

Research on the Practical Path of Ideological and Political Education in Courses under the Perspective of Three Full Education

— The Construction of Moral Education Mechanism Based on Classroom Teaching

Chunying Huang Min Wang* Yilei Zhang Yilin Geng Libing Huang

Guangxi Baise University, Baise

Abstract: In the context of the new era, the concept of “all-round education” provides a systematic methodology for deepening ideological and political education in university courses. This article uses classroom teaching as a vehicle to explore how to address the challenge of separating ideological and political education from professional education through mechanisms that involve all personnel throughout the entire process and in every aspect. Theoretically, it elucidates the synergistic logic between “all-round education” and ideological and political education, emphasizing that classroom teaching should achieve a deep integration of knowledge transmission and value guidance through implicit ideological and political infiltration, dynamic value guidance, and a multi-dimensional evaluation system. Practically, it reveals the current challenges in ideological and political education, such as insufficient synergy, methodological shortcomings, and the lack of an evaluation system. It proposes strategies including “designing a three-dimensional linkage mechanism”, “upgrading teaching implementation methods”, and “building a quality assurance system”. These strategies include innovative approaches like cross-entity collaborative lesson planning, four-dimensional classroom integration, project-based learning, and digital technology empowerment. The study points out that the functional restructuring of classroom teaching is a critical breakthrough for implementing moral education, which requires dual drivers of institutional support and technological empowerment to promote the transformation of educational paradigms from “talent cultivation” to “personnel development”, providing practical solutions to the contemporary questions of “what kind of people to cultivate, how to cultivate them, and for whom they are cultivated”.

Keywords: Education for all; Ideological and political education in curriculum; Classroom teaching



Copyright © 2025 by author (s) and SciScan Publishing Limited

This article is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). <https://creativecommons.org/licenses/by-nc/4.0/>

In the context of the new era, implementing the fundamental task of cultivating virtue and nurturing talent has become the core proposition of China’s higher education reform and development. The 2016 National Conference on Ideological and Political Work in Higher Education explicitly stated that “ideological and political work should run through the entire process of teaching and learning” (Wang, 2021). In 2018, the Ministry of Education’s “Guidelines

Research/Funding project: Funding for the Marxist Theory Discipline of Baise University under the New Round of Guangxi First-Class Discipline Construction Project.

*Corresponding author: Min Wang, Baise University, Lecturer, Research direction: Ideological and Political education.

Article Citation: Huang, C. Y., Wang, M., Zhang, Y. L., Geng, Y. L., & Huang, L. B. (2025). Research on the Practical Path of Ideological and Political Education in Courses under the Perspective of Three Full Education — The Construction of Moral Education Mechanism Based on Classroom Teaching. *Guide to Education Innovation*, 5(3), 1–12.

for the Construction of Ideological and Political Courses in Higher Education Institutions” emphasized that “all courses should move in the same direction as ideological and political courses” (Li & Zhang, 2020). In 2020, the “General Plan for Deepening Educational Evaluation Reform in the New Era” further incorporated value shaping into the evaluation system for talent cultivation quality. This series of policy deployments marks a profound transformation in China’s higher education from “nurturing talents” to “nurturing people”, requiring educational practices to address the fundamental questions of “what kind of people to cultivate, how to cultivate them, and for whom they are cultivated”.

In this context, the concept of “all-round education” provides methodological guidance to address challenges as a systematic project involving all personnel, processes, and aspects; its core lies in breaking down the traditional educational boundaries of time and space and the barriers of subjectivity. By constructing a multi-dimensional linkage of curriculum, research, and practice in a comprehensive ideological and political education framework, it aims to achieve a deep integration of knowledge transmission and value guidance. Classroom teaching, which occupies 70% of students’ learning time, plays a particularly crucial role: it must not only tap into the potential of ideological and political elements embedded in professional courses but also reconstruct the teaching process to ensure that value shaping runs through every stage—before, during, and after class.

By analyzing the intrinsic coupling mechanism between the concept of holistic education and ideological and political education in courses, systematically elucidating the collaborative logic of all-staff, whole-process, and all-round educational elements in the classroom setting can help address the theoretical shortcomings of “dispersed educational subjects” and “fragmented ideological and political education” in existing research. This approach promotes the formation of a synergistic theoretical framework where “professional education coexists with value education” and “explicit curricula link with implicit resources”, providing academic support for the reform of ideological and political education from an educational ecology perspective. Focusing on the main channel of classroom teaching, it proposes operational strategies such as “designing a three-dimensional linkage mechanism”, “upgrading teaching implementation methods”, and “building a quality assurance system”. These strategies offer methodological tools to help frontline teachers tackle the practical challenges of “not knowing how to integrate” and “integrating poorly”, facilitating the paradigm shift from “ideological and political courses” to “curriculum-based ideological and political education” in higher education institutions.

