

Study On The Construction Of Path System Of “Five Education And Five Transformation” Education Model--Take Qingdao Binhai University As An Example

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Abstract

The model of simultaneous education provides an advanced idea for college personnel training. Taking the path of five-education and five-combination education in Qingdao Binhai University as an example, this paper analyzes the model. Since the establishment of the school in 1992, the school has always adhered to the full implementation of the Party's education policy, the effectiveness of moral education as the standard for testing education work, based on the comprehensive development of students' morality, intelligence, physical beauty and labor, in 32 years of school exploration and practice, condensed out the “five education and five transformation” education model. Starting from the current situation of “five education and five transformation” education mode in colleges and universities, this paper studies its path design and system construction, and strives to make due contributions to the high-level education and high-quality development of Bin hai University in the new era.

Keywords

strengthen moral education and
cultivate people
five education and five transformation
Three full education
Bacon cast soul

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1. Introduction

Since the 18th National Congress of the Communist Party of China, China's higher education has achieved long-term development, making remarkable contributions to cultivating talent for the Party and the country and delivering a large number of skilled workers and builders to the national economy. However, problems such as disorientation and utilitarian tendencies have also emerged in education. In response to the era's questions – “what kind of person to cultivate, for whom to cultivate,

and how to cultivate,” President Xi has delivered important speeches and directives on different occasions, charting the course for higher education in the new era.

2. Background of the “Five Education And Five Transformation” Philosophy

In 2019, China issued the *Opinions on Deepening Education and Teaching Reform to Comprehensively Improve the Quality of Compulsory Education*, which

clearly states that moral, intellectual, physical, aesthetic, and labor education form the key components of the new era's "Five Education in Parallel" system. These five domains are interdependent, interpenetrating, mutually constraining, and inseparable, together promoting the all-round development of individuals. President Xi pointed out in the report to the 20th Party Congress: "We must run education that the people are satisfied with, fully implement the Party's educational policy, carry out the fundamental task of cultivating virtue and talents, train socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetic sense, and labor, accelerate the construction of a high-quality education system, develop quality-oriented education, and promote educational equity." This provides a theoretical guideline for the development of higher education and talent cultivation in colleges and universities in the new era. In the new journey toward the second centenary goal and meeting the talent needs of the era, cultivating virtue has become the mission of colleges and universities^[1].

Over the past 30 years since its founding, Qingdao Binhai University has focused on cultivating applied technical talents, aiming for the all-round development of students in morality, intelligence, physical fitness, aesthetics, and labor. It has long upheld "Five Education in Parallel" as the goal of talent cultivation model reform. Through continuous exploration, the university has refined a distinctive "Five Education, Five Transformations" talent cultivation model with Binhai characteristics. President Han Fangxi, the founder of the university, puts forward the concept that "everyone has talent, everyone can become a talent," which offers practical reference for applied undergraduate institutions in formulating and implementing talent cultivation strategies in the new era.

Against this backdrop, this article proposes a design model for constructing a talent cultivation path system of "Five Education, Five Transformations." The model integrates the five domains—moral, intellectual, physical, aesthetic, and labor education—in its design, aiming to serve the goal of cultivating virtue and talents in the new era^[2].

3. Theoretical Review of Relevant Research

To study the Five-Education and Five-Integration talent cultivation pathway system under the "Five-Education Simultaneous Development" framework, it is necessary to draw on several key theories. A brief review of these foundational theories is provided below, including the OBE educational philosophy, the "Three-Full Education" approach, constructivist teaching theory, the SMART goal management theory, and the PDCA closed-loop quality control theory for education.

3.1. OBE (Outcome-Based Education) Educational Philosophy

OBE (Outcome-Based Education) Educational Philosophy also known as results-oriented education, competency-oriented education, goal-oriented education, or demand-oriented education. OBE is an educational philosophy centered on outcomes, student-centered, and uses a reverse design approach to build curricula. This theory will underpin the design of our pathway system. OBE emphasizes four key aspects: (1) Clear focus on learning outcomes – curriculum design and instruction should clearly focus on the final learning outcomes students are expected to achieve upon completing their studies, so that students themselves can focus their learning goals on these outcomes. (2) Equity of opportunity – in curriculum design and teaching, individual differences among students should be fully considered, and adequate time and resources should be provided to ensure every student has the opportunity to achieve the learning outcomes. (3) High expectations for students – teachers should raise their expectations for student learning and set challenging performance standards to encourage deep learning and greater success. (4) Backward design – teachers should start with the end learning outcomes as the target and work backward to design the curriculum, develop and refine teaching activities accordingly^[3].

