

# Exploration of the Integration of Feminist Pedagogy into Courses for Ideological and Political Education in Higher Education Institutions

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**Abstract:** Feminist pedagogy is a concept and value pursuit in teaching based on feminist epistemology and methodology. It encompasses three concepts: empowerment, community, and leadership. It advocates and practices equal, participatory, interactive, collaborative, and empowering learning relationships, as well as proactive innovative thinking. This injects fresh ideological concepts and reform efforts into the reform of courses for ideological and political education in higher education institutions. This paper attempts to follow the developmental context of feminist pedagogy's three concepts, aiming to analyze its effectiveness when integrated into the teaching of courses for ideological and political education in higher education institutions, with the goal of promoting innovative reforms in teaching methods for such courses.

**Keywords:** Feminist Pedagogy; Courses for Ideological and Political Education in Higher Education Institutions; Teaching

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## Introduction

Feminist Pedagogy emerged in the 1980s as an innovative teaching concept that incorporates feminist epistemology and methodology into education, constructing teacher-student relationships from a gender equality perspective and reshaping the classroom atmosphere. Scholars like Carolyn M. Shrewsbury have proposed three core concepts of Feminist Pedagogy: empowerment, community, and leadership. These three core concepts embody the autonomy of students, opposing teacher authority and advocating for participatory teaching, fostering increased interaction, collaboration, and sharing between teachers and students, thus enabling students to become independent learners. These concepts align with the current spirit of reform in courses for ideological and political education in higher education institutions, reflecting congruence in educational objectives and philosophies.

## Methodology

1、 Empowerment: Participatory Education Concept in Courses for Ideological and Political Education at Higher Education Institutions

Feminist pedagogy emphasizes placing learners' abilities and potential at the center, advocating for increased empowerment of participants in classroom teaching. Through participatory teaching, it breaks away from the traditional teacher-student relationship, granting students power within the classroom and establishing learning relationships through collaboration with others. <sup>[1]</sup>

In the context of courses for ideological and political education in higher education institutions, the concept of empowerment within feminist pedagogy manifests as the participatory education concept. Participatory teaching method advocates placing students in a central role within the teaching process. Through teacher-organized designs, it provides every student with opportunities for participation and communication, enhancing information exchange and feedback between teachers and students. This flexible and diverse teaching approach fosters a harmonious and supportive teaching atmosphere. Students have the autonomy to choose their

learning mode, engage in independent thinking, manage their learning progress, and opt for various teaching methods such as classroom or online instruction, class-based or group-based learning, brainstorming, and role-playing.

## 2、Community: Interactive Education Concept in Courses for ideological and political education at Higher Education Institutions

The community concept within feminist pedagogy is built upon gender differences and is interconnected with aspects like race, ethnicity, and social class. It advocates for a diversified development approach that goes beyond traditional notions of gender equality, emphasizing the distinct development of gender, race, ethnicity, and social class, while respecting diversity. As a result, “the core of feminist pedagogy lies in reshaping classroom relationships, where learners function as a community, practicing self-management and interacting with one another, thus aligning the development of both males and females.”<sup>[1]</sup>

In the instructional process of courses for ideological and political education at higher education institutions, the individual differences of students significantly impact the effectiveness of the course. Applying an interactive education concept allows unrestricted communication and discussion among individuals, optimizing the teaching methods and content of ideological and political theory courses, ultimately enhancing the practicality of teaching.

### **(1)Optimizing Teaching Methods**

The community concept within feminist pedagogy embodies a cooperative spirit of respecting diversity and differences, and an interactive teaching model, making it an excellent teaching method when combined with ideological and political theory courses. For ideological and political education courses typically taught to large groups in higher education institutions, the classroom can be divided into several discussion groups, encouraging interaction both within and between groups. This approach maximizes the effectiveness of interactive teaching. During group interactions, students of different genders, cultural backgrounds, and ethnicities will engage in distinct discussions.

### **(2)Selecting Curriculum Content**

From a teaching perspective, instructors should consider the diverse academic backgrounds and levels of interest among students. Higher education ideological and political education courses should be defined as general education courses that focus on ideological and political education courses and humanistic ethics suitable for a wide range of students.<sup>[2]</sup> To effectively teach ideological and political theory in higher education, it's important to thoroughly explain and bring to life Marxist theories. The curriculum for ideological and political theory courses typically includes these subjects: “Morality and the rule of law,” “Outline of Contemporary and Modern Chinese History,” and “Current Situation and Policies.” Different courses and different sections can emphasize distinct teaching methods and select appropriate teaching materials. For instance, in the section on “commodities” could be made more engaging by incorporating lively and concrete examples: What is Bitcoin? Do antiques and calligraphy involve undifferentiated labor? Why can calligraphy by Huang Tingjian command exorbitant prices? Using theories which have been taught before to analyze these economic phenomena and issues, making the content approachable, allows students to appreciate the sense of accomplishment derived from applying theory to real-world problems.

## 3、Leadership: Caring Education Concept in Ideological and Political Theory Courses

Leadership involves empowering students, encouraging the formation of their awareness of personal power, self-care, and utilizing critical knowledge to enhance their abilities. This aims to achieve genuine equal dialogue with teachers. It also requires educators to become caregivers, helping students elevate their levels of cognition and knowledge reconstruction. Students should be seen as inquisitive minds with varying cognitive abilities and ways of understanding. Emotional connection and care should be established, granting students more autonomy and a voice. Situational and experiential teaching should be employed to guide students towards active participation in classroom learning, thus realizing educational goals.

Through participatory and interactive teaching, students engage in intellectual and emotional exchanges and collisions with

both teachers and peers. This process facilitates the construction and comprehension of knowledge, enabling the unique perspective in ethical and moral events to be experienced. Furthermore, teachers should timely guide students in transforming perception into knowledge, realizing the practical significance of teaching and achieving reflective effects.

## **Conclusion**

The three concepts of feminist pedagogy: empowerment, community, and leadership, form a logical relationship within the context of courses for ideological and political education in higher education institutions. In the context of ideological and political education courses, “empowerment” grants students power within the classroom, fostering bidirectional interaction between teachers and students, and is reflected in participatory teaching. “Community,” building upon empowerment, advocates for diverse classroom voices, emphasizing the participation of all, collective interaction, and is embodied in interactive teaching. “Leadership” encourages students to cultivate self-leadership abilities, fostering cooperative and caring relationships, and is reflected in caring education.

Participatory teaching serves as the foundation for interactive teaching, and interactive teaching is the inevitable extension of participatory teaching. The principles of participatory and interactive teaching are permeated with discussions about ethical relationships between students and others, while caring education also encompasses the central ideas of participatory and interactive teaching. These three concepts are harmoniously unified and complementary. Feminist pedagogy transcends the paradigm of gender equality and instead stands upon the foundation of gender equality, deconstructing the diversity and differences inherent in “human beings.” This leads to the proposition of a student-centered teaching philosophy, which aligns with the essence of ideological and political education in higher education.

## **References:**

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