Article

Integration of the Vision of Community with a Shared Future for Humanity into Ideological and Political Education in China Universities: Logic, Value and Approach

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Abstract: As a significant ideological concept with contemporary relevance and educational value, the vision of building a global community with a shared future serves as an important approach to fulfilling the fundamental task of fostering virtue through education when integrated into ideological and political education (IPE) in universities. This integration is grounded in solid logical foundations: it draws on the historical heritage of fine traditional Chinese culture and aligns with the contemporary aspiration to improve global governance, while maintaining a high degree of consistency with the value orientation and educational objectives of IPE. It demonstrates theoretical, educational, and practical value: enriching the theoretical framework of IPE, cultivating students' global awareness, and promoting innovation in IPE teaching while supporting the broader goals of national development. Accordingly, universities can promote the comprehensive integration of this vision throughout the entire process of IPE by strengthening curriculum design, innovating teaching approaches, and improving institutional support mechanisms, thereby nurturing a new generation of young people who possess both a strong sense of social responsibility and a global perspective.

Keywords: a Community with a Shared Future for Humanity; Ideological and political education in universities; Global vision; Chinese higher education

1. Introduction

Proposed in the context of China's contemporary development, the vision of building a global community with a shared future represents a response to changing global conditions and shared challenges facing humanity. It has also been articulated as an important orientation in China's engagement with the world. In a time marked by uncertainty and interconnected crises, this vision is presented as a constructive framework for international cooperation and dialogue. As an ideological and educational resource, it carries contemporary and pedagogical significance. Against this backdrop, universities shoulder the responsibility of cultivating a new generation of talents with both a strong sense of social responsibility and a global outlook. This provides an important foundation for integrating this vision into ideological and political education (IPE) in universities and serves as a meaningful approach to fulfilling the fundamental task of fostering virtue through education. Such integration is logically coherent and possesses substantial theoretical and practical value, calling for corresponding and feasible measures to support its implementation.

2. Logical Foundations for Integrating the Vision of a Community with a Shared Future for Humanity into IPE in Universities

2.1. *Historical Logic Coherence: Historical Foundation and Era Pursuit of Vision Integration*

The inherent coherence of historical logic provides an important foundation for the in-depth integration of the vision of building a global community with a shared future into university IPE. From the perspective of the inheritance of Chinese civilization, this vision is deeply rooted in the essence of fine traditional Chinese culture, embodying the creative transformation and innovative development of core traditional ideals. It has been noted that this vision draws on Confucian concepts of *Ren* (benevolence) and *Datong* (great harmony), which emphasize mutual care and collective well-being, while also incorporating theories of global justice and shared responsibility [1]. This dual philosophical foundation makes the vision adaptable to IPE, as it enables universities to cultivate students' cultural identity while fostering their awareness of global responsibility. From a historical perspective, this integration reflects the creative transformation of traditional culture in the context of globalization, providing a theoretical basis for its incorporation into modern higher education. The cultural orientation that aspires toward the common development of humanity aligns with the educational objectives of IPE in universities and offers a meaningful cultural foundation for such integration.

From the perspective of contemporary global development and the evolution of global governance, this vision can be understood as a response to challenges in global governance and to broader trends of international interdependence. Its integration into the IPE system represents an opportunity to align educational practice with ongoing global transformations and to prepare young people for constructive participation in global affairs.

Throughout history, human society has gradually evolved from relative isolation to increasing interconnection and interdependence. The global governance system has likewise shifted toward broader multilateral participation and coordination. At present, globalization faces various challenges, and global issues have become more complex and intertwined. In this context, the idea of building a global community with a shared future can be regarded as one conceptual approach to addressing these challenges and promoting cooperative development. As an important platform for cultivating students' global awareness and sense of responsibility, IPE in universities, through the integration of this vision, can guide students to understand contemporary global trends, develop a sense of shared responsibility, and enhance their capacity to participate in global cooperation. This reflects the educational mission of higher education institutions in responding to global changes.