3.2. "Three-Full Education"

This concept provides a process-oriented perspective for implementing Five-Education Simultaneous Development. The overall goal of the Three-Full Education is to take President Xi Thought on Socialism with Chinese Characteristics for a New Era as the

guidance, uphold and strengthen the Party's overall leadership over colleges and universities, and closely focus on the fundamental task of cultivating virtue and talents. It leverages the strengths of socialist education in China by centering on ideal and belief education, guided by socialist core values, and with improving the capacity for talent cultivation as the key. It strengthens foundations, highlights priorities, establishes norms, and assigns responsibilities, aiming to integrally build a comprehensive ideological and political education system in universities that is complete in content, sound in standards, scientifically run, strongly supported, and effective in results^[4]. This system will permeate the disciplinary system, teaching system, textbook system, and management system, thereby forming a pattern of all-round education by all staff, throughout the entire process, and across all aspects.

3.3. Constructivist Theory

This theory serves as a foundational framework for the Five-Education Simultaneous Development model. Constructivism, a branch of cognitive psychology (also translated as "structuralism"), posits that individuals perceive, understand, and think about the world through mental schemas, which form cognitive frameworks. Schemas are the starting point and core of cognitive structures, and cognitive development is influenced by three processes: assimilation, accommodation, and equilibration. Assimilation is the process by which learners filter or modify incoming stimuli to fit their existing mental structures. Accommodation occurs when the external environment changes and the original cognitive structure can no longer assimilate new information, prompting a reorganization or modification of the learner's cognitive structure^[5]. Equilibration is the self-regulatory process through which learners transition from one state of cognitive equilibrium to another more advanced state. In essence, constructivist theory emphasizes a student-centered approach, where students actively explore knowledge, discover new insights, and construct meaning from what they learn. This stands in contrast to a teacher-centered approach that focuses on instruction. The interplay between student-centered and teacher-centered philosophies, combined with changes in learning environments facilitated by information technology, has

made constructivism a guiding ideology for deepening teaching reforms in schools both in China and abroad, effectively integrating theory with teaching practice.

3.4. PDCA Cycle

This model provides a closed-loop management approach for designing the Five-Education Simultaneous Development model. PDCA (Plan-Do-Check-Act) is a commonly used management cycle for goal monitoring and quality tracking. In brief: Plan – determine educational objectives and plan instructional activities; Do – implement the plan by designing talent training programs, curriculum standards, class activities, after-class assignments, examinations, etc., and then carry out the teaching according to these designs; Check – at the end of a semester or academic year, evaluate the results of the implementation, check whether the objectives have been met, identify what worked and what did not, assess the effectiveness, and pinpoint problems; Act – take action on the results of the check: affirm and standardize successful experiences in teaching, and also learn from failures by incorporating lessons into the planning of new objectives. By applying the PDCA cycle in the Five-Education cultivation process, we can establish a closed-loop management mechanism that continuously monitors and improves the quality of education^[6].

3.5. Research on Five-Education Simultaneous Development

This paper will also draw on existing research for support. A search in CNKI (China National Knowledge Infrastructure) as of September 5, 2024, reveals a substantial body of literature on related topics, as illustrated below. Notably, direct research on "Five-Education and Five-Integration" is relatively scarce. Among the limited literature, Hao Aiying, Zhai Mingge, and Liu Zhiming (July 2023) analyzed the concept of "Five-Education and Five-Integration," citing the educational idea of "life is education" put forward by the great educator Tao Xingzhi. They proposed that educational philosophy should be Chinese-characteristic, needs-oriented, people-centered, and aimed at cultivating all-round individuals, with rich connotations and contemporary value, rooted in the development needs of educational modernization in China today. In general, the

literature on Five-Education Simultaneous Development and Five-Education Integration is abundant, covering perspectives on teaching methods, educational reforms, curriculum innovations, and the improvement of disciplinary systems. Much of this research focuses on the primary and secondary education levels, providing a solid foundation for further exploration at the higher education level.

