

Study on the Key Points and Paths of the Collaborative Education of Ideological and Political Curriculum

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Abstract: Under the education pattern of “big thinking and politics,” whether the collaborative education function of curriculum thinking and politics and ideological and political courses can be effectively played is related to whether the fundamental task of cultivating people can be really implemented. This paper analyzes the practical significance, existing problems, and characteristics of collaborative education, improves the degree of collaborative education, and puts forward the key points and implementation paths of collaborative education from the four aspects of the education system, teacher team, teaching means, and top-level design.

Keywords: Great ideology and politics; Moral cultivation of people; Ideological and political course; Collaborative education

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1. Introduction

The foundation of a university is to cultivate morality and cultivate people. To make good use of classroom teaching as the main channel, all other courses should maintain a certain channel and plant a good field of responsibility, so that all kinds of courses and ideological and political theory courses will work in the same direction and form a synergistic effect ^[1-2]. In the university curriculum system, the basic task of education is not only to impart knowledge and skills, but also to cultivate students' character and shape correct values ^[3]. Ideological and political teaching should adhere to the unity of explicit education and implicit education, excavate the ideological and political education resources contained in its curriculum and teaching methods, and realize the education of all students in the whole process ^[4]. As a recessive ideological and political education, “curriculum ideological and political education” is the need for the reform of educational ideas and the internal requirement of ideological and political education in colleges and universities ^[5-6].

2. The connotation of curriculum thought and politics

Ideological and political course refers to the curriculum system covering “four main courses + situation policy course + public elective course.” Curriculum Ideological and political course refers to a new educational concept and way with curriculum as the carrier, ideological and political education as the soul, education function and value orientation^[7]. In the “Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities” issued by the Ministry of Education in 2020, the importance of moral education is clearly emphasized, advocating that moral education should be infiltrated into professional education and even the entire teaching process^[8]. Curriculum ideological and political education needs to rely on the curriculum as the carrier, excavate the ideological and political education elements and related resources contained in professional courses, and intentionally lead the value in the teaching of professional knowledge, which is a kind of implicit ideological and political education^[9].

3. The practical significance of collaborative education

The educational resources of ideological and political curriculum and ideological and political curriculum have different emphasis and complement each other. The key point of the collaboration between ideological and political courses and curriculum ideological and political courses is to fully mobilize all course teachers in colleges and universities, strive to make every course and every discipline play a role in educating people, and promote colleges and universities to form full personnel, full courses and all-round education^[10]. Speed up the construction of a collaborative education teaching team composed of teachers from different disciplinary backgrounds with complementary advantages^[11]. Ideological and political teachers can rely on the advantages of “political theory” to help teachers of specialized courses to explore ideological and political elements, grasp the policies of the Party and the state, analyze the international and domestic situations, and do a good job in guiding the political direction of ideological and political courses. With the advantage of “professional quality,” teachers of professional courses can professionally interpret the ideological and political elements such as the craftsman spirit of a great country, the feelings of agriculture and farmers of a great country, the construction of ecological civilization, and the ability of national governance, and provide rich teaching cases for teachers of ideological and political courses with the help of the internal logic of curriculum ideological and political thinking^[12].

4. The current situation and problems of collaborative education

4.1. Current situation of ideological and political education in collaborative education in colleges and universities

In actual teaching, due to the different professional attributes, there is a lack of discussion and communication between teachers of professional courses and teachers of ideological and political courses on the understanding of ideological and political courses. In terms of curriculum, it is difficult to form a common “field of responsibility” between ideological and political courses, which makes it difficult for teachers of professional courses to freely use in the integration of ideological and political elements^[13]. The outstanding performance is in four aspects: (1) The work system of collaborative education is not perfect, the top-level design and overall planning are not enough, and the general pattern of collaborative education has not been established; (2) The teaching content of collaborative education is not optimized, and the curriculum ideology and politics and the curriculum do not really penetrate each other and complement each other; (3) The construction of the teachers’ team of collaborative

education is not in place, especially the teachers of ideological and political courses and teachers of specialized courses are not enough in the same frequency resonance and the same direction in teaching; (4) The assessment and evaluation system of collaborative education is not perfect, the incentive and restraint mechanism is not perfect, and the teachers' enthusiasm in implementing collaborative education is not high.

4.2. There are problems in collaborative education

4.2.1. There is lack of concept and consciousness of collaborative education between ideological and political teachers and non-ideological and political teachers

As for the ideological and political teachers, they do not realize the guiding role of the ideological and political courses in the collaborative education of students. For non-ideological and political teachers, on the one hand, they are relatively unfamiliar with the work of ideological and political education, and they do not know how to carry out, how to integrate and how to cooperate. On the other hand, they do not have a clear understanding of the nature of ideological and political education, and lack of political height. In the past, education and teaching, the emphasis on the professional training of talents often ignores the goal of ideological and political education for students, which leads to the loss of the ideological and political education function that professional courses and general courses should have ^[10].

