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Exploration on the Construction of the Collaborative Education Mechanism of the "Great Ideological and Political Course" in Universities in the New Era

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Abstract: In the New Era, ideological and political education within Chinese higher education institutions encounters unprecedented opportunities alongside complex structural challenges. The strategic proposal of the "Great Ideological and Political Course" fundamentally transcends the conventional limitations of traditional classroom-based instruction. It strongly emphasizes the comprehensive integration of diverse educational subjects, multifaceted pedagogical resources, and dynamic learning scenarios to foster holistic student development. Establishing a scientifically rigorous and highly efficient collaborative education mechanism is absolutely crucial for enhancing the overall effectiveness of moral and civic education in contemporary colleges and universities. Drawing upon a detailed assessment of the current landscape of ideological and political education, this paper systematically analyzes prominent existing deficiencies. These include the severe fragmentation of educational resources, a notable insufficiency in cross-departmental administrative collaboration, and an overreliance on singular, outdated educational carriers. To address these critical bottlenecks, this study comprehensively explores innovative construction pathways for a robust collaborative education mechanism. Specifically, it investigates strategic interventions across four primary dimensions: the enhancement of multi-subject collaboration, the systematic integration of diverse educational resources, the advanced construction of digital and physical pedagogical platforms, and the establishment of a comprehensive institutional guarantee system. Ultimately, this research aims to provide substantial theoretical insights and practical references for promoting the high-quality, sustainable development of university ideological and political education in a rapidly evolving academic environment.

Keywords: higher education; civic education; collaborative mechanism; resource integration; moral education

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1. Introduction

With the ongoing advancements in the field of higher education in China, universities are increasingly emphasizing their fundamental mission of fostering virtue through education. However, traditional approaches to ideological and political teaching have often been criticized for their over-reliance on classroom-based instruction. This method tends to isolate teaching from real-world contexts, employs a limited range of pedagogical techniques, and fails to effectively integrate diverse educational resources [1, 2]. To address these challenges, the concept of the "Great Ideological and Political Course" has emerged as a transformative framework. This approach advocates for transcending the limitations of conventional classroom teaching by incorporating a broader array of social resources, campus cultural elements, practical activities, and professional courses into the educational process. By doing so, it aims to shift the focus from narrowly defined "small class teaching" to a more comprehensive and integrated "large pattern education." This paradigm not only enriches the learning experience but also aligns with the broader goals of holistic talent development [3, 4].

At the heart of the "Great Ideological and Political Course" lies the principle of collaborative education, which serves as its foundational support. The successful implementation of this approach requires the establishment of a systematic and well-coordinated collaborative education mechanism. Such a mechanism is essential for achieving the seamless integration of various educational forces, processes, and resources. By fostering collaboration among different stakeholders, including educators, students, and external partners, universities can create a more cohesive and dynamic educational ecosystem. This integrated approach not only enhances the quality of teaching but also ensures that all aspects of education contribute meaningfully to the overall development of students. Consequently, exploring effective strategies for constructing such a collaborative education mechanism is of significant theoretical and practical importance. It holds the potential to elevate the quality of talent training in universities, thereby addressing the evolving demands of society and the labor market [5, 6]. Through this exploration, universities can better align their educational practices with the overarching goal of nurturing well-rounded and socially responsible individuals.

2. Current Problems of University "Great Ideological and Political Course" Collaborative Education

2.1. Fragmented Educational Subjects and Insufficient Collaboration

Currently, universities often rely on a segmented approach to education, where various stakeholders operate independently without sufficient collaboration. Ideological and political teachers focus primarily on imparting theoretical knowledge related to values and beliefs, but their efforts are often isolated from the broader educational framework. Professional course instructors, while proficient in delivering subject-specific knowledge, frequently neglect the integration of value-based education into their teaching practices. Similarly, counselors concentrate on managing students' daily affairs and addressing immediate concerns, yet they lack a comprehensive and systematic approach to ideological education that aligns with the university's overarching goals. Administrative departments, tasked with policy implementation and institutional governance, often fail to establish mechanisms that promote synergy among different educational entities. Furthermore, external social resources, such as community organizations and cultural institutions, remain underutilized due to the absence of effective channels for collaboration with campus-based education. This fragmented structure results in a disjointed educational experience, where the potential for creating a cohesive and impactful ideological and political education framework is significantly diminished. The lack of communication and coordination among these diverse educational subjects prevents the formation of a unified educational force, thereby undermining the effectiveness of collaborative education. Addressing these challenges requires the development of integrated strategies that foster communication, align objectives, and leverage both internal and external resources to create a holistic educational environment [7].