4. Construction of the “Five Educations and Five Transformations” Educational System

4.1. Construction Principles

- From the National Level: To realize the value of cultivating talent for the Party and the nation by fulfilling the fundamental task of Fostering Virtue Through Education.
- From the University Level: To cultivate qualified, application-oriented talent adapted to national and regional development through the implementation of the university’s cultivation plan and the “Five Educations and Five Transformations” philosophy.
- From the Teacher and Student Level: To establish standards for self-management through the construction of the “Five Educations and Five Transformations” pathway system, thereby inspiring teachers’ dedication to education and mobilizing students’ learning enthusiasm.

4.2. Construction Methods

Literature Reference Method: In June 2023, an article in the *Guangming Daily* highly praised Qingdao Binhai University’s “Five Educations and Five Transformations” educational model. The article highlighted how Binhai University transformed the national guiding principles of the “Five Educations” initiative into a practical, “down-to-earth” model. This model is defined as follows:

- Constructing a moral education system to achieve the transformation of Moral Education from Indoctrination to Integration into Daily Life.
- Adhering to a competency orientation to achieve the transformation of Intellectual Education from Systematization to Competency-Based.
- Innovating assessment methods to achieve the

transformation of Physical Education from Competition to Conscious Habit.

- Insisting on cultivating people through culture to achieve the transformation of Aesthetic Education from Specialized Skill to Cultural Immersion.
- Integrating professional studies with labor to achieve the transformation of Labor Education from Mandated Task to Ingrained Habit.

Survey Questionnaire Method: A survey questionnaire was used to understand the ideological awareness of current students and their comprehension of existing measures. Interviews with graduates of the university were conducted to understand the outcomes and value judgments of their education under the “Five Educations” initiative. These two aspects form the foundational information for the construction of the pathway system model. A sample of 50 male and 50 female students was selected from each of the freshman, sophomore, and junior years. Due to graduation and off-campus internships, 30 senior students were randomly surveyed in their classes, for a total of 330 students, to understand their acceptance and approval of Binhai University’s “Five Educations and Five Transformations” model. Data analysis revealed some differences in understanding and approval across different grade levels. Female students showed higher approval ratings than their male peers in several categories. Senior students, having a deeper understanding of the issues and being accustomed to life at Binhai University, showed relatively higher approval. (See **Table 1** for related information).

Using predefined criteria, 10 graduates were randomly interviewed via online tools to reflect on the “Five Educations and Five Transformations” model across five dimensions. Among the graduates, some were within their first year of employment, while others had been employed for over three years. Those within the first year tended to rate the model’s importance as “unimportant” or “indifferent.” For graduates employed for one to three years, the perceived importance of the model increased. The longer the time since graduation, the higher the approval ratings for “very important” and “important.” This information indicates that Binhai University’s “Five Educations and Five Transformations” model plays a significant role in cultivating application-oriented talent for the region. (See **Table 2** for details).

Table 1. Survey on Attitudinal Acceptance of the Five-Education and Five-Cultivation Model

Main Project Goals	First-Year Male Students 50	First-Year Female Students 50	Second-Year Male Students 50	Second-Year Female Students 50	Third-Year Male Students 50	Third-Year Female Students 50	Fourth-Year Students 30
Moral Education: Lifestyle Integration	30	32	35	36	40	45	27
Intellectual Education: Capability-Oriented	45	48	47	46	47	48	28
Physical Education: Self-Motivated	35	35	35	36	30	31	25
Aesthetic Education: Cultural Immersion	31	32	40	46	36	39	26
Labor Education: Habitual Practice	23	25	27	28	36	38	27

Table 2. Survey on Graduates' Perceived Importance of Five-Education and Five-Cultivation Dimensions

Importance Dimension	Very Important	Important	Moderate	Not Important	Indifferent
Moral Education in Daily Life	5	3	2	2	0
Intellectual Education as Competency	4	6	0	0	0
Physical Education through Self-discipline	7	3	2	0	0
Aesthetic Education via Cultural Immersion	4	4	2	0	0
Labor Education as Habit Formation	9	1	0	0	0