2.2. *Alignment of Value Objectives: Key Driving Force for Vision Integration*

The high alignment between value orientations and educational objectives provides an important basis for the in-depth integration of the vision of building a global community with a shared future into university IPE, enabling resonance between the vision's values and the goals of IPE. It has been argued that, as important platforms for cultural and knowledge exchange, universities are expected to develop in ways that respond to this vision, which is also regarded as part of their contemporary mission [2].

On one level, their value orientations demonstrate substantial consistency. The values emphasized by the vision of building a global community with a shared future-such as peace, development, equity, justice, democracy, and freedom-are broadly aligned with the fundamental value orientations of university IPE. The integration of this vision into university IPE can help strengthen teaching in areas related to global awareness and value guidance, encourage students to develop a more informed understanding of global ethics and intercultural dialogue, and promote closer connections between shared human values and the objectives of IPE.

On another level, their practical objectives in talent cultivation and knowledge dissemination are closely related. The advancement of the vision of building a global community with a shared future depends on cultivating talents with global awareness, a strong sense of responsibility, and a spirit of cooperation. One of the core goals of university IPE is to nurture students who combine social responsibility with an international perspective. In this sense, the two share convergent educational orientations. At the same time, the promotion of this vision places higher expectations on the academic contributions of higher education institutions. In the process of pursuing high-quality development, university IPE courses should help students understand the complexities of the international environment in an objective manner, encourage critical reflection on different theoretical perspectives such as the "Clash of Civilizations," and promote academic engagement with issues related to social development and global cooperation. They should also encourage interdisciplinary research on emerging theories and technologies, strengthen international academic exchanges, and promote mutual learning among different cultures. The alignment of these objectives provides sustained momentum for integrating this vision into IPE.

3. Value Implications of Integrating the Vision of a Community with a Shared Future for Humanity into IPE in Universities

3.1. Theoretical Value: Broadening the Theoretical Horizon of Ideological and Political Education

Further integrating the vision of building a global community with a shared future into university IPE is an important approach to enriching and refining the theoretical system of IPE in the contemporary context and promoting its high-quality development. It provides meaningful theoretical support for maintaining continuity while encouraging innovation in IPE teaching.

From the perspective of theoretical learning, such integration contributes to a more systematic and coherent presentation of China's approaches to international engagement. It incorporates the theoretical origins, core concepts, and contemporary relevance of this vision into the teaching process, strengthens the connection between curricular content and major theoretical developments, and enhances the explanatory and communicative capacity of IPE courses.

From the perspective of ideological guidance, the integration of this vision can further clarify the value orientation of IPE teaching. In light of the current international environment and the characteristics of young students, it can guide university students to better understand global trends, approach different ideological perspectives in a rational and critical manner, and cultivate confidence in their chosen development path and cultural traditions. It also encourages students to relate personal development to broader social and global progress, and to understand the relationship between individuals, society, and the international community from a holistic perspective.

From the perspective of theoretical development, the global outlook, emphasis on shared human values, and practical experiences associated with this vision contribute to enriching the contemporary dimensions of theoretical education. This integration promotes the continued improvement of the IPE curriculum system, enhances its academic depth and conceptual scope, and supports its adaptation to increasingly interconnected global contexts. In this way, IPE can better fulfill its educational mission of fostering informed understanding and shared values, while advancing toward greater coherence and systematic development.

3.2. Educational Value: Cultivating a Global Vision in Youth of the New Era

The educational value of integrating this vision into IPE teaching lies in supporting the development of young talents in the contemporary era, fostering students' value formation, skill development, and sense of responsibility, and guiding them to grow into a generation of individuals with both social awareness and a global perspective. In

practice, this integration helps students internalize the vision as part of their value framework, move beyond zero-sum thinking, develop an understanding of shared human values, pay closer attention to global issues and development, and enhance their critical and holistic thinking abilities.