1 Theoretical Logic: The Synergistic Relationship between Three Full Education, Ideological and Political Courses and Classroom Teaching

Course ideological and political education is an important approach to fulfilling the fundamental task of “moral cultivation and talent nurturing”, with the concept of “all-round education” (involving all personnel, throughout the entire process, and in every aspect) providing systematic guidance. As the core vehicle for education, classroom teaching needs to establish a mechanism that involves collaboration among all personnel, integration throughout the entire process, and permeation in every dimension, achieving an organic unity between knowledge transmission and value guidance.

1.1 The Connotation of Educating People in All Three Aspects Is Deconstructed

(1) “Comprehensive Education for All” emphasizes breaking the limitations of relying solely on ideological and

political education teachers to build a collaborative education framework involving multiple stakeholders. Professional teachers need to uncover elements of course-based ideological and political education, such as integrating scientific ethics into science and engineering courses and strengthening cultural confidence in the humanities, achieving a balance between “knowledge transmission” and “value guidance”. At the management level, institutional design should be optimized to incorporate course-based ideological and political education into teaching quality assessments and provide training resources, such as establishing a “course-based ideological and political case library”, to enhance teacher capabilities. On the service personnel level, educational concepts can be conveyed through environmental creation (such as red culture corridors) and service behaviors (such as warm-hearted care), forming an implicit educational force. By redefining roles, a collaborative education system characterized by “teacher leadership, management support, and service supplementation” can be formed.

(2) The “Holistic Education” approach requires that ideological and political education permeate all stages of student development, avoiding fragmentation. During the enrollment phase, through school history education and orientation courses for new students, focus on strengthening ideals and adaptability. In the academic phase, integrate professional ethics into course content, such as emphasizing the “craftsman spirit” in engineering courses. At graduation, through career guidance and alumni sharing, guide students to cultivate a sense of national commitment and encourage grassroots employment and social service. Establish a “course-based ideological and political growth record” to document the trajectory of students’ value development, ensuring the continuity and relevance of the educational process.

(3) “Comprehensive Education” emphasizes deep integration across three dimensions: knowledge, skills, and values. In terms of content, ideological and political cases are designed based on the characteristics of each subject, such as discussing “common prosperity” in economics courses and reinforcing “cultural confidence” in history classes. Teaching methods include case studies, scenario simulations, and project practices, for example, engineering students working on topics like “technological applications for rural revitalization” to enhance their sense of social responsibility. The evaluation system not only assesses knowledge acquisition but also focuses on the internalization of values, such as evaluating students’ ideological growth through classroom discussions and practical reports.

Taking classroom teaching as the carrier, building a moral education mechanism of “all-staff collaboration, whole-process integration and all-round penetration” can effectively solve the problem of ideological and political education and professional education being “two skins”, realize the goal of “three full education”, and ensure the continuous deepening and effective improvement of ideological and political education in courses.

1.2 The Essential Characteristics of Ideological and Political Courses

(1) Implicit Ideological and Political Education: The Exploration of Value Elements in Professional Courses. Implicit ideological and political education emphasizes the integration of value education into professional courses through non-obvious means, avoiding rigid didacticism. Professional knowledge itself contains elements of ideological and political education, such as rigorous thinking in mathematics, reverence for life in medicine, and social responsibility in engineering. Different majors need to identify their own characteristics to extract points of ideological and political engagement, for example, law emphasizes “fairness and justice”, while economics explores “common prosperity”. Implicit ideological and political education inherently requires all teachers (not just those teaching ideological and political courses) to have an awareness of ideological and political education, fostering a pattern where

everyone is involved in nurturing students.

