

A Case Study on Integrating Beijing-Tianjin-Hebei Collaborative Development into University Ideological and Political Education—Taking the School of Foreign Languages as an Example

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Abstract: Against the backdrop of the Beijing-Tianjin-Hebei (Jing-Jin-Ji) collaborative development strategy, this paper explores the necessity and significance of integrating this regional initiative into university ideological and political education. Taking a School of Foreign Languages as a case study, the paper analyzes in detail how the institution incorporates the concepts and requirements of Jing-Jin-Ji collaborative development into its curriculum design, teaching methodologies, faculty development, and campus culture. The study finds that embedding the principles of Jing-Jin-Ji collaborative development into ideological and political education not only enhances students' political awareness and moral cultivation but also strengthens their sense of social responsibility and mission, thereby fostering their holistic development. The research findings provide valuable insights and references for other universities seeking to integrate regional development strategies into their ideological and political education frameworks.

Keywords: Beijing-Tianjin-Hebei collaborative development; university ideological and political education; School of Foreign Languages; case study

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1. Introduction

As a major national strategy, the Beijing-Tianjin-Hebei (Jing-Jin-Ji) coordinated development aims to achieve comprehensive progress in economy, society, culture, and other fields through regional collaboration. Against this backdrop, universities, as crucial platforms for cultivating high-quality talent, face the pressing challenge of integrating the principles and requirements of Jing-Jin-Ji coordinated development into ideological and political education. This paper takes a School of Foreign Languages as a case study, analyzing its specific practices in ideological and political education to explore effective pathways for incorporating Jing-Jin-Ji coordinated development into university education.

2. Literature Review

2.1. Current Research on Jing-Jin-Ji Coordinated Development

As a major national strategy, Jing-Jin-Ji coordinated development has garnered extensive attention and research since

its inception. Existing studies primarily focus on its strategic significance^[1], development pathways, and policy support. For example, some scholars argue that Jing-Jin-Ji coordinated development is a vital approach to regional economic integration, effectively promoting optimal resource allocation and industrial upgrading within the region^[2]. Others, from a policy perspective, propose measures such as strengthening top-level design and improving policy frameworks to facilitate the smooth implementation of Jing-Jin-Ji coordinated development^[3].

2.2. Current Research on University Ideological and Political Education

As a key means of cultivating socialist builders and successors, university ideological and political education has long been a focus of academic research. Existing studies mainly explore its content, methods, and approaches. For instance, some scholars suggest that ideological and political education should emphasize fostering socialist core values, guiding students to develop correct worldviews, outlooks on life, and values through classroom teaching and social practice^[4]. Others advocate for diversified teaching methods, such as case-based and situational teaching, to enhance the effectiveness of ideological and political education^[5].

2.3. Current Research on Integrating Jing-Jin-Ji Coordinated Development into Ideological and Political Education

With the deepening of the Jing-Jin-Ji coordinated development strategy, increasing scholarly attention has been paid to its integration with ideological and political education. Existing research primarily examines the necessity and pathways of integration. For example, some scholars note that incorporating the principles of Jing-Jin-Ji coordinated development into ideological and political education can elevate students' political awareness and strengthen their sense of social responsibility and mission^[6]. Others propose integration through curriculum design, teaching methods, and faculty development to embed the concepts and requirements of Jing-Jin-Ji coordinated development into ideological and political education^[7].

3. Research Methodology

This study employs a case study approach, focusing on a School of Foreign Languages to analyze how it effectively integrates the principles and requirements of Jing-Jin-Ji coordinated development into ideological and political education. The specific research steps are as follows:

- **Literature Collection and Review:** Reviewing relevant literature to understand the strategic background of Jing-Jin-Ji coordinated development, its development pathways, and the current state of research on ideological and political education, thereby laying a theoretical foundation for subsequent research.
- **Field Research and Interviews:** Conducting on-site investigations and interviews at the School of Foreign Languages to gather firsthand data on its specific practices in ideological and political education.
- **Case Analysis:** Analyzing the school's specific approaches to integrating Jing-Jin-Ji coordinated development into ideological and political education based on field research and interview data, summarizing its successes and challenges.
- **Recommendations:** Proposing suggestions for integrating Jing-Jin-Ji coordinated development into ideological and political education based on the case analysis, offering references for other universities.

4. Case Analysis

4.1. Overview of the School

The School of Foreign Languages is a department specializing in foreign language education, offering programs in

multiple languages and boasting a high-quality faculty. Guided by the educational philosophy of “solid foundation, broad perspective, emphasis on practice, and pursuit of innovation,” the school is committed to cultivating high-caliber foreign language professionals with global vision, cross-cultural communication skills, and innovative spirit.

4.2. Curriculum Design

In terms of curriculum design, the school integrates the principles and requirements of Jing-Jin-Ji coordinated development into both specialized and general courses. For example, the English program includes a “Jing-Jin-Ji Cultural Studies” module, introducing the cultural characteristics and historical evolution of the region to enhance students’ understanding and sense of identity. Additionally, general courses feature lectures on “Regional Coordinated Development,” systematically explaining the strategic background, development pathways, and significance of Jing-Jin-Ji coordinated development to guide students in forming correct regional development perspectives.