Additionally, incorporating this vision into IPE can significantly improve students' cross-cultural competence, a core objective of modern higher education. Research has shown that students with a strong understanding of shared global values are more likely to build meaningful intercultural relationships [3]. Cross-cultural competence is not merely a linguistic skill but also a cognitive and affective ability to recognize shared humanity and collaborate effectively across cultural boundaries. In the context of globalization, universities are encouraged to cultivate students who are both grounded in their own cultural heritage and prepared to engage constructively with global development [4].

Ultimately, a comprehensive engagement with this vision helps students understand broader responsibilities in global cooperation and international exchange, and encourages them to actively participate in cross-cultural dialogue and collaborative initiatives in the future.

3.3. Practical Value: Serving Teaching Reform and National Strategy

Integrating this vision into IPE provides internal motivation for updating content and innovating pedagogy in university IPE, strengthening educational practice and promoting broader engagement with global cooperation, while creating synergy between talent development and societal contributions [5].

Firstly, in teaching practice, systematically incorporating global issues and practical examples related to building a global community with a shared future enriches course content, broadens instructors' perspectives, addresses limitations of traditional teaching in explaining international contexts and practices, and shifts IPE teaching from purely theoretical lecturing toward a problem-oriented, case-driven approach. Additionally, integrating shared human values and global initiatives with existing core IPE themes enhances theoretical depth, provides richer discourse resources, improves systematic interpretation, and increases the explanatory power, practical relevance, and academic impact of IPE teaching. Overall, universities can adopt more open, collaborative, and internationalized approaches to make IPE more contemporary, engaging, and effective, unifying value guidance, knowledge transfer, and skill development to better achieve the fundamental goal of fostering virtue through education [6].

Secondly, in broader societal engagement, integrating this vision supports universities in contributing to international cooperation and global development. In the face of unprecedented global changes, this approach requires cultivating capable and socially responsible talents who can engage constructively with global governance and international collaboration. Embedding this vision within professional education addresses gaps in global awareness across disciplines, helps nurture students with global literacy, intercultural understanding, and a strong sense of responsibility, and provides essential talent support for active participation in international cooperation and constructive engagement with global issues.

4. Approaches for Integrating the Vision of a Community with a Shared Future for Humanity into IPE in Universities

4.1. Deepen Curriculum Development to Build a High-Quality Platform

Curricula are the core vehicle for integrating the vision of building a global community with a shared future [7]. Establishing a complete and coordinated curriculum system is essential to address current issues of fragmentation and superficial coverage, and to achieve in-depth integration of this vision into teaching.

On one level, ideological and political theory courses should serve as the primary foundation. Instructional design on this vision should be refined, and it should be systematically incorporated into other core IPE courses through thematic modules and discussion topics. Courses should present the theoretical origins, ideological context, and diverse applications of the vision in ways that align with their specific characteristics, ensuring that the vision is integrated throughout the entire teaching process [8].

On another level, universities should promote the integration of this vision into professional courses, breaking down barriers between ideological and political courses and disciplinary curricula. Professional courses can serve as important platforms to explore elements of a global community with a shared future according to the characteristics of different disciplines, optimizing the design of value-oriented educational content. For example, environmental engineering programs may focus on sustainable development and initiatives to address climate change, while foreign language programs may emphasize cross-cultural communication and the use of linguistic skills in global studies. In this way, ideological and political theory courses and professional courses can work together to achieve diversified and collaborative education.

Additionally, universities should pay attention to curriculum system development by offering general education courses from the perspective of a global community with a shared future, developing distinctive curriculum modules, and formulating unified curriculum standards and teaching guidelines [9]. This ensures systematic and standardized instruction, making all courses effective platforms for communicating the vision and guiding values.

