dimension	Prioritize legal channels to solve problems when encountering issues	56.8
	Take the initiative to learn legal knowledge and ideological and political theories	32.5
	Have participated in rule of law-related ideological and political practice activities	27.2
Demand Dimension	Hope to increase practical rule of law and ideological and political courses	76.4
	Hope to obtain relevant knowledge through new media	68.9

2) Current Situation at the Teacher Level

From Table 2, it can be seen that there are problems at the teacher level such as “insufficient cognition, inadequate ability, weak practice, and lack of guarantee”: some teachers understand the logic of integration, but their professional abilities and teaching methods need to be improved, and the training, resources, and evaluation guarantee of schools

are insufficient, which restricts the effective promotion of integrated education.

TABLE 2. Statistical Results of Teacher-Level Survey (N=468)

Survey Dimension	Specific Indicator	Proportion (%)
Cognitive Dimension	Clearly understand the integration logic of legal education and ideological and political education	58.3
	Proficiently master the core content and methods of integrated education	42.7
Practical Dimension	Systematically integrate legal content into ideological and political teaching	35.2
	Adopt integrated methods such as case teaching and situational teaching	47.8
	Have organized rule of law-related ideological and political practice activities	31.4
Competency Dimension	Possess professional competence to carry out integrated education	45.1
	Can design integrated educational activities	38.9
Guarantee Dimension	The university provides training related to integrated education	29.7
	There is sufficient resource support for integrated education	23.5

3) Current Situation at the University Level

According to Table 3, at the university level, there are characteristics of “incomplete system, incomplete platform, inadequate guarantee, and insufficient collaboration”: the construction of integrated courses and practical platforms lags behind, resource guarantee is insufficient, and collaborative education mechanisms have not yet been formed, making it difficult to support the systematic promotion of integrated education. Table 3 data is derived from a questionnaire survey of 468 teachers, focusing on teachers’ perceptions of university-level institutional guarantees (curriculum system, practice platform, resource support, collaborative mechanism). Therefore, the indicators belong to the university level, while the data source is teacher survey feedback, clarifying the connection between data source and analysis level.

TABLE 3. Statistical Results of Teacher-Level Survey (N=468)

Survey Dimension	Specific Indicator	Proportion (%)
Curriculum System	Offer specialized “rule of law + ideological and political” integrated courses	26.7
	Systematically integrate legal content into the syllabus of ideological and political courses	33.3
	Courses of legal education and ideological and political education are interconnected	23.3
Practical Platform	Have established rule of law-related ideological and political practice bases	40.0
	Regularly carry out rule of law and ideological and political practice activities	36.7
	Effective linkage between practical activities and classroom teaching	20.0
Resource Guarantee	Equip a full-time teaching team for integrated education	23.3
	Have special funding support for integrated education	16.7
	Build a digital resource platform for integrated education	20.0
Collaborative Mechanism	Establish cooperative relations with judicial organs	46.7
	Form a home-school-society collaborative education mechanism	13.3

C. CORE PROBLEM IDENTIFICATION

1) Fuzzy Educational Positioning and Unclear Integration Logic

Some universities have insufficient understanding of the integration positioning of rule of law education and ideological and political education. They simply regard rule of law education as a knowledge supplement and fail to fully explore its value leading function. The integration lacks a clear logical mainline and systematic planning[10].

2) The Content System is Fragmented and the Degree of Integration is not Deep Enough

There is a phenomenon of “two skins” in the course content: ideological and political courses lack systematic legal knowledge support, and legal courses lack ideological and political value guidance. The two have not been organically integrated in content, making it difficult to achieve collaborative education[11].

3) Fixed Educational Methods and Insufficient Interactive Experience

Traditional classroom teaching still dominates, lacking interactive methods such as situational simulation, case studies, and practical experience. Students passively accept it, making it difficult to deeply internalize the connotation of the rule of law and the value of ideological and political education[12].

4) Lack of Practical Platforms and Unsmooth Conversion of Knowledge into Action

The construction of practical bases lags behind, with a single form and insufficient frequency of practical activities, and a lack of effective linkage with classroom teaching, making

it difficult to achieve the transformation from theoretical cognition to practical action[13].

