

Practical Research on Ideological and Political Education in Public Basic Courses of Colleges and Universities from the Perspective of “Integrated Ideological and Political Education”

Zhongyu Zhang*

Jingjiang College, Jiangsu University, Zhenjiang 212000, Jiangsu, China

*Corresponding author: Zhongyu Zhang, 475596190@qq.com

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Abstract: Research on ideological and political education in public basic courses of colleges and universities has been recognized as a crucial means of enhancing the quality of higher education and promoting the comprehensive development of students. By constructing an implementation framework for ideological and political education based on the “integrated core and three wings” model, this study explores the multi-classroom integration approach under the “characteristic wing,” in which ideological and political education is embedded into public basic courses. The objective is to improve students’ ideological and political qualities, fostering their development as socialist builders and successors with well-rounded growth in morality, intelligence, physique, aesthetics, and labor. The practical foundation of the research is first analyzed, followed by an elaboration on the implementation method of the “integrated core and three wings” approach in ideological and political education within public basic courses. Reflections on the implementation process of multi-classroom ideological and political education are provided, along with suggestions for improvement.

Keywords: Public basic courses; Ideological and political education in courses; College sports; Integrated core and three wings; Holistic education

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1. Introduction

It has been emphasized by Minister of Education Jinpeng Huai that the establishment of a comprehensive ideological and political education (IPE) system in physical education (PE) should be accelerated by leveraging the vast social classroom, developing online cloud classrooms, and deepening IPE integration across all courses. It is widely acknowledged that classroom instruction serves as the primary channel for PE activities in colleges and universities; however, it does not constitute the entirety of PE. Extracurricular PE activities, including sports

clubs, athletic training, and competitions, are also rich in IPE resources^[1]. “Fully integrating IPE across all courses” has been aligned with the requirement for holistic education. A strong focus should be maintained on the primary classroom as the main channel, ensuring the full utilization of the educational function of courses. Concurrently, the second classroom should be strengthened as the main front, maximizing the educational function of practice, while the third classroom should be effectively utilized as the main platform, leveraging the educational capabilities of the internet. According to literature reviews, research on maximizing the IPE effect both inside and outside the PE classroom has not been explored in sufficient depth. This study is focused on PE, primarily examining resource development and practical pathways for IPE in the second and third classrooms. The goal is to achieve a synergistic integration of multiple classroom modes for IPE in PE, ensuring the alignment of IPE both inside and outside the PE classroom, the unification of explicit and implicit education, and the creation of a synergistic effect. Furthermore, efforts are directed toward establishing a comprehensive education system that encompasses all members, processes, and aspects, thereby ensuring that IPE is “embedded” in PE throughout the entire learning process for both teachers and students.

2. Practical research foundation

Since the issuance of the *Guiding Outline for the Construction of Ideological and Political Education in College Courses* by the Ministry of Education in May 2020, the construction of IPE in colleges and universities has been widely emphasized and implemented. Research on IPE has entered a phase of extensive development. At the macro level, the development framework of IPE has been clarified, as seen in studies on “hot topics, focused issues, and future trends in IPE research in PE courses.” At the micro level, the methodology and practical theories of IPE in PE have been further refined, including the identification and application of IPE elements in PE courses, the enhancement of PE teachers’ IPE-related competencies, and the establishment of collaborative regions for the development and sharing of IPE resources in PE. These approaches have contributed to improving the implementation of IPE in PE. While research and practice on IPE within PE classrooms have been firmly established and continuously developed, studies on IPE outside PE classrooms remain insufficient.

Currently, the Party Branch of the Teaching Department of Basic Courses at Jingjiang College consists of 35 teachers, among whom 22 are Party members. This includes 11 English teachers, five higher mathematics teachers, two ideological and political theory teachers, and four PE teachers who are Party members. These four foundational disciplines encompass all public foundation courses at the college and are mandatory for all first- and second-year students, providing the necessary material conditions for this study.

3. Implementation of IPE in public basic courses through the “integrated core and three wings” approach

3.1. Integrated core: A “large teaching (and research)” community centered on Party building

3.1.1. Party building leadership for the deepening of theoretical education

Adhering to Party building leadership, basic Party organization activities, faculty and staff political theory learning, “Three Meetings and One Class” (Party committee meetings, Party branch meetings, group meetings for Party members, and Party lessons), democratic life meetings, and Party group meetings have been utilized as activity links for the “large teaching (and research)” community, encompassing English, ideological and political courses, higher mathematics, and physical education. By leveraging the disciplinary advantages of

Marxism, the theoretical, ideological, and knowledge-based nature of other courses has been strengthened. Special lectures, seminars, and other activities have been conducted to facilitate the deep integration of Marxist theory with other courses.