(2) **Systematic Ideological and Political Education: Dual Reconstruction of Knowledge and Value Graphs in the Curriculum System.** Systematic ideological and political education emphasizes integrating such education throughout the curriculum design, forming a nurturing network that is vertically connected and horizontally coordinated (Chen & Liu, 2022). The transmission of knowledge and the shaping of values must be planned concurrently to avoid “fragmentation”. Vertical integration involves designing progressive ideological and political goals for different academic stages (such as reinforcing national sentiment in the first year and focusing on professional ethics in higher grades). Horizontal integration means building a “matrix of ideological and political education across professional clusters”, for example, highlighting “science and technology for the nation” in science and engineering courses and strengthening “cultural confidence” in humanities courses.

(3) **Dynamic Ideological and Political Education: A Contextual Value Guidance Strategy in the Teaching Process.** Dynamic ideological and political education emphasizes flexibly adjusting value guidance methods based on teaching contexts to achieve “guidance according to circumstances”. Value education should be combined with students’ cognitive characteristics and social realities, avoiding detachment from reality. Utilize hot topics (such as achievements in China’s space industry that inspire national pride) and virtual simulations (like VR red education bases) to enhance emotional experiences. Capture students’ ideological changes through classroom discussions and practical reflections, guiding them promptly and strengthening ideological and political education.

1.3 The Carrier Function of Classroom Teaching

Main Channel Function: Classroom teaching, as the core setting of students’ campus life, accounts for over 70% of their time and naturally possesses the primary channel attribute for ideological and political education. This domain advantage dictates that course-based ideological and political education must be grounded in the classroom, integrating value guidance throughout the process of knowledge transmission and skill development. In specialized instruction, teachers can achieve organic integration of ideological and political elements through content restructuring, such as combining case studies on technological ethics and national sentiment in science and engineering courses, or embedding discussions on cultural confidence and historical missions in humanities courses. Through frequent and routine classroom interactions, ideological and political education is no longer confined to specific courses or activities but forms a comprehensive educational pattern involving “all members, all processes, and all aspects”. The effective play of the main channel function requires a systemic approach, avoiding both the forced grafting of ideological and political content and the separation of professional knowledge from value leadership. Ultimately, through the synergistic effect of the curriculum system, a three-dimensional mechanism for moral cultivation and talent development is established.

Immersive Education: The immersive educational function in classroom teaching is reflected in the multi-dimensional integration of instructional design and the value transmission through teacher-student interaction. Teachers use context-based questions and open-ended case discussions to transform socialist core values into concrete teaching activities, such as guiding students to understand the deeper logic of shared prosperity through an “economic analysis of rural revitalization policies”. Immediate feedback during class interactions has more implicit educational value; teachers’ guidance on academic debates and their analysis of diverse viewpoints subtly shape students’ thinking patterns. This immersive education breaks away from traditional didactic models, achieving value internalization through both emotional resonance and cognitive construction. For example, in medical classes, simulating doctor-patient

communication scenarios not only cultivates professional skills but also deepens students' understanding of professional ethics, making ideological and political education as natural as salt dissolving in water, seamlessly integrating into students' knowledge systems and value judgments.

Evaluation Orientation: The effectiveness of ideological and political education in courses must be verified through an evaluation system, and academic assessments should include indicators that measure value dimensions. On the basis of knowledge assessment, case analysis questions can evaluate students' sense of social responsibility, group assignments can assess teamwork spirit, and course papers can test the depth of national sentiment expression. For example, a law course could set a practical task on "designing a plan for combating cyberbullying", which not only assesses the application of legal knowledge but also evaluates students' understanding of human rights protection and the rule of law. Quantitative evaluation criteria need to clearly define the weight of value measurement points, such as incorporating indicators like "innovative awareness" and "cultural identity" into the scoring criteria, forming a three-dimensional evaluation framework of "knowledge-ability-value". This orientation mechanism forces the integration of ideological and political education into teaching processes, encouraging teachers to actively tap into educational resources within their courses, while students continuously calibrate their value cognition through feedback from evaluations, ultimately achieving a positive interaction in the educational loop.

2 The Practical Challenges of Current Classroom Teaching of Ideological and Political Education

2.1 The Problem of Insufficient Coordination Is Manifested

The structural contradiction between teachers' ideological and political awareness and their teaching abilities. In current practices of integrating ideological and political education into courses, there is a significant structural contradiction between teachers' ideological and political awareness and their teaching abilities (Liu, 2019). On one hand, some teachers have an inadequate understanding of the educational goals of course-based ideological and political education, focusing primarily on imparting professional knowledge without fully tapping into the implicit ideological and political elements within the curriculum. This results in ideological and political education becoming superficial or merely "labeling". On the other hand, the issue of insufficient ideological and political teaching ability among teachers is prominent. Surveys show that nearly 30% of teachers lack strategies for naturally incorporating ideological and political elements into their professional teaching, failing to achieve seamless integration. Furthermore, influenced by traditional evaluation systems, some teachers prioritize research outcomes over teaching innovation, further exacerbating the structural deficiency in ideological and political teaching ability.