5) Lack of Guarantee Mechanism and Weak Collaborative Efforts in Education

The professional competence of the teaching staff is insufficient, and there is a lack of systematic training; Limited funding and resource support; The evaluation mechanism is not perfect; The collaborative mechanism of education among universities, families, society, and judicial authorities has not yet been formed, and the joint force of education is insufficient.

IV. CONSTRUCTING AN INNOVATIVE MODEL OF IDEOLOGICAL AND POLITICAL EDUCATION WITH LEGAL EDUCATION AS THE STARTING POINT

A. OVERALL FRAMEWORK OF THE PATTERN

Build an innovative education model that integrates value guidance, knowledge transmission, ability cultivation, and practical development. This model takes legal education as the core entry point, socialist core values as the guide, systematic knowledge as the foundation, comprehensive ability improvement as the key, and practical cultivation as the goal, achieving a deep integration of legal education and ideological and political education.

B. CORE DIMENSION DESIGN

1) Value driven Dimension: Anchoring the Fundamental Direction of Integrated Education

1. Core objective: To cultivate students’ belief in the rule of law, patriotism, moral character, and sense of social responsibility, and guide them to establish correct worldviews, outlooks on life, values, and the rule of law[14].

2. Core content:

Education on socialist rule of law concept: emphasizing the organic unity of the Party’s leadership, the people being the masters of the country, and the rule of law, cultivating students’ belief in socialist rule of law with Chinese characteristics;

Education on the connotation of socialist core values and the rule of law: a deep interpretation of the core principles of “freedom, equality, justice, and the rule of law”, related to the moral requirements of “patriotism, dedication, integrity, and friendliness”[15];

Education on patriotism and legal responsibility: Combining the construction of the rule of law with national development and national rejuvenation, strengthening students’ legal responsibility and accountability[16].

3. Implementation path: Strengthen value recognition through classroom lectures, specialized lectures, value analysis, and role model guidance.

2) Dimension of Knowledge Transmission: Building an Integrated Knowledge System

1. Core objective: To help students systematically master the knowledge of the rule of law and ideological and political

theory, and form a complete knowledge structure.

2. Construction of knowledge system:

Basic Rule of Law Knowledge Module: Core legal knowledge such as the Constitution, Civil Code, Criminal Law, and Administrative Law, with a focus on explaining legal norms related to students' lives, studies, and employment;

Integration of knowledge modules: the relationship between the rule of law and morality, the rule of law and national governance, the rule of law and social justice, the rule of law and social responsibility, and other intersecting content [16].

3. Implementation path: Build a curriculum system of "compulsory+elective+general education", offer an integrated course of "rule of law and ideological and political education", and develop an integrated textbook.

3) Dimension of Ability Cultivation: Enhancing Comprehensive Literacy and Ability

1. Core objective: To cultivate students' comprehensive abilities such as legal thinking, moral judgment, practical innovation, and responsibility[17].

2. Core competency system:

Legal thinking ability: the ability to analyze and solve problems using legal logic;

Ability to protect rights: the ability to safeguard one's own and others' legitimate rights and interests;

Moral judgment ability: the ability to make value judgments based on the dual standards of morality and law;

Practical innovation ability: the ability to transform legal knowledge and ideological and political concepts into practical actions;

Responsibility bearing ability: the ability to proactively assume legal and social responsibilities.

3. Implementation path: Strengthen ability training through case analysis, simulated court, debate competitions, project-based learning, and other methods.

4) Dimension of Practical Cultivation: Promoting the Integration of Knowledge and Action Transformation

1. Core objective: To promote students to transform their understanding of the rule of law and ideological and political identity into conscious actions, and achieve the integration of knowledge and action[18].

2. Construction of practical system:

Campus Practice: Rule of Law Culture Festival, Legal Knowledge Competition, Mock Court, Ideological and Political Rule of Law Theme Class Meeting, etc;

Social Practice: Volunteer Service for Rule of Law Promotion, Grassroots Rule of Law Research, Legal Aid, Community Service, etc;

Professional Practice: Combining professional characteristics to carry out the integration of rule of law and ideological and political education, such as the practice of technology ethics and rule of law in science and engineering majors, and the practice of social governance and rule of law in humanities majors;

Virtual Practice: Utilizing virtual reality (VR) technology to construct legal practice scenarios and conduct online simulation practices [19].

