

# Research on the Collaborative Education of Ideological and Political Theory Courses in Chinese Private Universities

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**Abstract:** In the context of education in the new era, the development of Chinese private universities has been attracting ever-increasing attention. As the core courses for cultivating students' moral character and values in colleges and universities, the collaborative education efficacy of ideological and political theory courses holds significant sway over the quality of talent cultivation in private universities. This paper endeavors to conduct an in-depth exploration into the current status, challenges, and optimization pathways of the collaborative education of ideological and political theory courses in Chinese private universities. Through comprehensive analysis, it is revealed that there exist a multitude of issues in the collaborative education of ideological and political theory courses in private universities, such as feeble collaborative awareness, sluggish platform construction, and defective institutional mechanisms. In light of these problems, corresponding optimization strategies have been formulated, which encompass enhancing the awareness of collaborative education, constructing diverse collaborative education platforms, and refining the institutional mechanisms of collaborative education, with the anticipation of furnishing valuable references for private universities to elevate the level of collaborative education of ideological and political theory courses.

**Keywords:** Chinese Private Universities; Ideological and Political Theory Courses; Collaborative Education.

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## 1. Introduction

In the context of the new era, college ideological and political education is confronted with novel opportunities and challenges. General Secretary Xi Jinping has accentuated the necessity of adhering to taking the cultivation of virtue through education as the central nexus and permeating ideological and political work throughout the entire process of education and teaching, thereby accomplishing the all-round and whole-process education of students. Chinese private universities, constituting an essential segment of higher education, assume a non-negligible role in propelling the diversified progression of education. Nevertheless, in contrast to public universities, private universities encounter certain distinctive issues and challenges in the collaborative education of ideological and political theory courses. Consequently, conducting in-depth research on the collaborative education of ideological and political theory courses in Chinese private universities bears significant practical implications.

Private universities are distinguished by their flexible school-running mechanisms and a pronounced market orientation. During the course of their development, private universities typically place a greater emphasis on forging a close nexus with social requirements, with the objective of nurturing applied talents who can adeptly meet market demands. This leads to the ideological and political theory courses in private universities exhibiting certain characteristics. For instance, the curriculum design is more attuned to practicality and relevance, and the teaching methodologies are more pliable and variegated. Nevertheless, concurrently, private universities also encounter issues such as a comparatively unstable teaching faculty and relatively

constrained resources. To a certain extent, these factors impinge upon the effectiveness of the collaborative education model in ideological and political theory courses.

The research on synergy theory, which emerged in the 1970s, has developed into an independent discipline with a foundation built upon multidisciplinary research. It was initially established by the renowned physicist, Professor Haken from the University of Stuttgart in the Federal Republic of Germany.

In the context of foreign studies regarding the collaborative education of college courses, the research background predominantly centers around the epidemic situation and new media. Scholars have been exploring the current developmental status and future trajectories of college online and offline courses. González Carlos (2022) and colleagues discovered that digital technology in college teaching is prevalently applied in areas such as learning planning and design, the formulation of educational experiences, and the assessment of students' learning outcomes. They also highlighted the necessity for teachers to enhance their digital teaching capabilities and actively engage in online interactions with students. Panvaras Tzaegiotis & Athavalas Danasios (2022) delved into the comparative analysis and improvement strategies of online teaching and offline classrooms. Abdulhadi Shoufan (2019) investigated the preferences of college students for online courses, which holds certain guiding implications for enhancing the content quality and learning efficacy of online courses. Additionally, some scholars have focused on the integrated teaching model. Francesca Amenduni et al (2021) expounded that the concept of "integration" entails combining diverse elements to create something novel, a result that surpasses the mere sum of its constituents. Shen Zhuanghai (2021), from the vantage point

of Marxist educational perspectives, posited that the proposition of "the Great Ideological and Political Course" epitomizes the union of education and productive labor, stressing that it stems from the contemplation of the objective world, including existing realities and living conditions. Zhang Li & Hu Zhi (2018) contended that the philosophical underpinning of the concept of "the Great Ideological and Political Course" is the Marxist holistic view. Wan Cheng (2022), commencing from the theory of human development, probed into the appeal of "the Great Ideological and Political Course" from the "human studies" perspective, accentuating the characteristics of human reality, autonomy, sociality, and practicality, and underlining that it should be people-centered and attend to the comprehensive development of individuals. Numerous scholars have also examined the collaborative role of college counselors in ideological and political theory courses. Hu Xuming (2018), Su Yubo (2018), Li Xiufang, Wang Xin (2016), and others have all conducted research on college counselors, emphasizing the need to leverage the respective strengths of ideological and political theory course teachers and counselors, while compensating for their respective weaknesses. It was also noted that disparate management systems and varying levels of knowledge and ability are significant factors that impede the joint educational efforts of the two teams.