The phenomenon of the separation between knowledge, skills, and literacy in course objectives. The three-dimensional fragmentation of "knowledge, skills, and literacy" in course objective design is the core manifestation of insufficient ideological and political coordination. First, some courses still focus on knowledge transmission as their primary goal, failing to incorporate value shaping into the curriculum, leading to a disconnect between ideological and political elements and professional knowledge. Second, there is a lack of integration pathways for skill development and literacy enhancement. In practice, about 40% of courses include case analysis and team collaboration as skill training

components, but they do not link these to goals such as professional ethics and social responsibility, making it difficult for students to improve their value judgment abilities.

Mechanical barriers to the integration of educational resources across departments. Holistic education emphasizes participation from all members, but in practice, the lack of collaboration between departments is particularly prominent. Firstly, there is a lack of effective coordination mechanisms among teaching management departments, ideological and political educators, and specialized course instructors. Secondly, the collaborative education mechanism involving schools, enterprises, and communities has yet to be perfected. Although some universities have introduced corporate mentors to participate in teaching, enterprise resources are mostly limited to technical guidance and do not incorporate vocational value education into the cooperation framework. Additionally, the educational functions of families and society have not been fully mobilized, with insufficient utilization of resources such as home-school communication platforms and social practice bases, which undermines the continuity of value education

2.2 Practical Shortcomings at the Level of Methodology

The mechanical patchwork of ideological and political elements with professional content. In current practices of integrating ideological and political education into courses, the phenomena of “labeling” and “two separate skins” are prominent. Some teachers simply stack ideological and political elements with professional content without deep integration or logical design. The root cause of this mechanical patchwork lies in a lack of methodology: teachers have an inadequate understanding of the “gene-like integration” of ideological and political education, failing to extract the intrinsic connections within the discipline’s logic. This superficial integration not only weakens the appeal of ideological and political education but may also lead students to resist value guidance, deviating from the original intention of nurturing them subtly and imperceptibly.

The Limitations of Traditional Lecture Methods in Value Internalization. The traditional teaching method, which is primarily based on one-way indoctrination, struggles to achieve deep internalization of values. Most classrooms still follow the basic model of teacher lectures and student note-taking, lacking interactive scenarios for emotional resonance and valuable experience. Research data shows that in classrooms using a single lecture method, students’ internalization rate of ideological and political content is less than 40%. This limitation stems from insufficient methodological innovation: the failure to fully utilize participatory teaching methods such as project-based learning and role-playing, leading to value guidance remaining at the cognitive level, making it difficult to transform into emotional attitudes and behavioral awareness, thus weakening the practical effectiveness of ideological and political education in courses.

The shallow application of information technology to ideological and political education. The application of digital teaching tools mostly stays at the technical appearance, and has not yet formed a method system to deeply empower ideological and political education. Some teachers only regard information technology as a medium for knowledge dissemination and fail to tap its potential to build value recognition.

2.3 The Absence and Misplacement of the Evaluation System

The traditional evaluation inertia values knowledge over value. The current ideological and political education assessment system is still constrained by the conventional exam-oriented mindset, excessively focusing on knowledge memorization and skill testing, while the dimension of values has long been marginalized. Most course assessments primarily rely on standardized tests, with less than 15% of test papers dedicated to ideological and political questions,

and often use superficial examination formats such as “term explanations” and “short answer questions”, making it difficult to gauge students’ genuine level of value recognition.

Observation blind spots in the ideological and political dimension of process evaluation. In classroom interaction, group discussions, and other process evaluation stages, the design of ideological and political observation points is generally lacking. Teachers often focus on task completion and knowledge application skills but overlook the dynamic tracking of students’ value formation processes. For example, in case analysis assignments, grading criteria often prioritize logical rigor and data completeness, while value dimensions such as responsibility awareness in team collaboration and ethical considerations in innovative practices are not included in the evaluation scope.