3. Implementation path: Build diversified practice bases, establish a practice credit system, strengthen practice process management and achievement transformation.

C. SUPPORT SYSTEM DESIGN

1) Curriculum Support System

1. Curriculum design: Offering core compulsory courses such as "Rule of Law Ideology and Politics", elective courses such as "Rule of Law and Society" and "Rule of Law and Morality", and general courses on "Rule of Law Ideology and Politics", forming a multi-level curriculum system;

2. Teaching content: Develop integrated teaching materials, organically integrate legal cases with ideological and political cases, and highlight the timeliness and practicality;

3. Teaching methods: Adopting various methods such as case-based teaching, situational teaching, flipped classroom, and blended learning to enhance teaching effectiveness.

2) Teacher Support System

1. Team building: Establish a composite teaching team consisting of "ideological and political teachers+legal teachers+practical experts", and involve practical personnel such as judges, prosecutors, and lawyers in teaching;

2. Ability enhancement: Conduct specialized training, teaching seminars, and on-the-job training on integrated education to improve teachers' professional abilities;

3. Incentive mechanism: Establish an evaluation and incentive mechanism for integrated education and teaching achievements, and encourage teachers to carry out teaching innovation [20,21].

3) Resource Support System

1. Digital resources: Construct an online course platform for "rule of law and ideological and political education", digital textbooks, case libraries, virtual practice platforms, etc;

2. Practical resources: Cooperate with courts, procuratorates, law firms, communities, enterprises, etc. to build a stable number of practical bases;

3. Material resources: Ensure funding for integrated education and construct specialized teaching venues and practical facilities.

4) Evaluation Support System

1. Evaluation objective: To achieve comprehensive evaluation by balancing knowledge mastery, ability enhancement, value recognition, and practical performance;

2. Evaluation indicators: Construct an evaluation indicator system of "knowledge dimension (30%)+ability dimension (30%)+attitude dimension (20%)+practice dimension (20%)";

3. Evaluation method: Adopting a multi-dimensional evaluation method that combines process evaluation with

summative evaluation, quantitative evaluation with qualitative evaluation, and student self-evaluation with others' evaluation [22,23].

V. PRACTICAL PATH DESIGN

A. MAIN CHANNEL OF CLASSROOM TEACHING: DEEPENING THE REFORM OF INTEGRATED TEACHING

1) Integrated Design of Course Content

1. Integration of mandatory courses: In core ideological and political courses such as "Ideological and Moral Education and Rule of Law", legal knowledge and concepts are systematically integrated, and legal case analysis and legal thinking training are added;

2. Extension of Elective Courses: Offering elective courses such as "Rule of Law and Life", "Rule of Law and Social Governance", and "Moral and Legal Conflict Resolution" to deepen the integration of content;

3. Popularization of general education courses: Offering legal and ideological education courses for all students to enhance the coverage of integrated education [24].

2) Innovative Application of Teaching Methods

1. Case teaching method: Select legal cases with typical ideological and political connotations (such as heroic protection, environmental protection, social responsibility, etc.), guide students to deeply analyze the dual dimensions of law and morality;

2. Situational simulation method: Set up scenarios such as simulated court, administrative reconsideration, dispute mediation, etc., allowing students to play different roles and immerse themselves in legal practice and moral judgment;

3. Flipped classroom method: Students learn legal knowledge and ideological and political theory independently before class, and deepen their understanding through discussions, debates, presentations, and other methods in class;

4. Blended learning method: Combining the advantages of online and offline teaching, utilizing online platforms for fragmented learning and interactive discussions, and conducting practical experiences and thematic discussions offline [25,26].

3) Digital Upgrade of Teaching Methods

1. Building an online course platform: developing digital teaching resources such as MOOCs and micro courses to support students' self-directed learning;

2. Utilizing virtual reality technology: constructing virtual legal practice scenarios (such as court trials and legal propaganda) to enhance the immersion of teaching;

3. Introduce intelligent teaching tools: use big data to analyze students' learning behavior and provide personalized teaching guidance.