There are also scholars who have delved into the collaborative education of ideological and political theory courses and professional courses. Lu Daokun (2018), from the perspective of professional course teachers, advocated that professional course teachers should not only be proficient in their own professional duties but also be enthusiastic about teaching and possess excellent teaching skills. They should enhance their awareness of curriculum ideology and politics, thereby fully comprehending the significance and indispensability of integrating ideological and political elements into professional courses. Li Xian'e (2022) pointed out that the resource advantages of regional historical and cultural venues ought to be maximized. Coupled with the extensive utilization of digital technology, diverse scenario experience education models could be constructed.

In general, the collaborative education of college ideological and political theory courses holds crucial research significance. The research achievements of the domestic academic community are rather abundant. A multitude of scholars have meticulously analyzed the current status of the collaborative education of college ideological and political theory courses, identified the existing issues, and proffered corresponding solutions. Nevertheless, there are still certain inadequacies in the current research. The approaches and methods of collaborative education lack sufficient innovation. Moreover, relatively fewer surveys have been conducted within the student groups of private universities.

## **2. Analysis of the Connotation of the Collaborative Education in the Ideological and Political Theory Courses in Chinese Private Universities**

### **2.1. Collaboration between Ideological and Political Courses and Specialized Courses**

#### **2.1.1. Integration of the Development of Specialized Course Teaching Materials and Ideological and Political Elements**

The development of teaching materials for specialized courses in private universities ought to be centered closely around the concept of collaborative education and comprehensively explore ideological and political elements. It is essential for teachers of ideological and political courses and those of specialized courses to collaborate in unison. In accordance with the unique characteristics of their respective disciplines, they should methodically organize the professional knowledge systems and precisely pinpoint the integration points of ideological and political education and professional education.

For instance, within the teaching materials of specialized courses in literature, the profound humanistic spirit, moral precepts, and aesthetic values encapsulated in literary works can be thoroughly excavated. This enables the guidance of students to establish correct values and worldviews. In the teaching materials of specialized courses in economics, by integrating cases of economic development, students' sense of social responsibility and professional ethics can be effectively nurtured. Through such an approach, ideological and political elements are seamlessly incorporated into the specialized course teaching materials, allowing students to acquire ideological and political education in a subtle and imperceptible manner while they are engaged in the learning of professional knowledge.

#### **2.1.2. Integration of Specialized Course Teaching and Ideological and Political Resources**

The actual conduction of specialized courses represents a pivotal stage in actualizing the collaborative education of ideological and political courses and specialized courses. The instructors of specialized courses in private universities ought to maximally exploit their professional strengths and proactively explore efficacious means to assimilate ideological and political resources into teaching. For example, during the teaching of specialized courses in engineering, illustrations of significant engineering construction undertakings in China can be incorporated to showcase the arduous striving spirit and patriotic sentiments underlying the accomplishments of scientific and technological innovation. This, in turn, serves to arouse students' innovation awareness and patriotic passions. In the teaching of specialized courses in agronomy, by integrating with the practical circumstances of the development of agricultural modernization, students' sense of obligation and mission to serve "agriculture, rural areas, and farmers" can be cultivated.

Simultaneously, educators can also direct students to engage in active contemplation through pedagogical methods such as classroom deliberations and case studies, thereby facilitating the profound integration of ideological and political education and professional education.

### **2.1.3. Correspondence between Specialized Course Curriculum Evaluation and Ideological and Political Principles**

Curriculum assessment constitutes a significant component of curriculum instruction and assumes a crucial function in orienting the teaching path and enhancing the teaching caliber. The curriculum evaluation of specialized courses in private universities ought to comprehensively exhibit ideological and political tenets and enfold students' ideological and political accomplishments into the evaluation framework. Concretely, aside from scrutinizing students' command of professional knowledge, heed should also be given to their manifestations in aspects such as moral attributes, teamwork ethos, innovation aptitude, and so forth during the learning process. For instance, in the appraisal of specialized courses in art studies, not only should students' artistic creation proficiencies be appraised, but also the ideological gist and value bearings conveyed by their works ought to be accentuated in the evaluation to steer students towards establishing proper artistic perspectives and creation outlooks.