Lack of a quantifiable feedback mechanism for educational outcomes. The effectiveness evaluation of ideological and political education in courses has yet to form a scientific quantitative model, making it difficult to achieve closed-loop improvement. Current evaluations mostly rely on subjective qualitative methods such as student satisfaction surveys and teacher self-assessment reports, lacking dynamic tracking and empirical analysis based on big data. The absence of a dynamic feedback mechanism hinders the spiral upward process of “evaluation - improvement - re-evaluation” in ideological and political education, constraining the sustainable development of the moral education system.

3 Mechanism Construction: Classroom Teaching Strategy of Ideological and Political Education Based on Three Full Education

3.1 Systematic Strategy: Three-Dimensional Linkage Mechanism Design

Subject Dimension: Establish a Collaborative Lesson Preparation Mechanism Among “Professional Teachers-Ideological and Political Educators-Industry Mentors”. The concept of holistic education emphasizes the participation of all members, but in current ideological and political education practices, the lack of collaboration among educational subjects is a prominent issue. Building a tripartite collaborative lesson preparation mechanism among professional teachers, ideological and political educators, and industry mentors is a key approach to addressing this challenge. Professional teachers, as conveyors of disciplinary knowledge, often lack the methodological reserves for ideological and political education; ideological and political educators, while well-versed in value guidance logic, have limited understanding of the professional domain’s knowledge system; industry mentors possess practical wisdom but rarely participate in course design. Through institutionalized collaborative lesson preparation, these three parties can form complementary advantages: professional teachers provide the logical framework of the discipline, ideological and political educators extract suitable ideological and political elements, and industry mentors inject cases of professional ethics and social responsibility, collectively achieving a “genetic transformation” of ideological and political education in courses. This collaborative mechanism should rely on interdisciplinary research platforms, establish regular communication systems, such as monthly joint lesson preparation meetings and collaborative case library development, and incentivize participation through performance evaluations. Only by breaking down disciplinary barriers and role boundaries can we achieve an integrated classroom ecosystem that encompasses “knowledge transmission, value leadership, and practical education”.

Process Dimension: Develop a closed loop of ideological and political education from “pre-class preparation, in-class exploration, post-class extension”. The effectiveness of ideological and political education in courses relies

on dynamic integration throughout the teaching process, requiring the construction of a complete educational chain covering “pre-class, in-class, post-class”. In the pre-class phase, initial value cognition can be achieved through the dissemination of digital resources. For example, in an economics course, teachers can release micro-videos and reflective questions on “interpretation of policies for shared prosperity” to guide students to focus on social equity issues. During the in-class phase, topic-based and project-based teaching methods are used to deepen value internalization. In the post-class phase, this extends to social practice and online interaction, promoting the transformation of value recognition into action. For instance, in an environmental science course, students can be organized to write “optimal community waste sorting plans”, and cross-school plan competitions can be held via online platforms to strengthen ecological responsibility awareness. This closed-loop design requires the use of intelligent teaching management systems to achieve full-process tracking of ideological and political goals and learning behaviors.

Spatial Dimension: Creating a “Classroom-Laboratory-Practice Base-Network Space” Four-Dimensional Classroom. Traditional classroom teaching is limited by physical space and struggles to meet the multi-dimensional needs of value education. Building a four-dimensional integrated classroom can fully activate the educational potential of various learning scenarios. The classroom, as the main arena, focuses on theoretical instruction and value analysis, enabling real-time interaction through smart classroom devices; laboratories emphasize the cultivation of scientific spirit and ethical awareness, such as conducting “Judicial Fairness” themed discussions in law schools during court observations, making abstract legal principles tangible and perceptible; network space transcends time and space constraints, expanding the boundaries of education through virtual simulations and online communities. A science and engineering university has developed a “Red Metaverse” virtual practice platform, allowing students to experience the development process of the “Two Bombs, One Satellite” program in VR environments, increasing emotional resonance by 42% compared to traditional lectures. The synergy of the four-dimensional classroom requires establishing a resource integration mechanism: the academic affairs department coordinates spatial resource allocation, the information technology center provides platform support, and industry-university cooperation units open up practical fields. Through functional differentiation and content alignment of spatial carriers, course-based ideological and political education achieves comprehensive coverage from cognitive construction to behavioral formation, truly forming an ecological pattern where “every place is a classroom, and every moment can be an opportunity for education”.

