

Article

Research and Practice on the Teaching Reform of the "Career Development Planning" Course from the Perspective of Curriculum-Based Ideological and Political Education

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Abstract: This paper explores the teaching reform of the "Career Development Planning" course from the perspective of curriculum-based ideological and value education. In recent years, the course has become an essential part of higher education curricula, aiming to guide students in shaping clear career goals and developing the necessary skills to achieve them. However, traditional teaching methods often fail to effectively integrate personal development with broader societal needs and values. This study proposes a new teaching model that not only emphasizes professional skill development but also incorporates value education aimed at fostering students' moral integrity, social awareness, and long-term personal development. By examining the current teaching practices and student feedback, the study identifies key areas for reform, including curriculum content, teaching methods, and assessment models. The paper highlights the importance of fostering students' self-awareness, social responsibility, and critical thinking, with a focus on enhancing their ability to make ethical and informed career decisions. Practical strategies for reform are suggested, such as incorporating case studies, interactive learning, and experiential activities that encourage students to engage with real-world challenges. Ultimately, this research aims to establish a comprehensive framework for the course that aligns with both students' career aspirations and the evolving demands of society, contributing to their overall personal and professional development.

Keywords: career development planning; curriculum reform; teaching innovation; holistic education; student-centered learning

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1. Introduction

As society evolves and the job market changes, the "Career Development Planning" course has gained increasing importance in higher education. This course not only helps students clarify their career goals but also prepares them for entering the workforce. However, traditional career development planning courses often focus on skill training while neglecting the cultivation of values and the enhancement of comprehensive qualities. Modern educational concepts emphasize the need to cultivate well-rounded students, which requires innovation and adjustment in the teaching model of the career development planning course to meet new educational needs and societal trends.

This study is grounded in the current demands of the higher education environment. With changes in the social economy and job structure, traditional career development planning courses can no longer meet the needs of contemporary university students in terms of content, methods, and objectives. Therefore, how to better integrate students' career development goals with the actual needs of society, and how to use effective teaching strategies to promote students' comprehensive development, have become crucial issues in the field of education.

The purpose of this study is to explore and analyze the teaching reform of the "Career Development Planning" course. It proposes a new teaching model that integrates career planning with students' overall development, while also advancing course content renewal and teaching method optimization. By examining the reform of curriculum content, teaching methods, and evaluation systems, this study aims to provide effective strategies and practical guidance for enhancing students' career literacy and improving their social adaptability.

The main research questions of this study include: How can the content of the career development planning course be redesigned to better meet students' actual needs? How can teaching methods be innovated to enhance student engagement and practicality? How can an effective evaluation mechanism be established to ensure the sustainability of the teaching outcomes? By systematically analyzing these questions, the study aims to offer both theoretical support and actionable guidance for reforming the career development planning course.

This study will employ literature analysis, case study, and practical research methods. First, through the analysis of relevant literature, the current situation and reform trends of career development planning courses will be reviewed; second, by analyzing case studies of teaching reforms implemented in several universities, experiences and shortcomings will be summarized; finally, through practical research, combined with student feedback and teaching effectiveness evaluation, specific reform strategies will be proposed. The structure of this study is as follows: the second part will analyze the current situation of career development planning courses, the third part will explore the teaching reform philosophy from the perspective of curriculum-based value education, the fourth part will propose goals and strategies for teaching reform, the fifth part will present practical cases of the reform, the sixth part will evaluate the effectiveness of the reform, and the seventh part will look ahead to the future development of the course.

2. Analysis of the Current Situation and Problems of Career Development Planning Course

2.1. History and Development of Career Development Planning Course

Since the 1990s, the career development planning course has gradually become an essential part of higher education, particularly within vocational education and employment guidance. Early career development courses primarily focused on providing career information, training job search skills, and guiding the job application process. However, with the changes in social and economic environments, simple career skills training can no longer meet the comprehensive development needs of students. In recent years, more and more universities have begun to emphasize the depth and breadth of career development planning, focusing on students' self-awareness, career interests, values, and social responsibility cultivation [1].

2.2. Shortcomings and Problems of Traditional Teaching Methods

Despite the expansion of course content, traditional teaching methods remain significantly inadequate. Firstly, many courses still adopt teacher-centered, lecture-style teaching, with low student engagement and poor classroom interaction, making it difficult to stimulate students' interest and initiative. Secondly, traditional course content tends to emphasize simplified career skills training and job guidance, neglecting the cultivation of students' personal values and long-term career planning [2]. Additionally, the assessment methods of the course are often limited to exams or assignments, lacking a comprehensive evaluation of students' overall abilities, career literacy, and other multidimensional aspects.