## **2.2. Collaboration between Teachers of Ideological and Political Courses and Other Educational Subjects**

### **2.2.1. Collaboration of Teaching Staff with Different Roles**

Constructing the synergy of teaching staff with diverse roles serves as a vital safeguard for actualizing the collaborative education within the ideological and political theory courses in private universities. Private universities are obliged to shatter the conventional paradigm of constructing teaching staff contingents and draw in a greater number of educational entities to engage in the teaching of ideological and political courses. In addition to full-time instructors of ideological and political courses, part-time pedagogues such as off-campus specialists and scholars, industrial luminaries, and outstanding alumni should also be vigorously enlisted to augment the teaching corps of ideological and political courses. Simultaneously, the cultivation and administration of different educational subjects ought to be intensified to enhance their teaching proficiencies and educational competencies. By constructing the collaboration of multifarious teaching staff with diverse roles, the complementary strengths among distinct educational subjects can be attained, endowing students with more copious and comprehensive ideological and political education.

### **2.2.2. Collaboration of Teaching Staff with Scientific Research as the Link**

Scientific research represents a significant impetus for spurring the innovative progression of ideological and political theory courses. Private universities ought to inspire teachers of ideological and political courses to jointly conduct scientific research undertakings with other educational entities and establish a "core cohort" of scientific research. For instance, interdisciplinary scientific research groups can be assembled to conduct investigations centered on hot and thorny issues in the domain of ideological and political education, probing into innovative teaching modalities and contents of ideological and political courses. Concurrently, the transformation and application of scientific research outcomes should be fortified, and the scientific research achievements should be expeditiously incorporated into the teaching of ideological and political courses to enhance the

relevance and efficacy of teaching. Additionally, a favorable scientific research ambience can be cultivated by hosting academic lectures, symposia and other activities to facilitate academic exchanges and cooperation between teachers of ideological and political courses and other educational subjects.

### **2.2.3. Collaboration of Stakeholders**

Educating individuals is a systematic endeavor that demands the joint engagement and cooperation of diverse departments and educational agents within the school. Private universities should institute and refine the collaborative education mechanism, intensify the communication and coordination among the school Party committee, administrative divisions, teaching units, student management sectors, etc., thereby forging a "comprehensive framework" of educating people throughout the entire process, by all personnel and in every aspect. Counselors, serving as the linchpin of students' ideological and political education, should collaborate closely with teachers of ideological and political courses, promptly grasp students' ideological inclinations, and jointly execute students' ideological and political tasks. Teaching administrators should, from the vantage point of teaching management, offer support and assurance for the teaching of ideological and political courses to ensure the seamless progression of the collaborative education work.

## **2.3. Collaboration between School Education and Social Education**

### **2.3.1. Realization of the Collaboration between School Education and Social Education in Practical Teaching**

Practical teaching represents a crucial avenue for augmenting the efficacy of ideological and political theory courses. Private universities should comprehensively exploit social resources to erect a "core arena" of practice, enabling students to fortify their comprehension and acknowledgement of ideological and political theories via practical experiences. For instance, students can be arranged to visit patriotic education hubs, red cultural locales, and so forth, and engage in social investigations, volunteer services and other pursuits, permitting students to directly perceive the developmental and transformative trends of society and bolstering their sense of social responsibility and mission. Simultaneously, the organization, management and guidance of practical teaching should be enhanced to guarantee the caliber and outcome of practical teaching initiatives.

### **2.3.2. Realization of the Collaboration between School Education and Social Education through Resource Integration**

Society is a bountiful reservoir of resources. The ideological and political theory courses in private universities should vigorously facilitate the "import" of social resources. On the one hand, collaboration with government bodies, enterprises and institutions, social organizations, etc. should be intensified to erect off-campus practical teaching platforms, endowing students with more hands-on opportunities. On the other hand, online resources, parental resources, expert resources, etc. should be comprehensively harnessed to augment the teaching substance of ideological and political courses. For example, parents could be solicited to step into the classroom to recount their life sagas and career anecdotes, steering students to formulate proper career perspectives.

Experts and scholars could be invited to deliver lectures to explicate current affairs hotspots, widening students' vistas.

### **2.3.3. Realization of the Collaboration between School Education and Social Education in Social Practice**

Guiding students to "venture forth" is the linchpin for actualizing the collaborative education of the miniature ideological and political classroom and the expansive social classroom. Private universities should exhort students to actively partake in social practice undertakings, stride beyond the campus confines, infiltrate society, and fathom national, social and public circumstances. For example, students can be marshaled to execute summer social practice initiatives, permitting them to conduct investigations and render services in rural areas, communities, enterprises, etc., augmenting their erudition and honing their capabilities in practice. Concurrently, the guidance and assessment of students' social practice activities should be buttressed to direct students to acquire the acumen of observing, cogitating and dissecting issues in practice, enhancing students' comprehensive aptitudes.