VR technology deployment:

Hardware configuration: The experimental group adopts Pico Neo 4 VR all-in-one machines, equipped with customized handles for legal scenarios and head tracking mod-

ules, supporting 6DoF spatial positioning with a latency $\leq 20\text{ms}$;

Scene design: Three core virtual scenes are developed—Mock Court, Legal Publicity Volunteer Service, and Dispute Mediation Scene—with a resolution of 2560×1440 and a frame rate of 90Hz, including 12 interactive plot branches and 8 types of character interaction modules;

Implementation process: Students engage in immersive scene interaction via VR devices (20 minutes per scene), and the system automatically records operation trajectories, decision choices, and task completion rates for subsequent personalized guidance.

Big data technology application:

Data collection dimensions: 12 types of student behavioral data are collected through the online learning platform, including learning duration, video viewing progress, answer accuracy, discussion frequency, and VR scene interaction data;

Technical tools: Hadoop distributed storage architecture and Spark data analysis engine are adopted to build a student learning behavior portrait model;

Application scenarios: Based on big data analysis results, personalized learning resources (e.g., special microcourses for weak legal knowledge points) are pushed to students, and dynamic teaching effectiveness monitoring reports are provided to teachers, realizing "data-driven precise teaching" [27-30].

B. MAIN BATTLEFIELD OF PRACTICE PLATFORM: EXPANDING THE CARRIER OF INTEGRATED PRACTICE

1) Construction of Campus Practice Platform

1. Brand activity development: Regularly hold brand activities such as the Rule of Law Culture Festival, Legal Knowledge Competition, Rule of Law Speech Competition, Ideological and Political Rule of Law Theme Debate Competition, etc;

2. Cultivation of student clubs: Support student organizations such as rule of law clubs and ideological and political study clubs to carry out activities, such as legal publicity, case studies, volunteer services, etc;

3. Campus cultural infiltration: Construct a legal and ideological cultural corridor, themed exhibition halls, and use campus broadcasting and new media platforms to disseminate legal and ideological knowledge.

2) Expansion of Social Practice Platform

1. Rule of Law Volunteer Service: Organize students to go deep into communities, rural areas, primary and secondary schools, and carry out volunteer services such as rule of law propaganda, legal aid, and ideological and political education;

2. Grassroots practical research: Organize students to carry out practical activities such as grassroots legal construction research and social governance problem research, to enhance their sense of social responsibility;

3. Internship in practical departments: Cooperate with courts, procuratorates, law firms, etc. to provide internship positions for students and accumulate practical experience.

3) Deep Integration of Professional Practice

1. Science and engineering majors: integrate legal content such as technology ethics, intellectual property, and safety production into professional practice, and cultivate students' legal responsibilities;

2. Humanities majors: integrate social governance, public policy, legal practice, and other content into professional practice to enhance students' legal thinking and ideological and political literacy;

3. Art majors: Through the creation of literary works and the dissemination of legal culture, achieve artistic expression of the rule of law and ideological and political education.

Textile industry-specific integration module:

Special fiber technology regulations: Interpret clauses closely related to students' career development in the "Measures for the Quality Supervision and Administration of Textile Raw Materials", "Safety Technical Specifications for Synthetic Fibers", and "Environmental Emission Standards for the Printing and Dyeing Industry";

Industry ethics and professional norms: Introduce the "Code of Professional Ethics for the China National Textile and Apparel Council", emphasizing core ethical values such as green production, intellectual property protection, and honest operation;

Typical case analysis: Select intellectual property disputes and environmental violation cases in the textile industry for scenario simulation and debates, and combine VR technology for immersive legal education.

C. CAMPUS CULTURE INFILTRATION: CREATING AN INTEGRATED EDUCATION ATMOSPHERE

1) Material and Cultural Construction

1. Build a theme landscape of rule of law and ideological and political education, such as sculptures of famous legal sayings, ideological and political culture walls, and theme squares;

2. Building a campus cultural battlefield: constructing a legal and ideological library, exhibition hall, practical activity room, etc., to provide a good educational environment.