2.2. Dispersed Educational Resources and Low Integration Efficiency

The "Great Ideological and Political Course" encompasses a diverse array of educational resources, including campus cultural assets, social practice opportunities, red education initiatives, industry-based enterprise collaborations, and digital learning platforms. Despite the richness of these resources, many universities face challenges in creating a cohesive and unified integration framework. The lack of a centralized platform for resource management results in scattered and underutilized assets, which diminishes their potential impact on educational outcomes. Without systematic organization, development, and application, these resources remain fragmented, limiting their ability to contribute effectively to the ideological and political education of students. Furthermore, the disconnect between classroom-based theoretical instruction and practical social engagement hinders the transformation of ideological and political knowledge into tangible personal attributes, such as moral integrity and conscious

behavioral practices. To address these issues, institutions must prioritize the establishment of comprehensive integration mechanisms that facilitate seamless connections between various resource types. This would involve not only the physical and digital consolidation of resources but also the development of interdisciplinary approaches that bridge theoretical learning with experiential activities. By fostering a more interconnected educational ecosystem, universities can enhance the overall efficiency of resource utilization and ensure that students are better equipped to internalize and apply ideological and political principles in their daily lives and future professional endeavors [1].

2.3. Single Educational Carrier and Weak Practical Effect

In the process of implementing comprehensive educational initiatives aimed at fostering holistic student development, some universities continue to rely on traditional methods that emphasize basic activity organization and surface-level promotional efforts. These approaches often lack depth and fail to engage students effectively. The educational methods employed are frequently rigid and monotonous, with limited innovation in delivery mechanisms. For instance, there is a noticeable absence of dynamic and immersive learning platforms that could enhance student participation and interest [8]. Furthermore, the integration of digital and in-person educational methods remains underdeveloped, which restricts the potential for creating a more engaging and flexible learning environment. Additionally, the alignment of various educational components, such as curriculum-based learning, practical applications, and cultural enrichment, is insufficiently coordinated. This lack of synergy results in educational programs that are less targeted and less appealing to students. To address these challenges, it is essential to explore new strategies that prioritize creativity and adaptability in educational design. By leveraging modern technologies and fostering interdisciplinary collaboration, universities can create more impactful and meaningful learning experiences. Such efforts would not only enhance the relevance of educational programs but also ensure that they resonate more effectively with the diverse needs and aspirations of students, ultimately contributing to their overall growth and development.

2.4. Incomplete Guarantee System and Lack of Long-Term Mechanism

The establishment of a robust collaborative education mechanism necessitates the integration of institutional frameworks, talent development strategies, and comprehensive assessment systems. However, many universities currently face significant challenges in achieving these objectives. A primary issue is the absence of standardized and well-defined collaborative management systems, which leads to inefficiencies in coordination and execution. Without clear divisions of responsibility, the roles and duties of various stakeholders remain ambiguous, resulting in fragmented efforts and reduced overall effectiveness. Furthermore, the lack of a structured evaluation and incentive mechanism undermines the motivation of participants and fails to provide a clear benchmark for measuring progress and success. In many cases, the implementation of collaborative education initiatives relies heavily on temporary arrangements and manual interventions, which are inherently unsustainable. This ad hoc approach often lacks the foresight and strategic planning required for long-term success. Additionally, the absence of a sustainable operational framework restricts the ability of universities to adapt to evolving educational needs and societal demands. For the "Great Ideological and Political Course" to achieve continuous development, it is imperative to establish a long-term mechanism that ensures stability, consistency, and adaptability. This would involve not only the creation of comprehensive policies but also the cultivation of a culture that prioritizes collaboration and innovation in educational practices.

3. Construction Principles of "Great Ideological and Political Course" Collaborative Education Mechanism in the New Era

3.1. Principle of Moral Education First

All collaborative education work must take fostering virtue through education as the fundamental goal, emphasizing the cultivation of students' moral character and ethical values as the cornerstone of their development. This principle requires that educational institutions prioritize the integration of moral education into every aspect of the teaching process, ensuring that students not only acquire knowledge but also develop a strong sense of social responsibility and personal integrity. By placing student growth at the core, educators are tasked with creating a nurturing environment that supports holistic development, addressing intellectual, emotional, and moral dimensions. Furthermore, value guidance must be seamlessly embedded into all stages of education, from curriculum design to classroom instruction, extracurricular activities, and even assessment methods [9, 10]. This approach ensures that students are consistently exposed to positive values and principles that align with the overarching goals of the "Great Ideological and Political Course." It is essential to maintain a correct political orientation throughout this process, safeguarding the integrity of the educational framework and promoting a unified understanding of societal values. By adhering to these principles, the collaborative education mechanism can effectively contribute to the formation of well-rounded individuals who are prepared to contribute meaningfully to society.