3.1.2. Pairing assistance for mutual improvement

To ensure depth, breadth, and warmth in course development and implementation, ideological and political course teachers have been assigned to collaborate with instructors in the other three disciplines. Through this pairing assistance, educational resources have been explored, teaching content has been developed, and teaching methods have been discussed. Challenges such as reluctance, lack of ability, or insufficient skills in delivering IPE have been addressed, embedding the concept of IPE into teachers' educational philosophy.

3.1.3. Research as a driver of innovation

Simultaneously, continuous efforts have been made to enhance research capabilities related to IPE. The frontiers and emerging topics of IPE research across disciplines have been integrated to promote mutual learning. As emphasized by President Xi Jinping at the National Conference on Ideological and Political Work in Colleges and Universities in 2016, "Ideological and political work should permeate the entire process of education and teaching. All other courses should guard their own section of the canal and cultivate their own responsibility fields, ensuring that all courses move in the same direction as ideological and political theory courses and create a synergistic effect"^[2].

Currently, a working mechanism has been widely established in colleges and universities, wherein the university's Party secretary and president maintain contact with grassroots units to deliver ideological and political lessons for students. This approach embodies the integration of Party building and IPE, facilitates university leaders' understanding of frontline IPE teaching and student needs, maximizes the role of university leadership in promoting IPE, and fosters a positive demonstration effect.

3.2. Wing of role models: Establishing role models for mutual progress

3.2.1. Leading teachers to build teams

Through further study and training, a group of renowned teachers for IPE is cultivated to demonstrate their leadership in IPE teaching. IPE teaching teams are formed, collaboration and communication within the teams are strengthened, and the quality of IPE teaching is collectively enhanced. Further study and training for teachers of public basic courses are actively promoted, enabling the cultivation of influential and approachable renowned teachers and teams for IPE. A specific discipline is used as a demonstration to develop a "golden course" for that field.

3.2.2. Interdisciplinary collaboration for school-based textbook compilation

Through interdisciplinary collaboration, the characteristics and educational goals of each course are integrated to compile school-based textbooks incorporating IPE elements. The integration of IPE into PE courses is promoted to achieve an organic combination of PE and IPE.

Joint research projects are applied for, lesson preparation is conducted collectively, and classes are attended together to break down disciplinary boundaries. Communication platforms are established to facilitate collaboration on teaching and research activities, enabling the identification of convergence points between IPE and various disciplines. Simultaneously, the IPE orientation of teaching content, design, and objectives is reinforced, standardized IPE models are developed, exemplary cases are established, and the professional

development of teachers within the “large teaching (and research)” community is advanced.

3.2.3. Standardizing IPE models and establishing examples

The power of role models is significant, and their forms can be diverse. Zhao ^[3] proposed various forms, including regional collaboration, synergy, complementarity, innovation, and mutual learning, to create a collaborative team for the construction of IPE resources in college PE courses. Ultimately, a national collaborative mechanism for IPE resource development in PE courses is established, reinforcing the critical role of PE courses in inspiring and shaping students’ ideological qualities and behavioral norms. This entails the establishment of exemplary IPE courses at the school, regional, and national levels, thereby fostering mutual progress through shared learning ^[3].

3.3. Wing of safeguards: Comprehensive planning and strong support

3.3.1. Party committee leadership with multi-department collaboration

IPE is recognized as a systematic initiative. To establish a strong awareness of comprehensive IPE across the university, the construction process must be led by the Party committee, with resources pooled from the university, departments, faculty, and other stakeholders. Efforts should be coordinated through multiple channels, and the establishment of an IPE construction committee should be promoted to create a collaborative and interconnected educational framework of “joint discussion, joint management, and joint construction” among various departments. This approach ensures the effective implementation of IPE. For instance, at Beijing Sport University, a leading group and an expert advisory committee for IPE have been established, forming a work pattern in which the Party committee provides unified leadership, the academic affairs office coordinates overall efforts, relevant departments collaborate, and colleges oversee implementation. A three-tiered working mechanism has been developed, linking the university’s Party committee, college Party organizations, and teacher Party branches ^[4].

