

Exploration on the Innovative Path of “Walking Ideological and Political Course” from the Perspective of Big Ideological and Political Course

Xiong Tian*, Jinxing Gu

Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China

*Author to whom correspondence should be addressed.

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: As the core innovative form of the construction of big ideological and political courses, “walking ideological and political courses” takes “going out of the classroom, integrating into society, and integrating knowledge with practice” as the core concept, breaks through the one-way indoctrination mode of traditional ideological and political courses, extends the education field to multiple real scenes, and realizes the deep integration of theory and practice, on-campus and off-campus. It is of great value to solve the dilemma of traditional ideological and political courses and implement the fundamental task of moral education. Based on the perspective of big ideological and political courses, this paper systematically explains the core connotation and educational value of “walking ideological and political courses,” “deeply analyzes the current practical problems in resource integration, curriculum design, guarantee mechanism and collaborative education, and puts forward innovative paths from the three dimensions of building a diversified resource integration system, improving the systematic guarantee mechanism and improving the collaborative education pattern. It provides theoretical support and practical reference for colleges and universities to create high-quality “walking ideological and political courses” and build a comprehensive education system for the whole process of the whole staff.

Keywords: Big ideological and political course; The ideological and political course of walking; Innovation path; Collaborative education

Online publication: December 31, 2025

1. Introduction

The “walking ideological and political course” is the core innovation form of the construction of the great ideological and political course. It adheres to the core concept of “going out of the classroom, integrating into the society, and integrating knowledge and practice”, breaks the physical wall and ideological constraints of the

classroom, expands the field of ideological and political education to the historical site, the production line, the frontier of rural revitalization, and the highland of scientific and technological innovation, and realizes the deep integration of theory and practice, on-campus and off-campus, knowledge and belief, and belief and practice. It has become the key path to solving the problem of “abstraction and simplification” of traditional ideological and political courses and implementing the fundamental task of moral education. This paper takes “walking ideological and political course” as the core research carrier, combines the latest policy orientation, academic research results and typical practical cases, systematically combs its core connotation and era value from the perspective of big ideological and political course, deeply analyzes the current construction status and practical challenges, and explores the innovative path of constructing diversified resource integration, integrated curriculum design, systematic guarantee mechanism and collaborative education pattern, so as to provide theoretical reference and practical guidance for colleges and universities to build high-quality big ideological and political courses and build a full-process and all-round education system.

2. The core connotation and time value of “walking ideological and political course” from the perspective of big ideological and political course

2.1. Core content

The “walking ideological and political course” is guided by the concept of “open, open and joint operation” of the big ideological and political course, with practical education as the core path and value guidance as the fundamental goal. It is a new form of education that organically integrates the content of ideological and political education with the high-quality resources of the society. It completely breaks through the one-way indoctrination mode of “teacher speaking, student listening,” and organizes students to enter real scenes such as red education bases, historical and cultural venues, modern enterprise workshops, rural revitalization demonstration villages, scientific research institutes laboratories, etc. In the immersive participation of on-the-spot investigation, personal experience, interactive inquiry, volunteer service, etc., it deepens the understanding of the latest achievements of the modernization of Marxism in China and shapes the correct world outlook, outlook on life, and values.

2.2. Value of the times

In the new era of building a modern socialist country in an all-round way and promoting the construction of a strong educational country, the ‘walking ideological and political course’ has irreplaceable value for the construction of ideological and political courses. It is a new teaching mode that expands the teaching space and resources of ideological and political courses into the broad social life^[1]. From the perspective of the actual effect of educating people, it effectively solves the communication dilemma of traditional ideological and political courses that “the ears are not in the heart and the eyes are not in the brain.” Young students have active thinking and strong willingness to practice, and their acceptance of abstract theory depends on concrete and scene presentation. By letting students understand the original mission at the revolutionary site, experience the craftsman spirit in the enterprise workshop, and witness the development achievements in the rural field, the “walking ideological and political course” transforms the abstract ideological and political theory into a real case that can be perceived, touched and practiced, which significantly improves the attraction, appeal and persuasion of ideological and political education, and realizes the organic unity of “speaking ideological and political education with integrity and courage” and “moistening things silently and educating new people.” Especially for the group of higher vocational students with strong practical ability but weak interest in theoretical learning, this concrete

form of education can stimulate their enthusiasm for learning and realize the precise empowerment of ideological and political education.