The systematic implementation of the three-dimensional linkage mechanism marks the transformation and upgrading of ideological and political education in courses from partial reform to comprehensive restructuring. The collaborative efforts of all parties address the fragmentation of educational forces, while a closed-loop process ensures the continuity of value education. Spatial integration expands the reach of moral cultivation. This multi-dimensional strategy not only aligns with the core concept of holistic education but also provides an operational model for enhancing classroom teaching functions. Ultimately, it promotes the establishment of a new ecosystem where “knowledge transmission and value guidance resonate in unison”.

3.2 Innovative Strategies: Upgrading the Teaching Implementation Methods

Case-based Teaching Method: Develop a Case Library with Contemporary Characteristics for Ideological and Political Education. Traditional case teaching often focuses on the application of disciplinary knowledge, lacking a targeted design to guide values. Building a case library with contemporary characteristics is the key to addressing the issue of ideological and political elements being disconnected from professional content. The development of the case

library should be grounded in disciplinary features and social hotspots, transforming national strategies, scientific ethics, cultural heritage, and other topics into actionable ideological and political carriers. The construction of the case library requires establishing a dynamic update mechanism, collaborating with industry enterprises and research institutes to develop frontline practical materials, and integrating the background of national strategies such as “Belt and Road” and the “dual carbon goals”.

Project-Based Learning: Cultivating National Sentiment Through Real Problem Solving. Project-based learning, driven by tasks in real-world scenarios, effectively bridges the gap between knowledge acquisition and value internalization. Teachers should design project themes that integrate professionalism and social relevance, allowing students to deepen their national sentiment while solving real problems. For example, in public administration courses, organizing a research project on “Hollow Village Governance under the Background of Rural Revitalization” enables students to gain a deep understanding of the strategic significance of shared prosperity through field investigations, data analysis, and policy recommendations. Project-based learning requires building a complete chain of “problem introduction-collaborative inquiry-social feedback”, introducing real needs through school-enterprise cooperation, and utilizing social practice bases to create platforms for converting outcomes. Data shows that in courses using project-based learning, students’ scores on social responsibility awareness assessments have increased by 28% compared to traditional classrooms, with significant improvements in the ability to integrate knowledge with action.

Blended Learning: Leveraging Digital Technology to Enhance the Impact of Ideological and Political Education. The deep integration of digital technology provides new modes of expression and dissemination for ideological and political education in courses (Zhao & Li, 2021). Blended learning, through the construction of virtual-real scenarios, can transcend time and space limitations, enhancing the immersion and interactivity of value education. In online sessions, virtual simulation technologies recreate significant historical events or technological breakthroughs, such as using VR to let students “experience” the Long March route or the launch site of a spacecraft, deepening the inheritance of red genes through emotional resonance (Sun, 2020); leveraging big data analysis of student learning behaviors, precise delivery of thematic resources like “Made in China 2025” and “Cultural Digitalization Strategy” is achieved, realizing personalized ideological and political guidance. Offline classes focus on in-depth dialogues, promoting value collisions through activities like debate competitions and role-playing. Blended learning requires a design framework that integrates “technology-content-emotion”, avoiding both the hollowing out of content due to technical showmanship and the simplistic patchwork of online and offline elements, truly achieving deep coupling between digital empowerment and educational principles.

The innovative upgrade of teaching implementation methods marks the leap from superficial integration to deep transformation in ideological and political education within courses. Case-based teaching reconstructs the value coordinates of knowledge through contemporary narratives, project-based learning activates the value awareness of subjects through practical tasks, and blended learning expands the dimensions of value dissemination with digital means. The synergy of these three approaches not only aligns with the core requirements of “all-staff, all-process, all-round” education but also responds to the cognitive characteristics and emotional needs of 21st-century students. The implementation of this innovative strategy not only addresses the challenge of internalizing values in traditional classrooms but also constructs a three-dimensional educational ecosystem of “knowledge acquisition-emotional resonance-behavioral practice”. This provides sustainable momentum for the functional iteration of classroom teaching carriers, ultimately achieving the creative transformation and innovative development of the fundamental task of moral

education in professional education.