## **3. Analysis of the Realistic Dilemmas and Reasons for the Collaborative Education in the Ideological and Political Theory Courses in Chinese Private Universities**

### **3.1. Realistic Dilemmas**

#### **3.1.1. Insufficient Collaborative Education with Specialized Course**

Within the context of private universities, a rather prominent and concerning issue that has come to the fore is the existence of a certain degree of dissociation between ideological and political courses and specialized courses. This disconnection not only undermines the holistic educational experience but also poses significant challenges to the realization of comprehensive and well-rounded student development.

Some instructors of specialized courses, unfortunately, display an insufficiently profound comprehension of the concept and significance of collaborative education. They seem to hold a rather narrow and misconstrued view, believing that ideological and political education is an exclusive domain and the sole prerogative of teachers of ideological and political courses. This perception leads them to erroneously consider such education as extraneous and peripheral to their own teaching responsibilities. Consequently, during the teaching process, they inadvertently overlook the crucial aspect of integrating ideological and political education into their instruction. This oversight means that students are deprived of the opportunity to see the interconnectedness and mutual reinforcement of different knowledge domains and values, which could otherwise enhance their understanding and application of both specialized and ideological concepts.

Compounding this problem is the fact that, due to a confluence of factors such as curriculum design and teaching schedules, an efficacious communication and cooperation mechanism between ideological and political courses and specialized courses is conspicuously lacking. The curriculum design might be compartmentalized, with each course operating in relative isolation, without any deliberate efforts to create cross-pollination and synergy. Teaching schedules,

too, may be arranged in a way that minimizes the opportunities for instructors of different courses to interact, collaborate, and jointly plan educational activities. This lack of a proper mechanism makes it extremely arduous, if not almost impossible, to attain the noble goal of collaborative education. Without a platform or framework for regular exchanges and joint initiatives, the two types of courses remain siloed, unable to leverage each other's strengths and contribute to a more cohesive and impactful educational journey for the students. It is high time that private universities recognize and address these issues to foster a more integrated and collaborative educational environment.

#### **3.1.2. Lack of Coordination among the Teaching Staff**

In private universities, the composition of the teaching contingent responsible for ideological and political courses exhibits a rather comparative level of monotony. The vast majority of this contingent is predominantly constituted by full-time instructors, which unfortunately results in a significant lack of diversity. There is a notable absence of pedagogues hailing from other disciplinary arenas and industries. This dearth of variety within the teaching staff has far-reaching implications.

It gives rise to a situation where the substance and modalities of ideological and political course instruction tend to be relatively homogeneous. The instructional materials and teaching methods employed often lack the richness and breadth that could be achieved with a more diverse teaching team. As a consequence, it becomes a formidable challenge to satiate the wide-ranging and multifarious learning requisites of students. Students, with their diverse backgrounds, interests, and future career aspirations, require a more eclectic and comprehensive educational experience. However, the current homogeneity in teaching fails to adequately address this need, potentially leading to disengagement and a less than optimal learning outcome.

Concurrently, another area of concern is the insufficiently seamless synergy between teachers of ideological and political courses and other crucial educational agents such as counselors and teaching administrators. These different educational actors often function in relative isolation, operating within their own silos. There is a distinct lack of effective coordination and cooperation among them. This deficiency stems from their being deficient in the awareness and aptitude of collaborative education. They may not fully grasp the potential benefits and importance of working together in a unified and coordinated manner. Without such collaborative efforts, the educational ecosystem in private universities remains fragmented, unable to fully harness the collective power and expertise of all involved. This, in turn, can impede the overall effectiveness and efficiency of the educational process, especially when it comes to the holistic development and ideological and political education of students. Urgent measures are needed to break down these barriers and foster a more collaborative and integrated educational environment.

#### **3.1.3. Inadequate Utilization of Social Resources**

In the context of private universities, it is indeed the case that they have, to a certain extent, come to acknowledge the profound significance of social resources in relation to the instruction of ideological and political courses. However, when it comes to the practical implementation phase, a rather disconcerting situation emerges wherein the exploitation of these valuable social resources remains woefully inadequate.

On the one hand, the liaison and connection between the

school and the diverse array of social sectors is far from being intimate or robust. There is a conspicuous lack of a stable and well-structured cooperation framework and platform. This deficiency serves as a major stumbling block, impeding the seamless and effective importation of social resources onto the campus. For instance, without a proper institutionalized mechanism in place, it becomes exceedingly difficult to establish regular and fruitful partnerships with enterprises, community organizations, or government agencies. These potential sources of rich real-world experiences, industry insights, and community perspectives remain largely untapped, as the school lacks the means to initiate and sustain meaningful collaborations.

