

The Integration Strategy of Ideological and Political Education for College Students Based on Course-based Ideological and Political Education

Gege Wang*

Kewen College, Jiangsu Normal University, Xuzhou 221132, Jiangsu, China

**Author to whom correspondence should be addressed.*

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Abstract:

Curriculum-based ideological and political education is a brand-new educational concept, emphasizing the organic integration of ideological and political education with various professional courses to achieve the imparting of knowledge and the guidance of values. This model not only broadens the channels of ideological and political education but also provides a new way to cultivate socialist builders and successors who are “morally, intellectually, physically, aesthetically, and laboriously.” However, traditional ideological and political education is often confined to ideological and political courses, making it difficult to meet students’ diverse learning needs. The proposal of ideological and political education in courses has provided an opportunity for the innovative development of ideological and political education. It has broken the gap between ideological and political education and professional education, enabling ideological and political education to run through the entire process of university education, thereby achieving the purpose of university education.

Keywords:

Course-based ideological and political education
College students’ ideology and politics educational integration

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1. Introduction

Curriculum-based ideological and political education focuses on exploring ideological and political elements in professional course teaching, organically integrating ideological and political education with the imparting of professional knowledge. This enables students to receive ideological and political education imperceptibly

while learning professional knowledge. This model can effectively solve the problem of the “two skins” between ideological and political education and professional education, and enhance the pertinence and effectiveness of ideological and political education. From the perspective of educational practice, college teachers should possess interdisciplinary teaching abilities and comprehensive

qualities, and be able to integrate ideological and political elements well into the teaching of professional courses. At the same time, ideological and political education in courses also emphasizes the students' dominant position, guiding them to think actively and practice the core socialist values, cultivating their sense of subjectivity, and nurturing them into compound talents with noble character and solid professional knowledge.

2. The importance of integrating ideological and political education into college students' ideological and political courses

2.1. Key measures for fulfilling the fundamental task of fostering virtue and nurturing talent in colleges and universities

Ideological and political education is an important component of school education, shouldering the important responsibility of guiding college students to establish correct values and moral cultivation ^[1]. Implement ideological and political education in courses, organically integrate ideological and political education with various professional courses, break down the barriers between traditional ideological and political education and professional education, and make ideological and political education not just ideological and political courses, but run through the entire process of university education. This is an all-around educational model and the fundamental task for achieving the "people-oriented" principle in universities. Under the influence of ideological and political education in courses, students can not only acquire professional knowledge but also have a subtle impact on ideological and political education. By integrating the imparting of knowledge with the guidance of values, they can cultivate their sense of social responsibility, patriotic feelings, and moral cultivation during the process of professional learning.

2.2. Effective ways to enhance the pertinence and effectiveness of ideological and political education

Implement ideological and political education in courses, integrate ideological and political education into professional courses, organically combine ideological

and political education with the imparting of professional knowledge, and make ideological and political education closer to students' professional studies and real life ^[2]. This model can effectively solve the problem of the "two skins" between ideological and political education and professional education, and enhance the pertinence and effectiveness of ideological and political education. In the process of ideological and political education in courses, teachers should, in light of the characteristics of professional courses and the needs of students, flexibly integrate ideological and political elements into them, making them more vivid, concrete and appealing. Under such an educational model, students can appreciate the significance and practical value of ideological and political education during their professional studies, and thus be more proactive in accepting it to enhance their ideological and political qualities.

2.3. It is an inevitable requirement for cultivating all-around and compound talents

Moral education in colleges and universities is an important part of moral education work in colleges and universities. Course-based ideological and political education is not merely the combination of ideas and concepts ^[3]. It is a way to integrate value guidance with knowledge transmission, enabling students to consciously cultivate correct worldviews, outlooks on life and values on the premise of having professional abilities. This teaching approach breaks the limitation of the previous single knowledge imparting in moral education work, allowing it to permeate every subject like salt water and achieve an intangible shaping of its value in the process of vocational learning. For college students, their professional qualities and ideological qualities are like two wings, neither can do without the other. Integrate the teaching content of economics with the relevant theories of the socialist market economy, combine the case study of projects with the cultivation of the spirit of craftsmanship, and integrate the appreciation of literature and art with the construction of cultural confidence. This enables students to not only master the knowledge of a major but also gain a deeper understanding of the country's development and social responsibility during the learning process. This "all-round" education model not only aligns with the fundamental mission of

moral education and talent cultivation in colleges and universities, but also meets the comprehensive demands for talents in the new era. Moreover, it proposes a new practical model for cultivating new types of workers and successors who possess both professional qualities and a sense of patriotism and love for the country.