3. The existing problems and practical challenges in the construction of “walking ideological and political courses”

Although the construction of “walking ideological and political course” has achieved phased results, there are still many deep-seated problems in practice, which restrict the full play of educational efficiency.

3.1. There are three dilemmas in resource integration.

Resource integration is the basis of the construction of “walking ideological and political courses.” At present, there are three main problems. First, the decentralization of resources. Red bases, cultural venues, enterprises, villages and other types of ideological and political resources belong to different departments and subjects, and lack a unified coordination mechanism and sharing platform, resulting in ‘high-quality resources idle and grassroots resources shortage coexist.’ Some schools are difficult to carry out high-quality practical activities due to the lack of resource docking channels. The second is the homogenization of resources. Most of the practice bases are mainly based on red education and traditional culture. The supply of resources for the themes of the times such as scientific and technological innovation, ecological protection, grassroots governance, and digital economy is insufficient, and it is difficult to meet the students’ multi-metacognitive needs and the development requirements of the times. Thirdly, the resources are shallow. Most of the development of practical resources stays at the level of ‘visiting and playing cards’, lacks the deep excavation of the ideological connotation, the value of the times and the theoretical logic behind the resources, and does not form a teaching content system that is connected with ideological and political theory and professional knowledge, resulting in ‘walking’ becoming a mere formality.

3.2. There are three major shortcomings in curriculum design

The curriculum design is the core of the quality of “walking ideological and political course.” There are some problems in some practice, such as “emphasizing form, neglecting content”, “emphasizing process, neglecting goal”. First, there is a tendency of formalization. Some schools simply equate ‘walking ideological and political courses’ with out-of-school visits and research trips. They lack clear educational objectives, systematic teaching content and standardized implementation processes. The activities are ‘looking at the flowers’ and it is difficult to achieve value guidance. The second is the problem of fragmentation. The curriculum content lacks overall planning, the theme is scattered, the connection is insufficient, the curriculum design of different students and different majors lacks gradient and coherence, and a step-by-step education system has not been formed. The third is the phenomenon of disconnection. The practical content is not closely combined with the ideological and political theory, professional courses and students’ ideological reality. There is a problem of ‘ideological and political education, professional education, practice and practice’, which leads to the low enthusiasm of students’ participation and the difficulty of realizing the ‘unity of knowledge and practice’.

3.3. There are obvious shortcomings in the guarantee mechanism

A sound guarantee mechanism is the support for the sustainable development of “walking ideological and political

courses”, and the current guarantee system is still insufficient. First, the funding guarantee is insufficient. Most colleges and universities have limited funds for ideological and political practice teaching, and it is difficult to cover expenses such as venue leasing, transportation, resource development, teacher training, and student subsidies. As a result, the scale of practical activities is small, the frequency is low, and it is difficult to carry out normalization. Secondly, the teaching staff is weak, and there is a lack of professional ‘walking ideological and political course’ instructors. Most of the existing teachers are ideological and political course teachers or counselors, and generally lack interdisciplinary knowledge, practical experience and curriculum design ability. It is difficult to effectively guide students to transform practical experience into ideological identity and theoretical consciousness. Third, the evaluation system is missing, and a scientific and perfect evaluation standard has not yet been established. Most schools measure the effect of education with simple indicators such as participation rate, experience and practice report, and lack quantitative and qualitative evaluation of students’ ideological awareness, practical ability enhancement, and value concept shaping. It is also impossible to effectively evaluate and continuously improve the quality of the curriculum.