On the other hand, even in those instances where some social resources have managed to be introduced, there exists a significant dearth of efficacious assimilation and utilization. The school appears to struggle in fully integrating these resources into the fabric of the teaching of ideological and political courses. Their functions and potential contributions have not been comprehensively manifested or maximized. This could be due to a lack of proper training and guidance for the teaching staff on how to effectively incorporate these external elements into their lesson plans. It might also stem from a lack of coordination and communication channels between the departments responsible for bringing in the resources and those tasked with teaching. As a result, the introduced social resources may end up being used in a haphazard or superficial manner, failing to enhance the depth and relevance of the ideological and political education provided. This situation calls for urgent attention and strategic measures to be taken in order to optimize the utilization of social resources and elevate the quality of ideological and political education in private universities.

## **3.2. Reason Analysis**

### **3.2.1. Insufficient Understanding of Collaborative Education**

In the realm of private universities, a considerable number of pedagogues unfortunately exhibit a rather inadequate perception when it comes to the profound significance of collaborative education. They seem to be entrenched in a myopic view, habitually confining their attention solely to the narrow confines of their own disciplines or work arenas. This blinkered focus leads them to blatantly disregard the essential systematic nature and the powerful synergy that ideological and political education can bring to the overall educational tableau.

Moreover, it is not uncommon to find that certain teachers possess a woefully insufficient understanding of the very essence and the diverse methodologies that underpin ideological and political education. Their lack of depth in this regard renders them effectively adrift in the sea of collaborative education, as they remain clueless about how to adeptly and effectively integrate such crucial aspects into their teaching processes. This deficiency not only hampers the seamless flow of collaborative education efforts but also undermines the potential for a more comprehensive and impactful educational experience for the students. It is high time that measures are taken to address these knowledge gaps and attitudinal shortcomings, so as to pave the way for a more robust and cohesive collaborative education framework within private universities.

### **3.2.2. Imperfect Collaborative Education Platforms**

Private universities, in comparison to their counterparts

with more advanced educational systems, are markedly underdeveloped in the crucial area of establishing collaborative education platforms. There exists a palpable deficiency in the availability of efficient communication and exchange platforms, which are essential for the seamless flow of ideas and knowledge among different educational stakeholders. The lack of well-structured resource sharing platforms further exacerbates the situation, as it severely limits the ability of educators and institutions to pool together their diverse resources and expertise. Additionally, the absence of practical teaching platforms represents a significant hindrance, as it is through such platforms that students can gain real-world experience and apply theoretical concepts in a practical setting.

This dearth of appropriate platforms makes it an extremely arduous task for the wide array of educational entities within private universities to engage in effective information interchange. Without the means to communicate and share resources efficiently, they are rendered incapable of harnessing the collective power and potential that collaborative education can offer. The combined might of collaborative efforts, which could otherwise lead to enhanced educational outcomes and innovation, remains untapped.

Simultaneously, the inadequacy of the practical teaching platform has far-reaching consequences. It severely restricts the prospects and opportunities for students to actively engage in social practice, which is an integral part of a holistic education. By limiting their exposure to real-world scenarios, it directly impinges on the efficacy of the teaching of ideological and political courses. Students are unable to fully grasp the practical implications and relevance of the concepts taught in these courses, leading to a less profound understanding and a diminished ability to internalize and apply the knowledge in their future lives and careers. Urgent attention and investment are thus required to rectify these platform deficiencies and unlock the full potential of collaborative education in private universities.

### **3.2.3. Imperfect Construction of System and Mechanism**

In the domain of private universities, a constellation of issues has emerged in the construction of the system and mechanism pertaining to collaborative education. Notably, there is a conspicuous absence of clearly defined and explicit collaborative education aims and comprehensive blueprints. Without such guiding beacons, the various educational actors within the institution are left adrift, uncertain of the overarching goals and the specific pathways they ought to follow in their collaborative endeavors.

Compounding this problem is the deficiency of well-developed and consummate incentive mechanisms and evaluation mechanisms. In the absence of robust incentives, educational subjects, be they teachers, administrators, or other stakeholders, lack the motivational impetus to wholeheartedly engage in collaborative education. There is no tangible reward or recognition system in place to acknowledge and celebrate their efforts and achievements in this regard. Similarly, the lack of a sound evaluation mechanism means that the quality and effectiveness of collaborative education initiatives cannot be accurately measured or monitored. This lack of accountability further dampens the enthusiasm and commitment of those involved.