3. Effective strategies for integrating ideological and political education into college students' curriculums

3.1. Optimize curriculum design and consolidate the foundation for integrating ideological and political education

During the stage of setting course objectives, each professional course needs to accurately anchor the convergence point between the two objectives of ideological and political education and professional knowledge. Science and engineering courses should be systematically planned. In the objectives of each chapter, the cultivation of a scientific spirit should be detailed. From theoretical derivation to experimental operation, the key points of cultivating innovative thinking should be gradually integrated. Moreover, throughout the entire course learning process, phased requirements should be put forward for the cultivation of students' sense of social responsibility. Liberal arts courses should center on the construction of cultural confidence. Through the study of classic works and the exploration of theoretical systems, specific goals for strengthening moral concepts and deepening humanistic care should be established^[4].

When formulating the course outline, it is necessary to sort out the key points of ideological and political education one by one according to the teaching chapters, and refine the ideological and political elements involved in each knowledge point, so that ideological and political education can be integrated into the core structure of the course like salt dissolving in water, rather than being isolated. In terms of the screening and integration of teaching content, a comprehensive and in-depth exploration of ideological and political elements in professional courses is carried out. Based on the disciplinary knowledge system, the historical context of the major is sorted out, and the key nodes with national sentiments and national spirit are integrated into the

teaching content. Based on the latest industry trends, analyze the ethical issues, social responsibilities, and other problems faced by the industry's development, and organically integrate them into the course explanations. Restructure the existing teaching content, optimize and refine the chapter sequence and content based on the progressive relationship between ideological and political education and professional knowledge, ensure seamless connection between ideological and political elements and professional knowledge, form a closely interwoven knowledge network, and provide solid content support for the integration of ideological and political education.

3.2. Innovate teaching methods to enhance the effectiveness of ideological and political education

In the process of implementing the case teaching method, a case resource library covering multiple fields and disciplines should be established to ensure that the selection of cases not only meets the requirements of ideological and political education in the curriculum, but also has certain timeliness and inspiration. Before teaching, the teacher carefully designs case discussion questions to guide students to analyze from the perspective of ideology and politics. During the teaching process, organize students to have group discussions, encourage them to express their own viewpoints, and provide appropriate guidance under the guidance of teachers to promote students to deepen their understanding of the connotation of ideological and political education in the collision of ideas, and improve their critical thinking and value judgment abilities. To ensure the orderly conduct of the discussion, detailed discussion rules and evaluation criteria should be formulated to guarantee the smooth progress of the discussion and achieve the goal of ideological and political education. In the implementation process of project-based learning, the design of the project task book should be guided by ideological and political education in the curriculum, and the ideological and political requirements and professional practice purposes in the project implementation process should be clearly defined. During the project initiation stage, organize students to carry out group activities, guide them to clarify the division of labor, and cultivate their communication skills^[5].

During the advancement of the project, teachers should inspect and guide students, encouraging them to implement teamwork spirit and a sense of responsibility in every task. After the project is completed, the comprehensive evaluation team conducts self-evaluation, mutual evaluation and teacher evaluation to comprehensively assess the students' professional performance and the improvement of their ideological and political qualities in the project. They promptly summarize experiences and improve the project design and guidance strategies ^[6]. In the blended teaching of online and offline, mature online learning platforms are utilized to establish special zones for ideological and political education in courses and provide classified push notifications to students. By taking advantage of the platform's functions, set up online discussion topics, guide students to communicate and interact around the ideological and political content of the course, and participate in the discussions promptly, answer students' questions, and guide the direction of the discussions. In offline classrooms, based on students' online learning conditions, activities such as theme discussions and case reviews are carried out to internalize the knowledge learned online, deepen students' understanding of ideological and political content, break through the time and space limitations of ideological and political education, and expand the coverage of education.