4.2.2. The exploration of moral education resources in professional courses is not enough

Each professional course in colleges and universities belongs to different subject categories, with different subject backgrounds and characteristics, which makes different courses intangibly follow specific discipline rules in teaching activities, and there is also a narrow "discipline advantage theory" among all kinds of professional courses. Some professional teachers have been working in their professional fields for a long time. In the actual teaching process, they blindly emphasize the importance of the professional courses, emphasize "teaching" and light "education," focus on the teaching of the content of professional courses, and dilute or even ignore the value-leading elements contained in each professional course and the responsibility of educating students ^[4].

4.2.3. Curriculum ideological and political cooperation, ideological and political curriculum implementation measures lack of strength

Powerful measures include a sound system, an organizational system, an evaluation system, and so on. The effective measure guarantee is not only the specific action plan to promote the curriculum ideology and politics, but also the corresponding incentive, reward and punishment measures. As a focus of curriculum thought and politics in recent years, in many colleges and universities, whether at the management level or the teacher level, most of them are in the understanding stage. How to promote curriculum thought and politics and form a situation of collaborative education with ideological and political courses, there are still many gaps in the formulation and introduction of measures, and the mechanism of collaborative education has not been completely constructed ^[2,5].

5. The characteristics of collaborative education

Ideological and political curriculum belongs to the category of recessive education, while ideological and political curriculum belongs to the category of explicit education. The direction and function of ideological and political curriculum and ideological and political curriculum are the same in essence, both of them should adhere to the socialist direction of running a school and give play to the function of educating people. Therefore, to

carry out ideological and political education for college students, we should not only give full play to the core role of ideological and political theory courses, but also give full play to the educational function of professional courses, to combine explicit education with implicit education and realize the effect of creative transformation of ideological and political education from special personnel to all staff. At the same time, both of them are to serve the ideological and political education of college students -- to train the socialist builders and successors of the comprehensive development of morality, intelligence, physical fitness, the United States and labor ^[5].

6. The key points of collaborative education

Ideological and political education in colleges and universities should establish an educational mechanism in which explicit education in ideological and political classes and implicit education in other classes complement each other and complement each other: (1) Adhere to moral cultivation, integrate the cultivation and practice of socialist core values into the basic requirements of the whole process of teaching and educating people, transform discipline resources and academic resources into educational resources, and realize the organic unity of knowledge imparts, value guidance and ability training; (2) Give full play to the core position of ideological and political theory courses in value guidance, tell the Chinese story justly and confidently, and encourage students to consciously integrate their personal ideal pursuit into the cause of the country and the nation, and be pioneers in the forefront of the era; (3) Make all kinds of courses and ideological and political theory courses in the same direction, teachers and students to make good friends, make friends, make friends deeply, carry out the spring breeze to change the rain, moistening the silent education ^[14].

7. The implementation of path analysis

Under the pattern of “big ideology and politics,” to improve the degree of cooperation in education and to do a good job in the collaborative education of professional courses and ideological and political courses, we should start from four aspects: the curriculum education system, the teacher team, teaching means and top-level design.

7.1. Actively build a curriculum education system with the same direction and in the same line

7.1.1. Combine online and offline to build a cooperative education platform

Timely promotion of online course ideology and politics, on the one hand, can realize the organic combination of network and professional education, can timely access to high-quality resources, update educational content, enrich educational forms; On the other hand, it can also promote the connection between the subject and the object, improve the flexibility and immediacy of curriculum education, and realize the ideological education without dead corners, multi-angles and multi-fields, which is an important means to improve the teaching effect of professional courses under the new situation ^[4]. In addition, the exchange and cooperation between ideological and political theory courses and other specialized courses can also be realized through offline ways such as lectures, forums and practical activities related to ideological and political education ^[5].

7.1.2. The demonstration project of “curriculum ideology and politics” will be carried out

Curriculum thought and politics need to be explored, which can be gradually carried out by demonstration. First, to train the ability and skills of college teachers to carry out curriculum thought and politics; The second is to set

up teaching reform projects, build a number of high-quality curriculum ideological and political courses, carry out practical research and practical exploration of curriculum ideological and political cooperation curriculum, accumulate experience, and gradually spread out; The third is to choose a model, in the way of open classes and demonstration classes to play a demonstrative role in curriculum ideological and political effects of the course, and on this basis to promote the role of other courses in curriculum ideological and political. Shanghai and other places, as experimental areas of curriculum thought and politics, started early and accumulated a lot of good experience, which is worth learning from^[5] universities in other regions.

7.2. Build a team of teachers who can teach and educate people in a mutually reinforcing way

7.2.1. The cultivation of teachers is the key link to do a good job in the collaborative education of professional courses and ideological and political courses

Comprehensively promoting curriculum ideological and political construction, and doing a good job of collaborative education work, depends on teachers. It is necessary to strengthen teachers' awareness of education, identify the angle of education, improve the ability of education, and make the curriculum's ideological and political construction practical. To plant a good field of responsibility and create a new pattern of collaborative education, we should strengthen the construction of teachers' ethics, strengthen teachers' political accomplishment and professional accomplishment, gather a consensus on collaborative education, and improve teachers' awareness of initiative, responsibility and self-consciousness in educating students; It is necessary to improve the curriculum ideological and political ability and level of professional teachers by means of special seminars, curriculum ideological and political teaching salons, curriculum ideological and political teaching competitions, and inviting ideological and political experts to guide professional teachers in collective lesson preparation^[4].