As a direct consequence of these systemic flaws, the enthusiasm of the assorted educational subjects to actively participate in collaborative education is remarkably feeble. They may approach such initiatives with a sense of

ambivalence or apathy, seeing little personal or professional gain in devoting their time and energy. This, in turn, renders it an uphill battle to effectively propel the collaborative education work forward. The wheels of progress grind slowly, if at all, as the necessary buy-in and active engagement from key players are sorely lacking.

Furthermore, while the administrative system of private universities is often characterized by a certain degree of flexibility and adaptability, which can be advantageous in some respects, it is not without its share of irregularities. These irregularities can manifest in a variety of ways, such as inconsistent decision-making processes, ambiguous lines of authority, or a lack of transparency in resource allocation. Such administrative idiosyncrasies can introduce an element of chaos and unpredictability into the collaborative education landscape. They can disrupt the smooth flow of communication and cooperation among different departments and individuals, creating obstacles and bottlenecks that impede the seamless progression of collaborative education work. Even if the intentions and efforts of the educational actors are sincere, these administrative irregularities can undermine their best-laid plans and initiatives, thereby influencing the overall progression of collaborative education work to a significant and often detrimental degree. It is therefore imperative that private universities address these issues comprehensively and systematically to foster a more conducive environment for collaborative education to thrive.

## **4. Optimization Paths for the Collaborative Education in the Ideological and Political Theory Courses in Chinese Private Universities**

### **4.1. Deepening the Understanding of Collaborative Education and Enhancing the Ability to Educate People**

#### **4.1.1. Strengthening the Leading Consciousness of Teachers of Ideological and Political Theory Courses**

Teachers of ideological and political theory courses bear a significant responsibility and, as such, ought to possess a profound and thorough perception of their guiding role within the realm of collaborative education. They are not merely dispensers of knowledge but rather the vanguards who can shape the holistic educational experience and the values of students. To fulfill this role effectively, they must ceaselessly strive to enhance their capacity to cultivate well-rounded individuals. This entails not only a deep understanding of the subject matter but also the ability to inspire, guide, and connect with students on multiple levels.

Schools, being the nurturing ground for both students and teachers, have a crucial part to play in this process. They should proactively reinforce the training and education of these teachers. One of the ways to achieve this is by meticulously arranging special-topic discussions. These discussions can center around contemporary social issues, emerging trends in education, or the integration of different disciplines. Through such exchanges, teachers can gain new perspectives, challenge their existing beliefs, and stay abreast of the latest developments in the field. Teaching observations also form an essential component. By observing the teaching practices of their peers, both within and outside their own

institutions, teachers can learn about innovative teaching strategies, classroom management techniques, and the art of engaging students. These activities serve as powerful tools to assist teachers in refreshing their educational notions, which might have become stagnant over time, and in grasping the intricate methods and skills required for successful collaborative education.

Concurrently, it is of utmost importance to spur teachers of ideological and political theory courses to actively partake in curriculum reform and teaching research. In the context of curriculum reform, they can contribute to the development of a more relevant and engaging curriculum that aligns with the needs and aspirations of modern students. This could involve incorporating real-world case studies, multimedia resources, or interactive learning activities. Through teaching research, they can explore the effectiveness of different teaching modalities, conduct empirical studies on student learning outcomes, and contribute to the body of knowledge in the field. By constantly probing and innovating the teaching modality of ideological and political courses, they can break free from traditional and perhaps less effective teaching methods. This could lead to the adoption of flipped classrooms, project-based learning, or blended learning approaches. Ultimately, such efforts are directed towards elevating the teaching quality, ensuring that students receive a top-notch education that not only imparts knowledge but also nurtures critical thinking, social responsibility, and a global perspective.

#### **4.1.2. Enhancing the Degree of Emphasis of Teachers of Specialized Courses**

Teachers of specialized courses undeniably represent a significant and influential power in the realm of collaborative education. Their expertise and knowledge in their respective fields can be harnessed to create a more comprehensive and enriching educational experience. However, in order to fully realize their potential in this regard, schools need to take proactive measures.

Schools should place a high priority on enhancing the ideological and political education of these teachers. This is essential as it can effectively boost their comprehension and accentuation of collaborative education. By providing them with a deeper understanding of the ideological and political dimensions, they can better appreciate the holistic nature of education and their role within it. One way to achieve this is by conducting well-structured training courses. These courses can cover a wide range of topics, from the fundamental principles of ideological and political education to its practical applications in the classroom. Lectures can also be organized, inviting renowned scholars and experts in the field to share their insights and experiences. Through these means, teachers of specialized courses can be assisted in grasping the aims and requisites of ideological and political education. They can learn about the overarching goals of cultivating students with not only professional skills but also a strong sense of values and social responsibility.