3.3. Improve assessment and evaluation to ensure the quality of integrating ideological and political education

A diversified assessment and evaluation system should be established. In the knowledge assessment section, in addition to the traditional theoretical questions, comprehensive and open ideological and political knowledge application questions should also be added to examine students' integration degree of ideological and political theory and professional knowledge ^[7]. Formulate detailed scoring rules and score students based on their mastery of knowledge and the rationality of their ideological viewpoints. The ability assessment mainly adopts process-based evaluation. Through methods such as project internship reports and case analysis assignments, it evaluates students' ideological and political abilities such as teamwork and innovative

thinking when applying professional knowledge to solve practical problems, and classifies them based on their ability performance ^[8]. The assessment of ideological and political literacy should establish a diversified evaluation system to evaluate students' classroom performance, mainly from two aspects: students' participation enthusiasm and the quality of their speeches. The degree of participation in group discussions is evaluated based on students' contributions and communication and cooperation abilities during the group discussions. Daily behavioral norms refer to the moral behaviors demonstrated by students in school life and social practice activities ^[9]. Establish a quantitative assessment index system to ensure the objectivity and fairness of the assessment results. Regularly collect assessment data, utilize data analysis tools to deeply explore the advantages and disadvantages of college students' ideological and political learning, and generate feedback reports ^[10]. On this basis, adjust the focus of teaching content, improve the strategies for applying teaching methods, intensify the promotion of teaching links that have achieved good results in ideological and political education, optimize the links with existing problems, continuously improve the quality of the integration of ideological and political education, and ensure the realization of the teaching goals of ideological and political education in courses.

3.4. Strengthen the construction of teaching staff and enhance the ability to integrate ideological and political education

As the core of moral education in colleges and universities, the most important link in moral education in colleges and universities is the ideological and political quality and educational level of teachers. At present, teachers in some colleges and universities generally show the phenomenon of "emphasizing specialties while neglecting ideological and political education", and there is an urgent need to conduct systematic training for them to improve the level of ideological and political education in their disciplines. To enhance the ideological and political quality of teachers, it is necessary not only to arm them with theories but also to exercise them in educational practice, making it a kind of "teaching awareness" that combines "professional understanding" and "value orientation." For example, carry out better

teaching reforms for the course “Data Structures.” During the teaching process, a concentrated study session was conducted for the students, and relevant experts from the Institute of Marxism were invited to research both theory and practice. The teacher believes that the “Algorithm Optimization” chapter can include “Improving the Process,” while the “Selection of Data Structures” chapter contains the dialectical thinking mode of “For different Situations.” In the course “Conflict Resolution of Hash Tables,” a young teacher initially gave only a brief theoretical exposition of it. After conducting research and studies, revise the lessons in the classroom: First, lead the students to explore the methods of handling various conflicts in daily life; Then, the hash table is applied to both chained addresses and open addresses for processing, and eventually it is elevated to values such as “harmonious coexistence” and “seeking common ground while reserving differences”. During the teaching process, various solutions were first demonstrated, and then a group discussion on “How to use this approach to deal with interpersonal conflicts” was conducted, which significantly enhanced the students’ participation and the depth of their thinking.

Schools can also hold “Seminars on the Reform of Ideological and Political Education in Courses” and frequently organize teachers to conduct classroom teaching and observations. A teacher with over 30 years of teaching experience has organically integrated the “backward characteristics of the stack” with the “inheritance and innovation of traditional culture” through a novel teaching method. He asked the students to give examples to illustrate the manifestations of “layer-by-layer accumulation” in traditional cultural heritage, then led the students to understand the operation rules of the stack, and finally discussed how to maintain one’s cultural roots in the process of innovation. Such a teaching method can visualize some abstract technological concepts and cultivate confidence in cultural imperceptibly. After the seminar, all the teachers expressed that the method of combining “career and teaching” was feasible. The above experience indicates that the teaching staff

should follow the basic principles of “emphasizing the connection between theory and practice” and “individual and group collaboration”. A complete ideological and political education system enables one to break through their professional limitations, enhance their ideological and political quality, and thereby achieve a “subtle and gradual” educational effect. Only in the classroom, when teachers infuse their value guidance into vocational education like salt water, will such classroom moral education work become more effective. It is not only an improvement of teachers’ skills, but also a profound transformation of educational concepts. A long-term and effective system must be established to promote it.

4. Conclusion

In conclusion, taking ideological and political education courses as the entry point to conduct ideological and political education for college students has significant practical significance. It not only enriches the content and form of ideological and political education but also provides strong support for colleges and universities to cultivate comprehensive and developed talents. In the future, with the renewal of educational concepts and the continuous progress of educational technology, the position of ideological and political education in courses in university education will become increasingly important. Colleges and universities should strengthen the construction of ideological and political education in courses, improve the corresponding systems and mechanisms, enhance the training and support for teachers, and promote the in-depth integration of ideological and political education in courses and professional education. At the same time, we should attach importance to students’ feedback and improve the teaching content and methods of ideological and political education in courses to better meet the needs of college students’ growth in the new era, to cultivate more outstanding socialist builders and successors for our country.

Disclosure statement

The author declares no conflict of interest.

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