4.2. Innovate Teaching Models to Comprehensively Improve the Effectiveness of IPE

Innovation in teaching implementation is essential for helping students fully understand and engage with the vision of building a global community with a shared future. Universities need to develop diverse, interactive, and digital teaching models that encourage students to move from passive reception to active engagement.

First, deepen case-based teaching. By using illustrative positive cases such as successful international development initiatives and negative cases highlighting challenges in global governance, and through case analysis and comparative study, teachers can translate abstract visions into concrete scenarios that students can easily grasp, making the vision more tangible.

Second, adopt a problem-oriented approach and conduct focused learning through research topics. Global issues such as climate change and public health security can be explored in thematic seminars, reading sessions, and interactive activities including interviews and surveys with international students and partner institutions. This encourages students to examine multiple dimensions of building a global community with a shared future and enhances their ability to analyze and solve problems with an open and inclusive mindset.

Third, promote digital empowerment and expand the use of online resource platforms. Artificial intelligence and new media platforms have profoundly shaped students' engagement with ideological and political learning. Universities should leverage network information technologies to support teaching about this vision and explore the educational potential of these platforms. For example, virtual simulation platforms can recreate international organization meetings, allowing students to experience global governance practices immersively. Short videos and other digital media can also enrich teaching content and enhance knowledge acquisition.

Fourth, strengthen practical learning platforms to help students translate this vision into concrete action. On campus, institutions can use diverse communication channels to disseminate knowledge, organize themed essay contests, speech competitions, and club activities to foster immersive learning. Beyond campus, universities can provide opportunities for field visits, internships with international organizations, participation in

conferences, and exchange programs. These initiatives help students gain a deeper understanding of the cultures and development contexts of different countries and regions, enhance cross-cultural literacy and international engagement skills, support the global communication of the vision, and integrate theoretical learning with practical application [10].

4.3. Consolidate Support Systems to Build a Long-Term Mechanism for Integration

Strengthening faculty and resource support is essential for effectively sustaining and implementing the integration of the vision of building a global community with a shared future into university IPE teaching, and for addressing gaps in support and momentum.

First, enhance the development of teaching staff by cultivating a professional team with solid theoretical knowledge, a broad global perspective, and strong teaching skills, which forms the core talent support for this integration. Regular thematic training and collaborative lesson preparation should focus on this vision, global issues, international governance knowledge, and innovative teaching methods. Experts and industry professionals can be invited to provide guidance, and a collaborative team of "IPE instructors + professional mentors" can be established to systematically improve teachers' abilities in theoretical application, global issue analysis, and instructional innovation. Activities such as lesson planning seminars and teaching observations should be promoted to share experience and foster teaching synergy.

Second, strengthen the development of teaching resources. Experts can be organized to compile textbooks, teaching manuals, and case collections tailored to university courses on integrating this vision, while establishing a high-quality database of teaching cases and digital resources that is regularly updated. Digital teaching platforms can be developed to integrate online resources and provide technical support for teaching. Practical education bases and opportunities for international exchange should be expanded, and collaboration with domestic and foreign universities, international organizations, and social institutions should be strengthened to enhance practical learning opportunities and cross-cultural engagement [11].

5. Conclusion

The integration of the vision of building a global community with a shared future into university ideological and political education (IPE) represents both a theoretical and practical advancement in higher education. By drawing on historical and cultural foundations, aligning value orientations and educational objectives, and emphasizing global awareness, this integration enhances the depth and relevance of IPE. It supports the cultivation of students' ethical understanding, cross-cultural competence, and critical thinking, while promoting active engagement with global issues and international cooperation.

Practical measures, including curriculum design, innovative teaching methods, digital resource utilization, and strengthened faculty support, provide the necessary infrastructure for embedding this vision comprehensively into teaching and learning processes. Ultimately, such integration not only enriches the theoretical system of IPE but also equips students with the knowledge, values, and skills to navigate an increasingly interconnected world, fostering a generation of young talents who are socially responsible, globally aware, and capable of contributing constructively to the development of humanity.

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