3.2. Principle of Multi-Subject Coordination

Adhering to the principle of multi-subject coordination involves fostering a comprehensive and integrated approach to education by ensuring active collaboration among schools, enterprises, society, and families. This principle emphasizes the importance of breaking down traditional departmental barriers that often hinder effective communication and cooperation between these entities [11, 12]. By clearly defining the roles and responsibilities of each educational stakeholder, a more cohesive and synergistic framework can be established. Schools, as the primary institutions of learning, must work closely with enterprises to align educational objectives with the practical demands of the workforce, ensuring that students are equipped with relevant skills and knowledge. Simultaneously, families play a crucial role in reinforcing educational values and supporting the holistic development of students outside the classroom. Society, including community organizations and local governments, contributes by creating an environment conducive to learning and personal growth. This all-encompassing approach ensures that education is not limited to isolated efforts but becomes a continuous, collaborative process involving all stakeholders. The ultimate goal is to establish an all-round educational model that integrates full participation, continuous engagement, and comprehensive support, thereby fostering the development of well-rounded individuals who are prepared to meet the challenges of a dynamic and interconnected world.

3.3. Principle of Resource Integration and Innovation

Universities should strive to maximize the utilization of both internal and external educational resources to foster a more integrated and innovative approach to learning. This involves identifying and leveraging the unique strengths and capabilities of the institution while also forming strategic partnerships with external entities, such as industries, research organizations, and community groups. By doing so, universities can create a dynamic educational ecosystem that supports diverse learning experiences. Furthermore, innovation in educational carriers and teaching methods is essential to adapt to the evolving needs of students and society. This includes the development of hybrid teaching models that seamlessly combine theoretical instruction with practical applications, ensuring that students gain both conceptual understanding and real-world skills. The integration of offline activities, such as workshops and field studies, with online education platforms enables a more flexible and accessible learning environment. Such approaches not only enhance the depth and breadth of collaborative education but also contribute to the continuous enrichment of its connotation, fostering a culture of lifelong learning and adaptability among students.

3.4. Principle of Standardization and Long-Term Development

The establishment of standardized institutional norms is a critical foundation for ensuring the effective and sustainable implementation of collaborative education initiatives. By creating clear and consistent guidelines, institutions can streamline processes, reduce ambiguities, and foster a cohesive approach to achieving educational objectives. A well-structured framework not only enhances operational efficiency but also ensures that all stakeholders, including educators, administrators, and students, are aligned in their roles and responsibilities. Furthermore, the development of comprehensive assessment and incentive mechanisms plays a pivotal role in motivating participants and maintaining high levels of engagement. These mechanisms should be designed to evaluate both qualitative and quantitative outcomes, ensuring that the objectives of the "Great Ideological and Political Course" are met with measurable success. Incentives, whether in the form of recognition, rewards, or professional development opportunities, can further encourage active participation and innovation. Ultimately, the goal is to achieve a standardized operation that supports the long-term sustainability and continuous improvement of collaborative education efforts. This approach not only ensures high-quality outcomes but also aligns with broader educational goals of fostering critical thinking, ethical awareness, and social responsibility among students.

4. Construction Paths of Collaborative Education Mechanism for University "Great Ideological and Political Course"

4.1. Build a Multi-Subject Collaborative Linkage System

Universities should prioritize the integration of various departments to establish a cohesive and unified framework for educational collaboration. This involves dismantling traditional isolated operational models and fostering a system where all stakeholders work in harmony to achieve shared educational goals. A centralized leadership mechanism should be developed to ensure clarity in the roles and responsibilities of educators, including subject-specific instructors, counselors, and administrative personnel. Regular joint activities, such as teaching workshops and research seminars, should be organized to promote the exchange of ideas and strategies. These initiatives can enhance the effectiveness of training programs that focus on curriculum development, daily instruction, and practical learning experiences. Furthermore, universities should encourage the active participation of all faculty members in fostering moral and ethical development among students, creating a comprehensive and inclusive educational environment. In addition to internal collaboration, universities should establish partnerships with external entities, such as social organizations, businesses, and cultural education centers. These collaborations can provide students with diverse learning opportunities and exposure to real-world applications of their knowledge. By connecting with external resources, universities can broaden the scope of educational subjects and enrich the overall learning experience. Such efforts contribute to the formation of a dynamic and interconnected educational ecosystem that supports the holistic development of students while maintaining a neutral and balanced approach to sensitive topics.