Moreover, they can master the methodologies and approaches to infuse ideological and political elements into specialized courses. This requires a careful and strategic integration, ensuring that the ideological and political content complements rather than overshadows the specialized knowledge. For example, in a science course, teachers can discuss the ethical implications of scientific discoveries or the role of science in addressing global challenges. In an art course, they can explore how different art forms have been

used to express social and political messages throughout history.

Additionally, to further strengthen the collaborative efforts, a communication and cooperation mechanism between teachers of specialized courses and those of ideological and political courses can be instituted. This mechanism can provide a platform for regular exchanges of ideas, sharing of teaching resources, and joint planning of educational activities. Routine teaching discussion activities can be carried out, perhaps on a weekly or monthly basis. These discussions can focus on specific teaching cases, challenges faced in the integration process, and success stories. By jointly exploring efficacious methods of collaborative education, teachers can learn from each other, adapt and refine their teaching strategies, and ultimately create a more cohesive and impactful educational environment that benefits students in multiple aspects of their development.

#### **4.1.3. Optimizing the Collaborative Consciousness of Teaching Administrators**

Teaching administrators, as the crucial linchpins in the educational machinery, ought to actively and deliberately foster the awareness of collaborative education. This means that they should not only understand the theoretical underpinnings of collaborative education but also internalize its significance and potential impact on the overall educational ecosystem. They must strive to permeate the concept of collaborative education throughout every nook and cranny of the entire process of teaching management work. This entails embedding it in curriculum planning, scheduling, faculty coordination, and student assessment.

To ensure that teaching administrators are well-equipped to carry out these responsibilities, schools should take a proactive stance and intensify the training and assessment of teaching administrators. Through comprehensive and targeted training programs, teaching administrators can be exposed to the latest trends, best practices, and research findings in collaborative education. These programs can include workshops, seminars, and online courses that cover a wide range of topics such as interdepartmental cooperation, resource sharing strategies, and the integration of diverse teaching methodologies. The assessment of teaching administrators should also be revamped to include specific criteria related to their ability to promote collaborative education. This could involve evaluating their success in facilitating cross-disciplinary projects, their effectiveness in resolving conflicts between different courses or departments, and their capacity to allocate resources in a way that maximizes collaborative opportunities.

Once properly trained and assessed, teaching administrators should then proactively offer unwavering support and reliable assurance for the teaching of ideological and political courses. They can do this by ensuring that these courses are given equal footing and resources as other specialized courses. This might involve allocating appropriate classroom facilities, providing access to modern teaching technologies, and securing sufficient teaching hours. Harmonizing the relationship between ideological and political courses and specialized courses is another key task. Teaching administrators can organize joint meetings and workshops where teachers from both areas can interact, exchange ideas, and plan collaborative teaching activities. They can also encourage the development of interdisciplinary curricula that blend the knowledge and skills from different fields while incorporating the values and perspectives of

ideological and political education.

## **4.2. Building Collaborative Education Platforms**

### **4.2.1. Constructing an On-campus Collaborative Platform**

In order to effectively impel the profound progression of the collaborative education work in the ideological and political theory courses within Chinese private universities, it is exigent to institute and ameliorate the on-campus collaborative education mechanism. The crux of this mechanism resides in dismantling the long-standing partitions among teaching units and spurring the profound amalgamation and cooperation among them. Specifically, schools should constitute a leading group for collaborative education work encompassing school leaders, teachers of ideological and political courses, teachers of specialized courses, counselors and other personnel. School leaders assume a pivotal role in leading and making determinations. They can proffer potent support and guidance for the collaborative education work from the strategic vantage of the overall development of the school. Teachers of ideological and political courses, as professional contingents in ideological and political education, possess robust theoretical knowledge and copious teaching experience, and can render professional direction and support for the collaborative education work. Teachers of specialized courses have profound accomplishments in their respective professional fields. They can organically integrate professional knowledge with ideological and political education, unearth ideological and political elements in specialized courses, and actualize the unity of knowledge dissemination and value guidance. Counselors, as the principal executors of students' daily ideological and political education, have a profound understanding of students' ideological trends and learning and living circumstances. They can function as a bridge and a bond in the collaborative education work, promptly relay students' needs and issues, and offer targeted suggestions for the collaborative education work.