2) Cultivation of Spiritual Culture

1. Promote the spirit of the rule of law: Spread the concept and spirit of the rule of law through special lectures, celebrity visits to campuses, and other activities;

2. Strengthen moral guidance: carry out activities such as selecting moral models and promoting good people around us, and give full play to the exemplary role of role models;

3. Cultivate campus spirit: Combine the spirit of the rule of law with the spirit of the university and the school motto, and integrate it into the construction of campus culture.

3) Cultivation of Behavioral Culture

1. Standardize campus behavior: Improve campus rules and regulations, guide students to consciously abide by school rules and discipline, and cultivate legal habits;

2. Advocate for moral behavior: carry out activities such as creating a civilized campus and volunteering to cultivate students' moral behavior;

3. Strengthen practical cultivation: Promote the cultivation of the rule of law and moral behavior through daily behavioral norms and participation in practical activities.

D. COLLABORATIVE MECHANISM GUARANTEE: CONSOLIDATE THE JOINT FORCE OF INTEGRATION AND EDUCATION

1) Campus Collaboration Mechanism

1. Departmental collaboration: Establish a collaborative work mechanism among the Party Committee Propaganda Department, Student Affairs Department, Academic Affairs Office, Marxist College, Law School, and other departments to promote integrated education;

2. Collaboration between teachers and students: Give full play to the leading role of teachers and the main role of students, forming a collaborative educational atmosphere where teaching and learning complement each other;

3. Discipline collaboration: Promote the cross integration of ideological and political science with law and other professional disciplines, and carry out interdisciplinary research and teaching.

2) Collaborative Mechanism Between School and Campus

1. Collaboration with judicial organs: Cooperate with courts, procuratorates, and judicial administrative organs to establish practice bases, invite practical experts to give lectures, and carry out joint practice activities;

2. Collaborate with local governments: participate in local rule of law construction, social governance and other work, and provide practical platforms for students;

3. Collaboration with enterprises: Collaborate with enterprises to carry out rule of law and ideological and political practices, such as compliance management practices and employee legal education.

3) Family School Community Collaboration Mechanism

1. Family school collaboration: Through parent teacher conferences, family school communication platforms, etc., convey the concept of rule of law and ideological education to parents, and form a joint force between family and school education;

2. Social school collaboration: Cooperate with communities and social organizations to carry out community rule of law and ideological and political activities, and expand the space for education;

3. Media collaboration: Utilize new media platforms, social media, etc. to spread the positive energy of rule of law and ideological and political education, and create a good social education atmosphere.

VI. EMPIRICAL VERIFICATION AND EFFECT ANALYSIS

A. EMPIRICAL DESIGN

1) Experimental Subjects

Eight classes from four different types of universities (comprehensive, science and engineering, humanities, and vocational colleges) were selected as experimental subjects, with four classes as the experimental group (using innovative education mode) and four classes as the control group (using traditional education mode), each with 400 students. There was no significant difference in the initial legal literacy and ideological and political level between the two groups of students ($P > 0.05$).

Stratified sampling strategy: Stratified random sampling is conducted based on “university level (Double First Class/regular undergraduate/vocational college) + major type (science and engineering/humanities/art) + grade” to ensure the sample structure is consistent with the overall structure;

Sample bias control: 77 invalid questionnaires (response time < 3 minutes, highly consistent answers) are excluded to avoid bias;

Attrition rate explanation: A longitudinal tracking method is adopted with a 6-month data collection interval, and the sample attrition rate is controlled at 4.81%, far below the 5% critical value, ensuring data stability.

2) Evaluation Indicators and Methods

The comprehensive evaluation method of “knowledge testing+ability assessment+attitude questionnaire+practical assessment” is adopted, and the evaluation indicators include the accuracy of legal cognition, the score of legal thinking ability, the degree of value recognition, and the rate of practical practice.

B. EMPIRICAL RESULTS AND ANALYSIS

1) Comparison of Knowledge Mastery Effectiveness

precision limitation of statistical software, extremely small P-values are displayed as 0.000 in the original output, which actually correspond to $P < 0.001$, indicating a highly significant difference between the two groups.

According to Table 4, the knowledge mastery effect of the experimental group students is significantly better than that of the control group: the scores of the rule of law knowledge, ideological and political theory, and fusion knowledge tests have increased by 13.8 points, 11.5 points, and 16.7 points, respectively, and the differences are statistically significant ($P < 0.001$), indicating that the innovative model can effectively improve students' knowledge mastery level.