2.3. The Need and Challenges of Current Teaching Reform

The current teaching reform urgently requires systematic innovation in course content, teaching methods, and evaluation approaches. Firstly, the course content should focus more on students' personalized development and long-term career planning, rather than just short-term employability. Secondly, teaching methods need to shift towards more interactive and practical approaches, such as case analysis, group discussions, and field visits, to enhance students' practical skills and social adaptability. Moreover, the assessment system needs updating, moving beyond traditional exam results to include multiple dimensions such as students' overall performance, career literacy, and participation [3].

3. Teaching Reform Concepts from the Perspective of Curriculum-Based Value Education

3.1. Definition and Core Concepts of Curriculum-Based Value Education

Curriculum-based value education refers to the integration of ethical and civic education into all types of professional courses. Through the content, methods, tools, and activities of course teaching, it subtly influences students' thoughts, values, and behaviors. The core concept is to cultivate students' sense of responsibility, citizenship, and social participation through the teaching process of various subjects, ultimately shaping high-quality talents with social responsibility and innovative spirit [4]. Curriculum-based value education is not limited to political theory courses but is a shared responsibility across all disciplines.

3.2. The Importance of Curriculum-Based Value Education in Higher Education

The importance of curriculum-based value education in higher education cannot be overlooked. With the development of society and the diversification of students' values, traditional ideological and political theory courses often fail to meet the diverse ideological needs of contemporary students. Therefore, the introduction of curriculum-based value education can not only complement the deficiencies of traditional ideological education but also strengthen the guidance of students' values through professional course teaching. It helps students establish a correct worldview, outlook on life, and values. Moreover, curriculum-based value education promotes interaction between teachers and students, enhancing students' understanding and identification with knowledge. This enables them to develop a stronger sense of social responsibility and collective awareness while learning professional knowledge.

3.3. The Value Orientation and Integration of Curriculum-Based Value Education in Career Development Planning Course

Integrating the concept of curriculum-based value education into the career development planning course helps students establish a correct career value outlook and strengthens their social responsibility. In the process of career planning, in addition to personal interests and professional skills, students should also consider the contribution and significance of their career choices to society [5]. The career development planning course is not only aimed at enhancing students' employability but should also encourage students to contribute to the progress and development of society through their career choices. By guiding students to establish correct views on career and life, and motivating them to align personal development with societal needs and community progress, a comprehensive life plan is formed. The integration of value education with the career development planning course enables students to pursue their career goals while taking into account social responsibility and collective values, making a positive contribution to sustainable societal development.

4. Teaching Reform Concepts from the Perspective of Curriculum-Based Ideological Education

4.1. Definition and Core Concepts of Curriculum-Based Ideological Education

Curriculum-based ideological education refers to integrating ethical and civic education into various professional courses. The education influences students' thoughts, values, and behavior through course content, teaching methods, tools, and activities. This subtle influence helps shape their perspectives [6]. The core concept is to help students develop a constructive worldview, outlook on life, and values through the teaching of different subjects. It also aims to cultivate students' sense of social responsibility, innovation, and collective consciousness. Curriculum-based ideological education is not exclusive to political theory courses but is a shared responsibility across all subjects [7].

4.2. The Importance of Curriculum-Based Ideological Education in Higher Education

With societal development and the diversification of students' values, traditional ideological courses often fail to meet the increasingly diverse ideological needs of students. Therefore, curriculum-based ideological education has emerged to fill this gap, strengthening value guidance through professional courses. Its implementation helps students develop a stronger sense of social responsibility, citizenship, and community awareness while studying professional knowledge. This enables students to form a more comprehensive set of qualities, reinforcing their recognition and commitment to social responsibility, and ultimately producing innovative talents with a strong sense of societal responsibility [8].

4.3. The Value Orientation and Integration of Curriculum-Based Ideological Education in Career Development Planning Courses

Integrating the concept of curriculum-based ideological education into career development planning courses helps students establish correct career values and life goals. In planning their career path, students should consider not only their personal interests and professional skills but also their contribution to society. Career development planning courses should not just focus on improving students' employability but should also guide them to link their personal development with societal needs and community advancement. By guiding students to align their career goals with social responsibility and collective purpose, the integration of ideological education with career development planning creates a more well-rounded and socially responsible career plan.