5. Construction of the Five Educations and Five Cultivations Pathway System

In higher education, serving national development strategies and realizing the government's comprehensive leadership of education is paramount. Higher education inherently possesses the class attribute of serving the era's development. This model is a conclusion drawn from the aforementioned research. Focusing on the talent cultivation requirements of five-education integration, Qingdao Binhai University has imbued five-education integration with contemporary innovation, manifested through: Guidance from the OBE educational concept as a premise; Comprehensive education philosophy guiding the entire talent cultivation process; Establishing talent cultivation path management using SMART goal management principles; Achieving closed-loop management through PDCA. In this model, the key features are one center, two classrooms, two capability

literacy improvements, and learning enhancement of 5 character capabilities (abbreviated as the 1225 path system). At the core of this model is a "student-centered" approach. The "two classrooms" refer to the physical classroom and extracurricular spaces (e.g., training sites), while the "two competencies" entail the enhancement of theoretical knowledge and practical skills, integrating theory with practice to achieve the unity of knowledge and action. As the model illustrates, the outcome-oriented approach requires universities and faculty to adhere to the "Four Returns" principle in designing and delivering classroom instruction, digital teaching, and holistic moral, intellectual, physical, aesthetic, and labor education. Students, in turn, must follow the "Four Returns" by engaging in theoretical learning, knowledge transfer, and the application of theory to practice. Throughout this process, moral, intellectual, physical, aesthetic, and labor education are interwoven into the entire cultivation

journey, shaping students into the “Four New Talents” required by the times. This fulfills the national mission of fostering virtue through education and aligns with Qingdao Binhai University’s principle of “benefiting student growth, advancing faculty and institutional development, and contributing to social progress.” Under the PDCA (Plan-Do-Check-Act) management system, continuous improvement ensures that the “Five Educations and Five Cultivations” model innovates, progresses, and enhances education across different periods, disciplines, and individual students^[7].

From the faculty perspective, teachers must fully utilize the classroom as a stage, diversify teaching methods, and meticulously design each lesson. They should enhance their professional skills and deepen their educational commitment, integrating the five dimensions of education—moral guidance, intellectual inspiration, physical self-discipline, labor habits, and aesthetic influence—into lesson preparation, delivery, and reflection. This fosters ideological and political education elements suited to the new era. In extracurricular training, teachers should guide students in transforming knowledge into problem-solving abilities, cultivating good conduct, a craftsman’s pursuit of excellence, growth through labor, and an appreciation for beauty. This ensures the “Five Cultivations” yield tangible results in students’ minds, actions, and behaviors.

At the institutional level, the university’s administrative bodies must refine policies, strengthen educational standards, and design systems encompassing management, incentives, and quantifiable assessments. Faculty training should be prioritized, including mentorship programs, winter/summer professional development, and comprehensive training in moral, intellectual, physical, aesthetic, and labor education. Research should drive teaching excellence, while secondary colleges provide academic support, guidance, and oversight. Quality control departments ensure standardized supervision and on-site instructional rounds. Additionally, the university studies national policies and peer institutions’ approaches to holistic education, shaping its distinctive “Five Cultivations” model.

6. Implementation of the “Five Educations and Five Cultivations” Model at Qingdao Binhai University

Since its founding in 1992, Qingdao Binhai University has consistently upheld the Party’s educational principles, measuring success by the effectiveness of virtue cultivation and the all-round development of students. Over 32 years, the university has developed a unique “Five Educations and Five Cultivations” model, where faculty articulate this philosophy clearly, striving to expand students’ knowledge, abilities, and horizons to achieve expected learning outcomes.

Moral Education in Daily Life: A system integrating “ethics in courses, moral clarity in classrooms, virtue through practice, and cultural immersion.” **Intellectual Education as Competency:** Focus on knowledge application, enhancing practical and career adaptability. **Physical Education as Self-Discipline:** Promote health awareness through diverse sports activities, making exercise a daily “mandatory course.” **Aesthetic Education as Influence:** Foster beauty appreciation through art courses, clubs, and cultural festivals, creating an environment of “four beauties” (language, behavior, mindset, and environment). **Labor Education as Habit:** Instill a strong work ethic, daily-life labor practices, and correct labor values to improve practical skills. These five dimensions operate simultaneously, with moral education leading the way, ensuring graduates possess patriotism, love for the Party and people, and balanced emotional, intellectual, moral, physical, aesthetic, and labor quotients.

The model aims to build a holistic ecosystem aligned with national trends, emphasizing ethnic, scientific, ecological, legal, and health education. Key strategies include: Strengthening top-level design and strategic planning for the educational ecosystem. Developing a system that meets the comprehensive quality and innovation demands of Binhai’s students, focusing on ethnic awareness, scientific literacy, eco-consciousness, rule of law, and healthy living. Integrating resources to enhance educational quality and efficiency. Innovating teaching methods (e.g., lectures, hands-on practice, social engagement) and management systems^[8].