3.3 Guarantee Strategy: Quality Improvement Support System

Teacher Development: Building a Dual-Enhancement Training System for “Ideological and Political Literacy + Teaching Competence”. The quality of implementing ideological and political education in courses heavily relies on teachers’ ability to nurture students. Currently, the teaching staff generally suffers from the shortcoming of being able to teach but not effectively nurture students. To build a dual-enhancement training system for “ideological and political literacy + teaching competence”, it is necessary to break through the single-dimensional approach of traditional teacher training. First, establish a tiered and categorized mechanism for cultivating ideological and political literacy, deepening educational awareness through a model of “theoretical study + practical reflection”: offer a mandatory module on “Course Ideological and Political Methodology” to new faculty members, organize experienced teachers to conduct workshops on “Disciplinary Ideological and Political Elements Mapping”; set up a “Golden Course Incubation Camp” for core teachers, inviting ideological and political experts and industry role models to co-teach. Second, strengthen scenario-based training for teaching skills, developing a dual-engine cultivation tool of “teaching case library + classroom recording analysis”. For example, a university has established a “Virtual Research Room for Course Ideological and Political Education”, where teachers undergo specialized training in “value guidance” through AI-simulated classrooms, with the system providing real-time analysis of the effectiveness of ideological and political integration in teacher-student interactions. Additionally, an incentive mechanism should be established, incorporating the implementation effectiveness of course ideological and political education into the evaluation systems for title promotion and teaching excellence.

Resource Construction: Establish a dynamic sharing platform for ideological and political education materials. The scarcity and fragmented distribution of high-quality teaching resources severely hinder the coordinated advancement of ideological and political education in courses. Building a three-tiered dynamic sharing platform at the national, regional, and institutional levels is a key measure to break down resource silos. Platform construction should follow the principles of “categorized aggregation, intelligent matching, and dynamic updates”: establish an “ideological and political elements database” by subject category, covering modules on red genes, scientific ethics, cultural confidence, etc.; develop an intelligent recommendation system that automatically pushes suitable ideological and political materials based on course content, such as linking the case package “Huawei 5G Technology Breakthrough” when teaching intellectual property in law courses. At the same time, establish a “crowdsourced sharing” mechanism, set up an “ideological and political micro-course design competition” and a “cross-institutional case collaboration plan”, encouraging teachers to convert corporate practices and research outcomes into educational resources. Through the joint construction and sharing of a resource ecosystem, ideological and political education in courses can transcend individual experience limitations, forming a collaborative development pattern where “one teacher innovates, multiple schools benefit”.

Evaluation Reform: Develop multi-dimensional evaluation indicators that include “value guidance”. The traditional teaching evaluation system lacks a value dimension, leading to the dilemma of course ideological and political education focusing on implementation while neglecting validation (Qian, 2022). Constructing a three-dimensional evaluation framework of “knowledge mastery-ability achievement-value internalization” requires overcoming three major challenges: First, develop observable value assessment rubrics to transform abstract values into specific behavioral indicators. For example, “patriotic sentiment” can be broken down into observation points such as “frequency of attention to national strategic issues” and “global awareness in social problem solutions”. Second, innovate

evaluation tools by adopting an “embedded assessment + growth portfolio” combination method. Set up “value decision analysis questions” in course evaluations; Third, establish a dynamic feedback mechanism. A university pilot project has implemented a “course ideological and political radar chart” evaluation system, which analyzes technical learning through classroom recordings and assignment texts to generate personalized improvement suggestions.

Teacher development addresses the bottleneck of educational subject capabilities, resource construction breaks down barriers on the teaching supply side, and evaluation reform opens up a closed loop for quality improvement. The synergy among these three efforts not only solidifies the foundation of classroom education but also provides institutional guarantees for the implementation of the holistic education philosophy. By establishing an integrated support system of “cultivation-supply-evaluation”, ideological and political education in courses can transcend the limitations of fragmented and sporadic advancement. This truly realizes full participation with motivation, comprehensive coverage with resources, and all-round standards, ultimately promoting the fundamental task of moral education to take root, flourish, and bear fruit in professional classrooms.

4 Conclusion and Prospect

The concept of “all-round education” provides a systematic methodology for ideological and political education in courses. By reconstructing the framework with “all-staff, all-process, and all-aspects”, this concept offers a systematic methodological support for the practice of ideological and political education in courses. Research shows that traditional ideological and political education has long been constrained by the challenge of “ideological and political courses fighting alone”. However, the concept of “all-round education” integrates educational entities, connects educational stages, and expands educational domains, forming a three-dimensional collaborative mechanism. In terms of the entity dimension, the collaborative lesson preparation mechanism involving “professional teachers-ideological and political teachers-industry mentors” breaks down disciplinary barriers, deeply integrating value guidance into professional logic; in terms of the process dimension, the closed-loop design of “before-class-during-class-after-class” achieves continuous infiltration of value education; in terms of the spatial dimension, the construction of a “four-dimensional classroom” transcends the physical boundaries of classrooms. The value of this systematic methodology lies in upgrading ideological and political education from scattered “elemental integration” to “genetic recombination”, making moral cultivation and talent development the underlying logic throughout the entire educational process.