3.3.2. Leveraging the role of teacher party branches as battle forts

Teacher Party branches in colleges and universities serve as fundamental units for educating, managing, supervising, and supporting Party-member faculty. They function as strongholds for implementing the Party’s guidelines and policies throughout the entire teaching and management process in higher education institutions. In line with the directive that all Party work should be brought to the branch level, the primary role of these branches is to ensure that the emphasis on political awareness permeates education, teaching, and research ^[5]. The leading and exemplary roles of Party-member teachers in IPE construction must be effectively utilized. During Party activities for student members, teacher Party branches should encourage and facilitate the participation of professional faculty, integrating IPE elements into these activities. By combining student Party branch activities with the reinforcement of professional knowledge, these initiatives serve as an effective extension of IPE classroom teaching, achieving an organic integration of Party building and talent cultivation.

Currently, the teaching staff of the Teaching Department of Basic Courses’ Party Branch consists of instructors specializing in four public basic courses: English, higher mathematics, ideological and political theory, and physical education. These courses are delivered to first- and second-year students, who are at a “critical period” in forming their worldviews, outlooks on life, and values. This research project aims to inject new momentum into moral education, fostering students to become socialist builders and successors while contributing innovative perspectives to theoretical research.

3.4. Three classrooms

3.4.1. First classroom: Teaching activities

Ideological and political elements are incorporated into physical education curricula to foster students' spirit of unity, cooperation, and resilience through teaching activities. The characteristics of sports events are integrated, and competitions with ideological and political significance are conducted to enhance students' overall development. The primary role of the first classroom is upheld by physical education teachers, ensuring that the educational function of the curriculum is fully utilized while imparting skills ^[6].

3.4.2. Second classroom: Extracurricular learning and practical activities

Considering that some students enjoy sports but are less inclined toward physical education classes, sports clubs serve as essential platforms for engagement. The primary position of the second classroom is actively maintained by physical education teachers, allowing the ideological and political education function to be fully realized. Simultaneously, group activities such as school sports events and various individual competitions are leveraged to reinforce the leading role of sports competitions in students' ideological and political education.

3.4.3. Third classroom: Influence of online new media and other classrooms

Online new media platforms are utilized to implement ideological and political education within the curriculum, disseminating sportsmanship and related ideological concepts through WeChat public accounts, short videos, and other digital means. Students are encouraged to participate in sports-related ideological and political activities via online platforms, forming a comprehensive education model that integrates both offline and online learning. Furthermore, during major Chinese team competitions, the third classroom is fully utilized to enhance the educational potential of the Internet. The integration of extracurricular sports activities, sports clubs, and sports associations is promoted to develop a holistic approach to ideological and political education, ensuring its presence across all students, aspects, and stages of learning. Patriotism and national pride are instilled through the performances of outstanding athletes and the in-depth presentation of significant sports events. Confidence in traditional Chinese culture is reinforced, and the belief in the excellence of Chinese culture is firmly propagated through campus sports culture, including material culture and events such as Campus Sports Culture Month.

During the teaching process, it has also been observed that courses such as College English and Advanced Mathematics are actively exploring multi-classroom models for ideological and political education. The ideological and political education of public basic courses is being developed through the integration of Party-building efforts, representing an ongoing exploration and innovation in school curricula. During the implementation phase, continuous reflection, learning, and improvement are required from all practitioners, with full dedication to cultivating socialist builders and successors.

4. Reflections on the implementation process of multi-classroom ideological and political education in curricula

In this research, the “point-to-area” approach was adopted, with “sports” serving as a model to drive other disciplines. Consequently, the integration of multi-classroom ideological and political education into physical education curricula has been emphasized as both a key feature and a foundational element of the study. To align with the practical orientation of the multi-classroom collaboration mechanism for ideological and political

education in public basic courses, greater efforts should be directed toward constructing a collaborative framework specifically for ideological and political education in physical education curricula within colleges and universities.

4.1. Establishing a multi-classroom collaboration and construction team for ideological and political education in college curricula

Although each discipline can be effectively delivered through regular teaching, sustained efforts are required to consolidate these elements into a cohesive team. The collaborative construction team for ideological and political education resources in college physical education curricula should be systematically structured based on the inherent logical organization of ideological and political elements within the discipline of physical education. This team should comprise sports experts, ideological and political education specialists, frontline physical education instructors, sports researchers, student affairs personnel, and information technology professionals.

By integrating various sports themes within physical education curricula, this team should focus on the collection, organization, synthesis, and instructional adaptation of ideological and political education resources. These efforts should be implemented across practical teaching, sports clubs, athletic competitions, and online platforms dedicated to ideological and political education in sports. Such initiatives are essential to addressing the practical requirements for establishing a multi-classroom collaboration mechanism for ideological and political education in college physical education curricula.