7. Evaluation System of the “Five Educations and Five Cultivations” Model

The evaluation framework includes academic performance, comprehensive quality assessments, and practical outcomes. Key aspects: Scientific Standards: Criteria aligned with the five dimensions, emphasizing holistic development. Diverse Methods: Exams, competency evaluations, and practical assessments. Multi-Stakeholder Feedback: Input from faculty, students, and parents for a well-rounded review.

8. Resource Support for the Model

Critical resources include faculty, materials, facilities, and venues. Priorities: Faculty Training: Elevate teaching standards and pedagogical skills. Optimized Materials: Improve textbook relevance and quality. Upgraded Facilities: Enhance learning environments and equipment. To implement virtue cultivation, faculty must: Recognize the model’s significance. Master implementation strategies. Enhance professional and disciplinary teaching capabilities. Universities must identify and resolve challenges through robust top-level design.

9. Societal Recognition of the Model

The “Five Educations and Five Cultivations” model has achieved remarkable outcomes. Graduates are highly regarded by employers, with the university consistently ranking among China’s top 50 private institutions for graduate employment. In May 2023, 153 Binhai’s student-volunteers served at the Hangzhou Asian Games Village, earning widespread praise—a testament to the model’s success. The university has also organized volunteer teams for the 2008 Olympics, the 2018 SCO Summit, and the 2022 Beijing Winter Olympics, showcasing well-rounded competencies.

The model strengthens students’ loyalty to the Party and commitment to local socioeconomic development. Employer satisfaction remains high, and the university has earned accolades such as “National Model for Moral Education,” “Shandong Civilized Campus,” and “Shandong Private University Moral Education Research

Base.” Media coverage includes: People’s Daily (2012): “Moral Education First: Binhai’s Practices and Insights.” China Education News (2021): “Five Educations: Consistency and Innovation.” Guangming Daily (2023): “Qingdao Binhai University Cultivates ‘Three Highs and Three Solids’ Talent.” The model also won Qingdao’s 2021 and 2023 Innovation Awards for Ideological and Political Education.

Aiming to cultivate “high-quality, skilled, and high-potential talent with solid foundations, technical prowess, and humble attitudes,” the model has excelled over 24 years. In 2020, the university ranked first in graduate satisfaction among Shandong’s higher education institutions. Committed to continuous improvement, Binhai University will advance the model to serve the Party and nation. Since 1992, the university has embraced a “Serve the People, Repay the Nation” mission, prioritizing character-building before skills. Over 31 years, the “Five Educations and Five Cultivations” model has proven effective, with recent graduate data showing strong job alignment and salary satisfaction^[9].

10. Conclusion

The Five Educations and Five Cultivations (FEFC) educational pathway system is centered on moral, intellectual, physical, aesthetic, and labor education. Through systematic educational content and diversified approaches, it aims to cultivate well-rounded individuals. The classroom serves as the primary platform for implementing the “Five Educations” in parallel, with the key being to identify entry points and effective methods. For the “Five Educations” to take root in schools, they must be integrated into classroom teaching, strengthening the holistic educational function of all disciplines while optimizing instructional design and improving teaching methods. Therefore, a “classroom revolution” that advances comprehensive education is imperative. Constructing this educational pathway system is a long-term and challenging endeavor that requires the collective effort and exploration of educators. This paper has examined how to build a compliant FEFC pathway system from the perspective of the five dimensions and has proposed specific recommendations. We believe that through the concerted efforts of educators, this system

will continue to improve and develop, making greater contributions to nurturing outstanding talent.

Education is a long-term and demanding undertaking aimed at cultivating individuals with comprehensive qualities and innovative capabilities to contribute to national and societal development. To achieve this goal, education must establish a scientific ecosystem of educational pathways. This ensures students' holistic

development and enhancement in moral, intellectual, physical, aesthetic, and labor education, as well as ethnic, scientific, ecological, legal, and health education. It realizes the educational mission of fostering virtue, strengthening foundations, and shaping character, serving the advancement of China's great rejuvenation dream and cause in alignment with the Two Centenaries.

Disclosure statement

The author declares no conflict of interest.

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