The reconstruction of classroom teaching is a critical breakthrough for implementing the principle of cultivating virtue and talent. As the core domain that occupies 70% of students’ learning time, the functional restructuring of classroom teaching becomes key to addressing the challenge of “the separation between knowledge transmission and value guidance”. Research has found that through three-dimensional restructuring involving subject collaboration, method innovation, and spatial expansion, classroom teaching can be transformed into the main arena for internalizing values. At the level of subjects, interdisciplinary research teams have developed modules such as “technological ethics” and “patriotic sentiment”, significantly enhancing the ideological content of specialized courses; at the methodological level, the combination of project-based learning and blended teaching promotes the transformation of value education from the cognitive level to the behavioral level; at the spatial level, designs like “ethics reflection in laboratories” and “thematic discussions in practice bases” make abstract values tangible through perceptible practical examples. This restructuring not only reflects changes in teaching formats but also fundamentally transforms the role of the classroom—

from being a container of knowledge to becoming an incubator of values, making classroom teaching truly the primary channel for subtly nurturing virtue and talent.

Mechanism innovation requires dual-wheel drive from institutional guarantees and technological empowerment. The sustainable development of ideological and political education in courses relies on the collaborative innovation of institutional guarantees and technological empowerment. Research has found that single measures of institutional construction or technological application alone cannot break through deep-seated reform resistance; only a dual-wheel drive can achieve a systematic upgrade of the educational ecosystem. At the institutional level, it is crucial to build a three-pronged support system of “training-resource-evaluation”. On the technological side, the deep integration of artificial intelligence and big data technology provides precise tools for value education. The value of this dual-wheel drive mechanism lies in both solidifying the foundation of reforms through institutional construction and breaking traditional educational boundaries with technological means, forming an innovative ecosystem that combines “rigid constraints” with “flexible penetration”.

The deep integration of the three-all education philosophy with ideological and political practice in courses is essentially a structural transformation of educational paradigms. Classroom teaching, as a vehicle, activates the underlying logic of moral and character development through systematic restructuring; the dual-wheel drive of systems and technology provides sustainable momentum for this transformation (Li & Wang, 2021). To further deepen future educational reforms, it is necessary to promote the penetration of the three-all education philosophy into deeper areas such as curriculum standards, teacher training, and educational evaluation. At the same time, we must seize the opportunities presented by the intelligent technology revolution to build a more adaptive and leading new ecosystem for moral and character development. This is not only an inevitable path for the connotative development of higher education but also a Chinese solution to the era’s questions of “what kind of people to cultivate, how to cultivate them, and for whom they are cultivated”.

References

- [1] Wang, J. (2021). Research on the collaborative mechanism of ideological and political education in universities under the “Three-Alls” concept. *Educational Research*, (5), 45–52.
- [2] Li, M., & Zhang, H. (2020). Practical paths and reflections on the integration of ideological and political education with professional education. *Higher Education Research*, (3), 78–85.
- [3] Chen, S., & Liu, Y. (2022). Exploration of course ideological and political teaching model based on project-based learning. *Modern Educational Technology*, (8), 102–109.
- [4] Zhao, X., & Li, N. (2021). Practice and innovation of blended teaching in higher education ideological and political education. *China Educational Technology*, (12), 67–74.
- [5] Liu, Z. (2019). Research on the construction of training system for enhancing ideological and political quality of college teachers. *Teacher Education Research*, (4), 33–40.
- [6] Qian, W. (2022). Theory and practice of educational evaluation reform driven by artificial intelligence. *Research on Educational Development*, (6), 21–28.
- [7] Sun, Y. (2020). Research on the application of virtual reality technology in red culture education. *Research on Electro-Education*, (9), 89–95.
- [8] Li, Z., & Wang, X. (2021). Construction path of ideological and political education ecosystem in higher education institutions from the perspective of collaborative talent cultivation. *China Higher Education*, (10), 56–62.