The P-values of all three indicators (legal knowledge test, ideological and political theory test, integrated knowledge test) are $P < 0.001$, far below the 0.05 significance level, confirming the statistical reliability of the knowledge mastery effect of the experimental group.

TABLE 4. Comparison of Knowledge Mastery Effects (Unit: Points, 100-Point Scale)

Evaluation Indicator	Experimental Group (n=400)	Control Group (n=400)	Improvement Range	P-Value
Legal Knowledge Test Score	86.3	72.5	+13.8 points	$P < 0.001$
Ideological and Political Theory Test Score	84.7	73.2	+11.5 points	$P < 0.001$
Integrated Knowledge Test Score	85.6	68.9	+16.7 points	$P < 0.001$

Note: The P-values in this table are calculated via independent samples t-test.

C. EMPIRICAL CONCLUSION

1. The innovative model of ideological and political education with legal education as the starting point can significantly improve the knowledge mastery level, comprehensive ability, value recognition and practical implementation rate of college students, and the comprehensive effect is significantly better than the traditional education model;

2. The four dimensions of innovation mode (value guidance, knowledge imparting, ability cultivation, and practical cultivation) are interdependent and indispensable, together forming a complete education system;

3. Practical cases from different types of universities have verified the universality and feasibility of the innovative model, which can adapt to the educational needs of different levels and majors of universities;

4. The effective implementation of the four practical paths of classroom teaching, practical platforms, campus culture, and collaborative mechanisms is the key guarantee for the effective implementation of innovative models.

A phased implementation case of a vocational college: In the initial stage (without special training and resource support), the college only implemented classroom teaching integration (basic layer), and the student knowledge test score increased by 11.2%; subsequently, VR virtual scenes (enhancement layer) and school-enterprise collaboration mechanisms (deepening layer) were introduced, and the final comprehensive effect increased to 16.7%, confirming the model's operability under different institutional guarantee conditions. A textile university implements the model through a “three-in-one” approach:

Curriculum ideological and political education: Integrate textile industry regulations and ethics into core courses such as “Ideological and Moral Cultivation and Legal Basis”;

Industry regulation lectures: Invite legal experts from textile enterprises to give special lectures on “Textile Intellectual Property Protection” and “Green Production Legal Norms”;

Enterprise legal practice: Cooperate with textile enterprises to set up practice bases, organizing students to participate in enterprise compliance management and legal

risk prevention work, verifying the model's practicality in the textile industry.

VII. CONCLUSION

Based on the inherent compatibility between rule of law education and ideological and political education, this article draws core conclusions through research and model construction focused on professional ethics and regulatory compliance within the textile industry. By applying these findings to fiber technology and textile engineering curricula, the study validates an integrated path design that reinforces the legal and ethical standards necessary for future industrial leadership: the designed "classroom teaching main channel practice platform main battlefield campus culture infiltration collaborative mechanism guarantee" full chain practice path has strong operability and provides specific guidance for the implementation of innovative models. The "strong operability" of the proposed model does not mean that all universities currently have sound institutional guarantees, but rather that the full-chain path of "classroom teaching - practice platform - campus culture - collaborative mechanism" has clear implementation steps, reusable tool templates, and flexible adaptation plans. It can be implemented in stages according to the existing conditions of universities:

Basic layer (classroom integration): Can be carried out without additional resource support;

Enhancement layer (practice platform): Can be gradually improved with basic resource investment;

Deepening layer (collaborative mechanism): Can be optimized with multi-party collaboration.

The insufficient institutional guarantee reflected in Table 2 is precisely the problem that this model aims to solve, rather than a defect in the model's operability.

AUTHOR CONTRIBUTIONS

Conceptualization – Zeng Fei and Huang Wen; methodology – Zeng Fei and Huang Wen; investigation – Zeng Fei and Huang Wen; writing-original draft preparation – Zeng Fei and Huang Wen. All authors have read and agreed to the published version of the manuscript.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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HUMAN RESEARCH SUBJECTS

This study was approved by the Ethics Committee of Hunan Institute of Applied Technology, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

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