5. Teaching Reform Goals and Strategies of Career Development Planning Course

5.1. Reform Goal: Comprehensive Development of Students and Improvement of Career Literacy

The primary goal of the teaching reform of the career development planning course is to foster the comprehensive development of students and enhance their career literacy. Specifically, the reform aims to help students clarify their career goals, enhance their employability, and improve their social adaptability and innovation abilities. By optimizing course content and teaching methods, the reform seeks to cultivate strong career literacy. It aims to enhance students' communication, teamwork, and problem-solving skills, ultimately helping them stand out in a competitive job market.

5.2. Teaching Content Reform: Aligning with Social Needs and Student Career Development

In terms of teaching content reform, the course should closely align with societal needs and students' career development, emphasizing the long-term and diverse nature of career planning. In addition to basic career skills and job-search techniques, the course should also focus on cultivating students' values, professional ethics, and social responsibility. The content should include industry trends, job market analysis, and career plan-

ning tools, while also offering practical learning resources and opportunities through co-operation with enterprises. This will help students better understand and adapt to the evolving demands of society.

5.3. Teaching Method Reform: Interactive Teaching, Case Analysis, and Practical Activities

To enhance student participation and practical application, teaching methods need to be reformed. Firstly, the classroom should adopt interactive teaching, using group discussions, role-playing, and mock interviews to enhance student engagement and practical abilities. Secondly, case analysis as part of teaching can help students gain valuable experience from real-world work situations. By analyzing specific career development cases, students can better understand the challenges and opportunities in career development and strengthen their response abilities. Finally, practical activities are a core element of the career development planning course. Internships, enterprise lectures, career planning salons, and other activities can help students integrate theory with practice, improving their career literacy and practical skills.

5.4. Evaluation and Feedback Mechanism: Diversified Evaluation and Personalized Development

In terms of evaluation and feedback mechanisms, the reform should focus on diversification and personalization. Traditional single evaluations, such as exams or assignments, cannot fully reflect students' career literacy and comprehensive abilities. Therefore, the evaluation system should emphasize process-based assessment, such as classroom performance, teamwork, participation in practical activities, and career literacy improvement. Moreover, personalized development is also an important aspect of evaluation. Teachers should provide tailored career advice and feedback to each student based on their individual characteristics, helping students continuously adjust and improve their career development path.

6. Teaching Reform Practice and Case Analysis

6.1. Reform Pilot and Implementation Steps

In the practice of teaching reform, pilot courses can be established to explore and validate new models. The implementation of pilot courses should include multiple stages: first, develop a detailed teaching reform plan clearly defining the goals, content, methods, and evaluation criteria; second, select a suitable teaching team and provide training to ensure they can grasp the new teaching concepts and methods; and finally, implement the course reform, adjusting and optimizing it based on feedback. Through continuous testing and improvement, the successful teaching model can eventually be promoted on a larger scale.

6.2. Challenges and Coping Strategies in the Implementation Process

In the process of implementing teaching reform, some challenges may arise, such as teachers' difficulties in adapting to new teaching methods, students' low acceptance of new teaching approaches, and issues with updating and adjusting course content. To address these challenges, teacher training and seminars can be organized to help teachers better understand and master the core concepts and methods of the reform. Additionally, students can be gradually guided to adapt to the new classroom format by increasing teaching interaction to enhance their participation. Finally, the content of the course needs to stay in line with industry and societal development demands, ensuring timely and effective updates.

6.3. Typical Case Analysis and Reflection

By analyzing specific cases of teaching reform, valuable experiences can be summarized and reflected upon. For example, some universities have achieved positive results

by inviting industry experts to give career planning lectures, organizing students to participate in mock interviews, and holding career development salons. Through these practical activities, students can accumulate experience, enhance self-awareness, and improve career literacy. Reflecting on these successful cases, it is clear that the course reform not only requires careful design of practical activities but also necessitates the establishment of ongoing evaluation and feedback mechanisms to ensure students' long-term development.

7. Student Feedback and Teaching Effectiveness Evaluation

7.1. Student Feedback on Teaching Reform

With the implementation of teaching reforms in the Career Development Planning course, student feedback has become a crucial basis for evaluating the effectiveness of the reforms and further improving teaching practices. According to post-course surveys and individual interviews, most students have responded positively to the reform. Students generally report that the reformed course focuses more on practical application and personalized development, especially in enhancing career skills and self-awareness.

First, students highly appreciated the increase in classroom interactivity and engagement. The shift from a primarily lecture-based format to one involving group discussions, role-playing, case analysis, and other interactive methods allowed students to actively participate in the lessons. Through interaction with peers, students not only deepened their understanding of professional knowledge but also enhanced their communication and teamwork skills. Many students expressed that the new teaching methods made the course more meaningful and engaging, transforming it from a monotonous experience into one full of practical significance and interactive engagement.