4.2. Integrate Diversified Educational Resources to Form Educational Joint Force

Universities should systematically organize and integrate a wide range of ideological and political educational resources to create a cohesive and impactful educational framework. On campus, it is essential to identify and utilize the educational potential embedded within campus culture, including traditions, values, and the environment that shapes student experiences. Community activities, such as clubs and organizations, provide opportunities for students to engage in collaborative learning and develop a sense of social responsibility [13]. Professional courses, meanwhile, can be designed to incorporate ideological and political elements, ensuring that students gain a deeper understanding of societal dynamics alongside their academic knowledge. Off campus, leveraging diverse resources such as red culture, which encompasses historical and cultural elements that inspire patriotism and collective identity, can enrich the educational

experience. Additionally, industrial development resources, including partnerships with local businesses and industries, can offer practical insights into economic and social progress. Social public welfare initiatives, such as volunteering and community service, can further instill values of empathy and civic engagement. By building a diversified resource pool for the "Great Ideological and Political Course," universities can create a comprehensive educational system that combines theoretical classroom instruction with experiential learning. Field practice, social investigations, and professional internships serve as critical components, enabling students to apply their knowledge in real-world contexts and develop a nuanced understanding of ideological and political principles through active participation and observation.

4.3. Innovate Educational Carriers and Enrich Educational Forms

In the context of the new media era, universities are encouraged to establish a comprehensive educational platform that seamlessly integrates both online and offline resources. Offline, institutions can organize immersive educational activities designed to engage students in meaningful and practical experiences. These activities may include red research initiatives, which focus on exploring historical and cultural heritage, volunteer service programs that foster a sense of social responsibility, and thematic practice sessions aimed at addressing real-world challenges. Such initiatives not only enrich the educational experience but also cultivate critical thinking and moral values among students. Online, universities should leverage the potential of digital tools and platforms to enhance the delivery of ideological and political education. This can be achieved by utilizing official university platforms, creating engaging short videos, and developing dynamic new media columns that present educational content in an appealing and relatable manner. Furthermore, it is essential to integrate ideological and political education into professional courses, ensuring that every academic discipline contributes to the moral and ethical development of students. By embedding ideological and political elements into the curriculum, educators can transform every teaching activity into an opportunity for moral education. This holistic approach not only aligns with the goals of higher education but also prepares students to navigate the complexities of modern society with a strong ethical foundation and a sense of civic responsibility [14, 15].

4.4. Improve the Institutional Guarantee and Evaluation Incentive Mechanism

Universities play a pivotal role in fostering collaborative education, and to ensure its success, it is essential to establish a robust institutional framework. This involves the development of systematic management systems that clearly define the standards, procedures, and responsibilities associated with collaborative education initiatives. By doing so, universities can create a structured approach that facilitates seamless implementation and accountability. A critical component of this framework is the establishment of a comprehensive evaluation system that integrates both process-oriented and outcome-oriented assessments. Process evaluation focuses on monitoring the implementation stages, ensuring that all activities align with the intended objectives, while result evaluation emphasizes the tangible outcomes achieved. Key indicators for assessment should include students' ideological growth, behavioral improvements, and the enhancement of their overall competencies. These indicators provide a holistic view of the educational impact, moving beyond traditional academic metrics to encompass broader developmental aspects. To further strengthen this mechanism, universities should introduce well-designed incentive systems aimed at motivating all stakeholders involved in the educational process. Such incentives could include recognition programs, performance-based rewards, or professional development opportunities for educators. By aligning incentives with the goals of collaborative education, universities can foster a culture of active participation and sustained commitment. Ultimately, these measures ensure the long-term viability and effectiveness of collaborative education frameworks, benefiting both students and the broader academic community [7].

5. Conclusion

The construction of a collaborative education mechanism for the "Great Ideological and Political Course" represents an important development direction for university ideological and political education in the new era. In response to changing educational conditions, diversified student development needs, and higher expectations for talent cultivation, universities should move beyond isolated and single-channel educational approaches. Instead, they need to promote coordinated participation among multiple stakeholders, strengthen the systematic integration of educational resources, and expand the use of diverse educational carriers and practical platforms. Through these efforts, a more scientific, standardized, stable, and sustainable collaborative education system can be gradually established.

From a practical perspective, the effectiveness of such a mechanism depends not only on conceptual alignment, but also on institutional design, operational coordination, and continuous evaluation. Universities should clarify the responsibilities of different departments, improve communication and cooperation mechanisms, and form a coherent educational structure that connects classroom teaching, campus culture, social practice, digital platforms, and student services. At the same time, attention should be given to the optimization of curriculum content, the professional development of teaching staff, and the establishment of assessment systems that emphasize both process and outcomes. These measures can help ensure that collaborative education is not limited to formal arrangements, but is translated into substantive educational impact.

In the long term, the improvement of this mechanism can enhance the attractiveness, relevance, and practical effectiveness of ideological and political education. It can also support the comprehensive implementation of the fundamental task of fostering virtue through education by promoting students' sound values, ethical awareness, critical thinking, and sense of social responsibility. Ultimately, a well-structured collaborative education mechanism can provide stronger support for cultivating high-quality talents with firm convictions, strong moral character, comprehensive abilities, and the capacity to contribute constructively to society.

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