7.2.2. Give full play to the main role of teachers and improve the political and professional quality of teachers of specialized courses

In the process of college teachers' collaborative education, teachers of ideological and political courses and other course teachers should take the concept of collaborative education as the premise and basis of education, clarify the relationship between ideological and political courses, curriculum ideological and political education, curriculum intellectual education and curriculum moral education, adhere to the ultimate mission of education and teaching, and run the concept of collaborative education through the whole process of curriculum construction and implementation. Moreover, in daily life and work, college teachers should pay attention to their comprehensive quality, especially the improvement of ideological and political quality, pay attention to the latest current events of the country, timely understand and master the relevant national policies and guidelines, and improve the enthusiasm and initiative learning^[10]. Only by constantly improving teachers' ethics can we realize the organic combination of teaching and education in the process of classroom teaching, and promote all kinds of courses to cooperate with education to play a practical role^[4].

7.3. Explore multi-dimensional teaching methods of collaborative education

7.3.1. Based on the second classroom, flexible professional practice

As an extension of classroom teaching, professional practice teaching can, on the one hand, effectively make up for the shortcomings of theoretical preaching in the traditional classroom, broaden the horizon of thinking, and enable students to deepen their understanding and mastery of important and difficult teaching issues in practical

operation. On the other hand, practical teaching can also better explore and make good use of the value-leading elements in life, so that the form of collaborative education between professional courses and ideological and political courses is more vivid, and the effect of collaborative education is further improved in the imperceptible practical teaching environment. Therefore, the curriculum ideological and political construction of professional courses should also be combined with the actual situation of the course, pay attention to the integration of learning and thinking, the integration of knowledge and action, give full play to the role of the second classroom in educating people, flexibly carry out practical teaching, and cultivate students' innovative spirit of climbing the scientific peak ^[4].

7.3.2. Cooperation in teaching design

For example, professional courses can hire ideological and political teachers to check and discuss the elements of “ideological and political” in the teaching design of the course. In the course preparation, ideological and political teachers can choose cases or materials related to students' majors for classroom explanation, and can build a teaching resource library with teachers of professional courses. Secondly, cooperation in the teaching process. Mainly, ideological and political teachers and professional teachers can listen to each other, teach each other, learn from each other, and jointly promote and improve. The third is to carry out teaching research or scientific research cooperation. With the help of the integration of disciplines, mutual participation in project research can be enhanced to enhance communication and cooperation. There is also cooperation in practical teaching. Through the construction of a normal work cooperation mechanism, enhance the communication between teachers of professional courses and ideological and political courses, penetrate the “ideological and political” elements into every link of teaching, thus expanding the connotation and channels of ideological and political education ^[2].

7.4. Establish a systematic and complete top-level design of collaborative education

7.4.1. Constantly improve the supervision system of “Curriculum Ideology and Politics” collaborative ideological and political courses

Curriculum ideological and political education is a systematic project, it is necessary to improve the supervision system, supervise the implementation effect of curriculum ideological and political education, and strive to build four supervision systems: (1) The system of leading lectures and evaluation; (2) School (department) secondary supervision system; (3) The peer evaluation system; (4) The information collection system of students' classroom teaching. In order to give full play to the collective wisdom of curriculum ideological and political construction, select a group of curriculum ideological and political teachers with high political quality and strong sense of responsibility, and grasp the teachers' performance of curriculum ideological and political responsibilities from various perspectives such as leadership, supervision, peers and students. It can effectively promote the continuous improvement of curriculum ideology and politics, and achieve a high degree of coordination between curriculum ideology and politics ^[5].

7.4.2. The realization of curriculum ideological and political cooperation curriculum, the establishment of a sound and perfect system mechanism is guaranteed

It is necessary to activate all elements of coordination and build a pattern of ideological and political work. Give full play to the leadership core role of the university party committees. Clarify the scope of management and responsibility at all levels, ensure the organizational guarantee for the promotion of the “curriculum ideological and political” education reform, and form an orderly operation mechanism for promotion. Colleges

and universities (departments) are the basic units for the specific organization and implementation of education and teaching reform, and the degree and effect of curriculum ideological and political promotion depend on the degree of attention and promotion intensity of the colleges (departments). It is possible to guide teachers to invest in the construction of curriculum ideology and politics through the key systems of school (department) performance distribution, teacher evaluation, teacher title promotion, etc., improve the system of promoting curriculum ideology and politics, promote the reform and innovation of curriculum ideology and politics, and form a good situation of curriculum ideology and politics in coordination with the curriculum. In this way, the overall pattern of top-level design, overall planning, synergistic linkage and joint operation can be effectively promoted ^[15].

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