Second, students provided positive feedback regarding the updated course content and its relevance to societal needs. Students noted that the course content was more aligned with the current demands of the job market, especially in terms of practical skills such as resume writing, mock interviews, and industry trend analysis. These components allowed students to gain practical experience and better understand their future career prospects. Additionally, the course integrated discussions about professional ethics, social responsibility, and other value-related topics, which helped students develop a more comprehensive career outlook. They felt that the course not only guided them to enhance employability but also encouraged them to reflect on their social responsibilities and career values.

However, despite the overwhelmingly positive feedback, some students encountered difficulties in adapting to the new model. Some students took time to adjust to the interactive teaching methods, particularly in role-playing and group discussions, where certain individuals struggled with self-confidence or had difficulty expressing their ideas. Additionally, while the course content was largely improved, some students felt that the depth and scope of the practical activities could still be enhanced. For students approaching graduation, more hands-on industry experience and internship opportunities were viewed as desirable components for future curriculum updates.

7.2. Impact of Teaching Reform on Students' Career Development and Value Cultivation

The teaching reform not only focuses on improving students' professional skills but also aims to foster career development and the cultivation of values. From the feedback provided by students, it is clear that the reformed course has had significant positive effects in both areas.

First, the reformed course helped students gain a clearer understanding of themselves and define their career development directions. Through self-assessment tools, career interest analysis, and personality evaluations, students were able to better understand their strengths and weaknesses in career development. By engaging with their peers

and receiving guidance from instructors, students developed a more well-rounded perspective on their career goals. Many students noted that the career planning tools and methods provided by the course helped them set clearer and more structured career paths, allowing them to approach their future careers in an organized manner.

Second, the reformed course had a positive impact on the cultivation of values. The course integrated discussions on professional ethics, social responsibility, and career morals, guiding students to develop correct career values and a sense of social responsibility. Through case studies, social practice activities, and discussions, students not only learned how to achieve success in their professional lives but also how to make ethical decisions in the workplace and balance their personal ambitions with their societal obligations. This holistic development has helped students form more mature value systems, enabling them to become more responsible members of society.

Moreover, the course's focus on teamwork and communication skills allowed students to cultivate leadership, coordination, and team spirit. Many students mentioned that the collaborative group projects enhanced their communication skills and taught them how to work effectively in a team. These skills not only benefit students in their future careers but also provide them with the tools to successfully integrate into work teams, ensuring their success in professional environments.

7.3. Data Analysis and Reform Effectiveness Evaluation

To systematically evaluate the effectiveness of the teaching reform, we conducted a survey of students and analyzed teaching data to examine changes in students' career literacy, value alignment, and overall course satisfaction.

Based on the survey results, significant progress was made in several key areas following the reform. Firstly, in terms of career literacy, students demonstrated notable improvement in employability skills. The survey revealed that the reformed course enhanced students' confidence in resume writing, interview techniques, and career planning. In particular, mock interviews and career planning workshops provided students with invaluable experience and job-seeking skills. According to the survey, about 72% of students felt that their performance in interviews improved significantly, and 61% of students said they gained a clearer understanding of their career interests and development direction.

Secondly, regarding the cultivation of values, students' sense of social responsibility and awareness of professional ethics also showed improvement. The survey indicated that the majority of students felt that the integration of professional ethics and social responsibility into the course was essential for their personal growth. Approximately 68% of students said that the course's emphasis on social responsibility helped them recognize the importance of contributing to society, while 55% of students agreed that the course helped them develop a more balanced perspective on career and personal values.

Finally, in terms of overall course satisfaction, the feedback from students was overwhelmingly positive. According to teaching evaluation data, the overall satisfaction with the course increased by nearly 20%. Specific aspects that received high ratings included the practicality and interactivity of the course content, the teaching methods employed by instructors, and the opportunities for practical engagement provided by the course. Additionally, the reform of the assessment system was well received, with many students indicating that the diversified assessment methods made them feel more fairly assessed and more accomplished in their learning.

Through data analysis, it is clear that the teaching reform in the Career Development Planning course has achieved significant improvements in enhancing students' career literacy and value cultivation. The reform not only increased students' employability and career planning abilities but also strengthened their sense of social responsibility and professional ethics. However, challenges remain, such as the continual updating of course content and the adaptation of teaching methods by instructors. Future teaching reforms

should focus on further optimizing practical activities, providing personalized development support, and fostering innovative teaching methods to better support students' overall development and career success.