3.4. Collaborative education mechanism is not yet perfect

Collaborative education is an inevitable requirement for the construction of big ideological and political courses, but the education pattern of “university, government, enterprise and society” has not yet been fully formed. First, there are departmental barriers. The policy guidance of government departments is not closely connected with the needs of school practice. The resources of cultural tourism, party history, science and technology have not been effectively transformed into educational resources. Second, school-enterprise barriers, the enthusiasm of enterprises to participate is not high. Although some enterprises are willing to provide practical positions, they lack the teaching design that integrates with ideological and political education, and it is difficult to achieve the dual goal of “enterprise practice + value guidance.” Third, the mechanism is not smooth, and there is a lack of a normalized collaborative education mechanism. Most of the school-local and school-enterprise cooperation is short-term and project-based, and there is a lack of a long-term stable cooperation platform and benefit sharing mechanism, which makes the effect of collaborative education difficult to sustain.

4. Innovative path of ‘walking ideological and political course’ from the perspective of big ideological and political course

4.1. Building a diversified resource integration system

Resource integration is the basis for the construction of “walking ideological and political courses.” It is necessary to adhere to systematic thinking, break resource barriers, and build a diversified resource system of “on-campus + off-campus”, “online + offline” and “traditional + modern”.

In terms of campus resources, dig deep into the endogenous resources of the campus and create a “campus walking classroom.” To sort out the ideological and political elements in the history and situation of the school, and transform the excellent alumni deeds, campus historical buildings, scientific research achievements into cases, campus cultural activities into ideological and political education materials ; integrate resources such as campus laboratories, training bases, libraries, and art galleries, and design ‘ professional + ideological and political ‘ practical projects to maximize the use of campus resources.

In terms of off-campus resources, classify and integrate various social resources and establish a ‘co-construction and sharing base group’. Deepen the utilization of red resources, cooperate with revolutionary

sites, memorial halls, etc., and develop a series of courses on “Red Gene Inheritance” ; activate traditional cultural resources, unite museums, non-heritage museums, etc., and develop a series of courses on “cultural self-confidence cultivation”; expand the theme resources of the times, connect high-tech enterprises, rural revitalization demonstration villages, etc., and develop a series of courses of “practice of the spirit of the times. “ At the same time, led by government departments, a regional ideological and political resource sharing platform is established to achieve accurate docking of resource supply and demand and avoid duplication of construction and waste of resources.

In terms of digital resources, modern information technology is used to create a “virtual walking classroom” to break the time and space constraints. Through digital modeling, VR, AR, digital twin and other technologies are used to restore red sites and major projects, and immersive virtual research projects are developed. Make digital teaching resources such as micro-videos, online courses, interactive games, and enrich presentation forms; build an online communication and interaction platform to support students to share practical results, cross-school collaboration, and improve resource accessibility and sharing. At the same time, we should pay attention to the differentiated development of resources, and design personalized resource packages according to the characteristics of different students and different majors to meet the needs of diversified education.

4.2. Improve the systematic security mechanism

A sound guarantee mechanism is the key to the sustainable development of “walking ideological and political courses. “ It is necessary to build a systematic guarantee system from the three dimensions of funds, teachers and evaluation.

In terms of funding guarantee, a diversified investment mechanism of ‘ government financial support + special allocation of colleges and universities + corporate social sponsorship + self-financing of project funds ‘ is constructed. Actively strive for the government’s special financial funds, and incorporate the ‘walking ideological and political course’ funds into the annual education budget; colleges and universities set up a special fund for ideological and political practice teaching to ensure the basic needs of curriculum development and base construction. Strengthen cooperation with enterprises and social organizations to attract social capital participation ; encourage student teams to apply for innovation and entrepreneurship, social practice projects, and raise funds in a project-based manner. At the same time, a supervision mechanism for the use of funds is established to improve the efficiency of use and ensure the earmarking of funds.

On the guarantee of teachers, we will create a three-in-one compound teacher team of ‘ideological and political teachers + professional teachers + off-campus tutors’. Ideological and political teachers grasp the ideological and political direction of the curriculum, carry out theoretical guidance and value guidance ; professional teachers combine professional knowledge to design practical content, and guide students to combine professional skills with practical needs ; off-campus tutors hire model workers, industry experts, etc., to provide practical guidance and experience sharing. Strengthen teacher training, regularly organize interdisciplinary teaching seminars, practical ability training and other activities to improve teachers’ curriculum design and practical guidance ability; establish a teacher incentive mechanism, incorporate teaching effectiveness into the assessment and evaluation system, and stimulate teachers’ enthusiasm for participation.