4.3. Teaching Methods

The school adopts diverse teaching methods to incorporate Jing-Jin-Ji coordinated development into classroom instruction. For instance, in the “Jing-Jin-Ji Cultural Studies” module, teachers employ case-based teaching, using typical examples from the region to guide students in analyzing the practical implementation and outcomes of coordinated development. Similarly, in lectures on “Regional Coordinated Development,” discussion-based teaching is used to engage students in debates on hot topics, stimulating their critical thinking and participation.

4.4. Faculty Development

The school emphasizes enhancing teachers’ ideological-political awareness and teaching capabilities to ensure they can effectively integrate Jing-Jin-Ji coordinated development into their teaching. For example, it regularly organizes ideological and political training sessions for faculty and encourages research on Jing-Jin-Ji coordinated development to improve teaching quality.

4.5. Campus Culture

The school incorporates Jing-Jin-Ji coordinated development into campus culture through various activities. For instance, it hosts the “Jing-Jin-Ji Cultural Festival,” showcasing the region’s cultural features and collaborative achievements through exhibitions and performances. It also organizes essay contests on Jing-Jin-Ji coordinated development to encourage student participation and deepen their understanding.

5. Case Summary

5.1. Successful Practices

5.1.1. Well-Structured Curriculum

The School of Foreign Languages has effectively integrated the concepts and requirements of Beijing-Tianjin-Hebei coordinated development into both specialized and general education courses through offerings like “Special Topics on Beijing-Tianjin-Hebei Culture” and “Introduction to Regional Coordinated Development.” This approach has significantly enhanced students’ ideological-political awareness and regional development consciousness.

5.1.2. Diversified Teaching Methods

The school has adopted various pedagogical approaches including case-based teaching and discussion-based instruction to incorporate Beijing-Tianjin-Hebei development concepts into classroom teaching. These methods have successfully stimulated students’ learning interest and participation enthusiasm.

5.1.3. High-Quality Faculty Team

With emphasis on improving teachers' ideological-political competence and teaching capabilities, the school ensures effective integration of Beijing-Tianjin-Hebei development concepts into instruction, thereby enhancing overall teaching effectiveness.

5.1.4. Vibrant Campus Culture

Through activities such as the "Beijing-Tianjin-Hebei Cultural Festival" and "Essay Competition on Regional Coordinated Development," the school has successfully embedded these development concepts into campus culture, fostering an excellent cultural atmosphere.

5.2. Existing Issues

5.2.1. Insufficiently Systematic Curriculum Design

While the college has established relevant courses, the curriculum structure lacks systematic organization, coherence and comprehensiveness, making it difficult to form a structured knowledge framework.

5.2.2. Need for Teaching Method Innovation

Although the college employs various teaching methods, there remains room for innovation. Current approaches lack sufficient pertinence and effectiveness, failing to fully meet students' diverse learning needs.

5.2.3. Room for Improvement in Faculty Development

While the college emphasizes enhancing teachers' ideological-political awareness and teaching capabilities, faculty development requires further strengthening. Some instructors still lack in-depth understanding and mastery of Beijing-Tianjin-Hebei coordinated development concepts.

5.2.4. Limited Variety in Campus Cultural Activities

Despite organizing various campus cultural events, the formats remain relatively monotonous. The activities lack innovation and appeal, resulting in insufficient stimulation of student participation enthusiasm.

6. Recommendations and Outlook

6.1. Recommendation

Optimize the Curriculum System: It is recommended that the college further improve its course offerings, establish a systematic curriculum framework, enhance the coherence and completeness of courses, and form a structured knowledge system.

Innovate Teaching Methods: The college should further innovate its teaching approaches by adopting diversified methodologies to improve the relevance and effectiveness of instruction, catering to students' diverse learning needs.

Strengthen Faculty Development: The college should continue to enhance faculty development by improving teachers' ideological and political awareness as well as their teaching capabilities^[8], ensuring that they can effectively integrate the concepts and requirements of Beijing-Tianjin-Hebei coordinated development into classroom instruction.

Enrich Campus Cultural Activities: The college should further diversify campus cultural activities, innovate event formats, and enhance their appeal and impact to stimulate student engagement^[9].

6.2. Outlook

As a major national strategy, Jing-Jin-Ji coordinated development presents new opportunities and challenges for ideological and political education. Integrating its principles into university education not only elevates students' ideological-political

but also strengthens their sense of social responsibility and mission, fostering holistic development^[10]. Moving forward, universities should further explore integration pathways, innovate teaching methods, and enhance educational outcomes to cultivate globally competent, innovative talent.

7. Conclusion

Jing-Jin-Ji coordinated development is one of China's key national strategies, and universities should actively respond by integrating it into ideological and political education to nurture high-caliber talent with global vision, innovative spirit, and practical capabilities. As an integral part of higher education, schools of foreign languages, with their unique disciplinary strengths and talent resources, should play an active role in this process. Strategies such as strengthening ideological-political courses, faculty development, methodological innovation, and collaboration can effectively embed Jing-Jin-Ji coordinated development into university education, driving innovation and progress in ideological and political work.

This study, through an in-depth analysis of the School of Foreign Languages, summarizes its successes and challenges in integrating Jing-Jin-Ji coordinated development into ideological and political education and offers corresponding recommendations. The findings demonstrate that such integration not only enhances students' ideological-political but also fosters their sense of social responsibility and holistic development. Future efforts should focus on exploring deeper integration pathways, innovating teaching methods, and improving educational outcomes to cultivate globally competent, cross-culturally adept, and innovative talent^[11].

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