Within the broader framework of “Great Ideological and Political Education,” the strengthening of interdisciplinary collaboration between physical education instructors and faculty members from other public basic courses must also be prioritized to foster a comprehensive “Great Teaching and Research” initiative. More importantly, the primary teaching objective should be clearly defined as the enhancement of ideological and political education effectiveness within curricula. Furthermore, demonstration and leadership should be reinforced by establishing exemplary classrooms, deepening curriculum reform and innovation, forming a “demonstration-oriented” leadership team, and elevating the overall quality of teaching.

4.2. Formulating an evaluation mechanism for multi-classroom collaboration in ideological and political education in college curricula

The effectiveness of ideological and political education in curricula is of paramount importance, yet its objective evaluation remains a significant research challenge and area of focus. The successful implementation of a multi-classroom collaboration mechanism for ideological and political education in college physical education curricula depends on a well-structured evaluation system. Accordingly, the evaluation mechanism can be categorized into two types.

First, the evaluation of teachers is conducted, emphasizing their professional ethics, teaching styles, physical education instruction, club counseling, and sports training, with peer and student evaluations serving as key references^[7]. Second, the evaluation of students is undertaken to assess their progress in physical health, sports literacy, well-rounded personality development, and sportsmanship. A diversified approach is adopted to ensure the effectiveness of ideological and political education in physical education curricula. This includes a multidimensional evaluation framework that considers student participation, teamwork abilities, perseverance, individual differences, and overall progress.

Furthermore, a combination of qualitative and quantitative evaluation methods is employed. Qualitative

aspects, such as students' classroom engagement and practical performance, are integrated with quantitative measures, including academic grades and competition results, to enhance the evaluation system for online ideological and political education. To incorporate student feedback and learning outcomes effectively, a comprehensive evaluation approach is required. This involves not only assessing students' academic performance throughout their studies but also utilizing big data technology to conduct precise and well-founded qualitative assessments of learning outcomes and feedback. Specifically, learning attitudes and academic achievements in the first classroom, practical effectiveness and social influence in the second classroom, and autonomous learning along with real-world performance in the third classroom are analyzed comprehensively. Through this approach, an all-encompassing evaluation system covering all classroom settings is established^[8].

4.3. Stimulating internal and external motivation for collaborative construction of multi-classroom ideological and political education in college curricula

Internal motivation is regarded as the primary driving force. Colleges and universities should ensure that the IPE in curricula aligns closely with the context of the times and talent cultivation programs. Theoretical learning on IPE construction should be strengthened among all physical education teachers to continuously enhance students' sports skills and educational outcomes. Physical education teachers should be made aware of the importance of safeguarding their own "responsibility fields," while being encouraged to engage in continuous learning, refine their professional skills, and improve their capabilities in ideological and political education. This process aims to reinforce the professional confidence of physical education teachers in IPE construction. Naturally, internal motivation involves both the enhancement of ideological awareness and the improvement of teaching and research capabilities in IPE curricula. For instance, the application of embodied theory demonstrates the significant value of integrating embodied cognitive theory into ideological and political education within physical education curricula. By incorporating physical participation, situational teaching, the unity of cognition and emotion, and the integration of rule awareness with moral education, the organic fusion of physical education curricula and IPE can be effectively realized, thereby promoting students' holistic development^[9].

External motivation is reflected in the continuous reinforcement of human and material support by the government for the multi-classroom collaboration model in colleges and universities. Physical education teachers should be actively encouraged to "go out" to engage in ongoing learning, identify gaps, and "bring in" innovative methods. Policy guidance for IPE in curricula should be strengthened, with efforts made to establish regionally demonstrative models. The construction of IPE in physical education curricula serves as a crucial pathway for advancing the connotative development of higher education and represents a contemporary initiative to cultivate socialist builders and successors who embody both moral and physical excellence, achieving comprehensive development^[10].

5. Conclusion

This study explores the effective integration of ideological and political education into public basic courses in colleges and universities, using the innovative multi-classroom model in college physical education as an example. The objective is to establish a model that serves as a reference point for enhancing IPE in other courses, forming an innovative framework of "integrated core with three wings." This approach is centered on a "Large Teaching (and Research)" community built around Party-building principles, with an emphasis on setting examples and progressing collectively. Through systematic planning and strong institutional support, the integration of multiple classrooms and comprehensive education is promoted, ultimately establishing a holistic,

full-process, and all-encompassing educational framework.

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