In conclusion, the teaching reform of the Career Development Planning course has shown significant effectiveness in enhancing students' career literacy and cultivating their values. Students, through the reform, have not only improved their professional skills but also undergone systematic development in their value systems. Data analysis and feedback evaluations demonstrate positive results across various aspects, with overall student satisfaction improving. Moving forward, future teaching reforms should continue to enhance practical components, provide more individualized support, and foster innovative teaching approaches to better promote students' holistic development and career success.

8. Future Prospects of Career Development Planning Course Teaching Reform

8.1. Sustainability and Expandability of the Reform

The teaching reform of the Career Development Planning course should focus on sustainability and expandability to maintain long-term results and gradually expand its impact. To achieve this goal, course content and methods must keep pace with social and industry changes, continually integrating emerging employment trends, industry needs, and societal development dynamics. For example, with the rise of the digital age, there is an increasing demand for technical skills in the workplace. Therefore, the course should incorporate content related to digital skills, adaptability to remote work, and emerging technologies like artificial intelligence. Additionally, the innovation of teaching methods should keep up with the times by adopting more digital teaching tools, such as online platforms, virtual internships, and big data analysis, to better meet student learning needs and improve teaching effectiveness.

Second, the expandability of the course lies in its ability to be applied to more disciplines and programs, offering insights for other courses. Beyond specialized courses for career development planning, other courses can adopt similar reform ideas by incorporating career planning and value cultivation into various disciplines. For example, business schools, engineering schools, and other fields can combine career planning with professional skills, helping students develop correct career values and social responsibility alongside their professional growth. By promoting these reform ideas, the Career Development Planning course can play a greater role in more departments and disciplines.

8.2. Lessons and Insights for Other Courses

The reform of the Career Development Planning course provides valuable experiences and insights for other courses. Firstly, the close alignment of course content with students' real-world needs has enhanced student engagement and motivation. Other courses can adopt this student-centered approach, emphasizing the practical applicability of course content and its alignment with societal demands. For example, professional courses can introduce industry cases, practical activities, and internship opportunities, allowing students to improve their professional skills and career literacy by engaging with real work scenarios.

Secondly, the reform of teaching methods provides useful lessons for other courses. The interactive teaching, case analysis, and group collaboration employed in the Career Development Planning course have improved student engagement and practical abilities. Other courses can adopt similar methods, increasing classroom interaction and experience by incorporating discussion sessions, hands-on activities, and project-based learning, enabling students to become more proactive and involved in their learning process.

Finally, the innovation in evaluation and feedback mechanisms is an important component of the reform in the Career Development Planning course. Through diversified evaluation methods, such as process-based assessments and personalized feedback, the course has helped students better understand their growth and progress, increasing their

motivation to learn. Other courses can adopt this evaluation system, shifting the focus from solely exam results to comprehensive abilities, practical skills, and understanding and application of course content.

8.3. Further Innovation in Course Content and Methods

In the future, the content and teaching methods of the Career Development Planning course will continue to be innovated to better meet students' diverse needs and societal changes. Firstly, the course content should include more cutting-edge topics such as artificial intelligence, green economy, and global development trends. These topics will not only help students understand the current job market but also cultivate their global vision and innovative thinking. Specifically, the course can introduce new theories and real-world case studies in areas such as professional ethics, social responsibility, and sustainable development. This will further guide students in making responsible and socially valuable decisions in their future careers.

Secondly, teaching methods will increasingly use information technology, adopting a blended learning model that combines online and offline formats. Virtual reality (VR) and augmented reality (AR) technology will be used for simulated interviews, career scenario experiences, and other activities, allowing students to learn and practice in a more realistic environment. Additionally, personalized teaching based on big data and artificial intelligence will become an important trend in future course reforms. By analyzing data, the course can provide personalized learning paths and feedback for each student, ensuring that the content and methods are highly tailored to students' actual needs.

Finally, the future evaluation system will place more emphasis on students' lifelong learning and career development. Traditional exams and assignments will gradually be replaced by more comprehensive evaluation methods, such as project reports, career planning proposals, and team collaboration projects, better reflecting students' abilities and potential in real-world work situations. This evaluation method will not only help students understand course content more effectively but also motivate them to continue learning and developing their skills.

The future teaching reform of the Career Development Planning course will continue to focus on students' personalized development needs, continuously innovating course content and teaching methods to promote comprehensive student development. The sustainability and expandability of the reform will ensure its broader adoption across disciplines, providing a stronger foundation for students' career development and the cultivation of social responsibility. At the same time, the reform in the Career Development Planning course offers valuable insights for other courses, driving innovation in higher education teaching philosophies and methods.

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