In terms of evaluation guarantee, we should break the single result evaluation model and build a scientific evaluation system combining ‘process evaluation + result evaluation’, ‘quantitative evaluation + qualitative evaluation’, and ‘self-evaluation + others evaluation’^[2]. The process evaluation focuses on students’ participation,

teamwork, problem solving ability, etc., through practice logs, activity records, etc. ; the result evaluation focuses on the improvement of practical results and ideological consciousness, which is measured by practical reports and results display. Quantitative evaluation uses quantifiable indicators such as participation rate and task completion ; qualitative evaluation focuses on ideological change, value identification, etc., through interviews, third-party evaluation, etc. Establish a continuous improvement mechanism for curriculum quality, adjust curriculum design and optimize resource allocation according to the evaluation results.

4.3. Improve the pattern of collaborative education

Collaborative education is an inevitable requirement for the construction of ideological and political courses. It is necessary to break all kinds of barriers and build a collaborative education pattern of ‘university-led, government-led, enterprise participation, and social support’.

Colleges and universities play a leading role, set up a leading group for the construction of “walking ideological and political courses”, and coordinate curriculum planning, resource integration and quality monitoring. Strengthen school-school cooperation, build and share high-quality resources and teaching staff, and carry out cross-school joint practice projects ; deepen the coordination within the school, break down the barriers between departments, promote the cooperation between ideological and political departments and professional departments, and realize the deep integration of ideological and political education and professional education; strengthen the overall design of the curriculum, formulate construction implementation plans and curriculum standards, and form a gradual education system.

The government performs the function of guidance and coordination, introduces support policies, and provides a good policy environment. Coordinating all kinds of ideological and political resources in the region, establishing a resource sharing mechanism, and promoting the opening of various places to schools ; strengthen policy support, give financial support and policy support to the construction of practice bases and the development of digital resources ; establish a supervision and evaluation mechanism, incorporate the construction into the education evaluation system, and regularly carry out supervision and inspection.

Enterprises actively participate in the construction, providing students with practical positions, training bases and technical support. Co-build a ‘double tutorial system’ practice base with colleges and universities, select excellent employees as off-campus tutors, and integrate the spirit of entrepreneurship and craftsmanship ; combining with the actual production and operation, we design practical projects with ideological and political elements, so that students can feel the professional spirit and social responsibility in practice ; strengthen industry-university-research cooperation, transform enterprise scientific research projects into ideological and political practice content, and achieve a win-win situation for enterprise development and talent training.

The community actively supports the construction and opens up all kinds of venue resources and volunteer service posts. Public cultural institutions develop exclusive ideological and political practice courses and arrange professionals to explain and guide them ; community and rural grassroots organizations provide support for students to carry out social surveys and volunteer services ; the media platform strengthens the publicity of typical cases and practical results, and creates a good atmosphere for the whole society to care for and support ideological and political education.

Based on the successful experience of educating people in relevant regions, a normalized collaborative education mechanism is established. By signing cooperation agreements and establishing collaborative education alliances, the division of responsibilities of all parties is clarified, resource sharing and complementary advantages

are realized, and a sustained and stable joint force of educating people is formed.

5. Conclusion

At present, the construction of the “walking ideological and political course” has achieved phased results, but it still needs to continue to make efforts in resource integration, curriculum design, guarantee mechanism, and collaborative education. In the future, with the deepening of the construction of major ideological and political courses, the ‘walking ideological and political courses’ will surely radiate stronger vitality, cultivate more new people of the times with family and country feelings, social responsibility, innovative spirit and practical ability, and provide solid talent support and ideological guarantee for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

References

- [1] Major D, 2024, Walking Ideological and Political Course “ How to improve the effectiveness of moral education. China Education Daily: (9).
- [2] Liang L L, 2025, 1 + X Curriculum Construction: Research on the Three-dimensional Design Strategy of School-based Curriculum from the Perspective of Aesthetic Education, (20): 143-145.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.