Constructing an information sharing platform is also a significant step to actualize on-campus collaborative education. By erecting network platforms, teaching resource repositories and other means, abundant teaching resources and convenient information exchange conduits are furnished for teachers. The network platform can shatter the constraints of time and space, permitting teachers to access and share teaching resources at any moment and from any location. The teaching resource library can consolidate diverse teaching resources within and outside the school, including textbooks, courseware, cases, videos, etc., supplying plentiful materials for teachers' teaching. The unimpeded flow of information exchange channels can foster the exchange and cooperation among teachers, enabling them to promptly fathom each other's teaching trends and research outcomes, jointly deliberate on teaching methods and strategies, and enhance the teaching quality. Through the construction of the information sharing platform, the profound sharing of teaching resources between ideological and political courses and specialized courses is achieved, proffering a solid fundamental safeguard for the collaborative education work.

### **4.2.2. Strengthening the Cooperation between Schools and Society**

In the extant educational milieu, it is of momentous significance for Chinese private universities to zealously

establish intimate cooperation alliances with sundry social institutions like government bureaus, enterprises and communities. Through such cooperation, a capacious platform for collaborative education between academies and society can be erected.

In the liaison with government departments, private universities can avail themselves of the policy sustenance and resource allocation potency of the government to engender more prospects for students to partake in social practice and public service. Government departments can dispense relevant policy guidance and project funds to assist schools in executing diverse practical teaching activities. The cooperation with enterprises proffers a stage for students to directly interface with the vanguard of the industry and the actual working milieu. Enterprises can furnish internship berths, practical projects and career counseling for students, aiding students to apply their erudition to actual work and nurture students' professional qualities and practical faculties. Schools can calibrate the teaching content and curriculum arrangements according to the exigencies of enterprises to cultivate high-caliber talents that conform to the demands of enterprises. The cooperation with communities empowers students to better fathom society and serve society. Schools can orchestrate students to engage in community volunteer services, community research and other activities to augment students' social responsibility and citizen consciousness.

Via the cooperation with these social institutions, a miscellany of vivid practical teaching activities and social research projects are jointly effected. Practical teaching activities can encompass modalities such as internship training, social practice, innovation and entrepreneurship, permitting students to hone their capabilities in practice and enhance their comprehensive qualities. Social research projects can enable students to profoundly understand social quandaries, cultivate students' research faculties and abilities to dissect and resolve problems. These activities present a broad practice platform for students, endowing them with the capacity to ceaselessly burgeon and progress in practice.

To ensure the protracted and stable evolution of the collaborative education work between schools and society, it is cardinal to institute a long-term mechanism for collaborative education between schools and society. In this mechanism, the rights and obligations of both parties should be lucidly demarcated. Schools have the liability to proffer high-quality education and teaching services for students and marshal students to actively partake in cooperation projects; social institutions have the obligation to provide practice platforms and resource backup for schools, and ensure the safety and rights and interests of students' practice. Both parties should subscribe cooperation pacts on the premise of equality, mutual benefit and win-win outcomes, distinctly defining their respective responsibilities and missions.

### **4.3. Perfecting the System of Collaborative Education**

#### **4.3.1. Optimizing the Management System**

In order to holistically enhance the caliber and standard of the collaborative education work in the ideological and political theory courses within Chinese private universities, devising a consummate collaborative education management regime is a crucial stratagem. This system ought to distinctly stipulate the specific apportionment of labor of each department and each educational agent in the collaborative education work. For instance, school leaders are accountable

for overall blueprints and comprehensive coordination, formulating strategic objectives and developmental orientations of collaborative education; the teaching administrative department is obliged to shoulder the onerous task of organizing and actualizing, rationally allotting teaching resources, coordinating sundry teaching pursuits; the teaching department of ideological and political courses should center on optimizing the teaching substance of ideological and political courses and innovating teaching modalities to guarantee the efficacy of ideological and political education; the teaching department of specialized courses should actively unearth ideological and political constituents in specialized courses and organically assimilate ideological and political education into specialized pedagogy; counselors should attend to students' ideological leanings and quotidian behavioral manifestations, and execute students' ideological and political education and daily managerial work proficiently.

Instituting a supervision and evaluation mechanism for collaborative education work is also ineluctable. Schools should establish a dedicated supervision and evaluation team to routinely conduct comprehensive and profound inspections and appraisals of collaborative education work. The inspection purviews encompass the implementation of teaching blueprints, the progress of teaching activities, students' learning outcomes, the performance of each educational subject, etc. The evaluation benchmarks should be scientific and rational, embracing multiple dimensions such as teaching quality, educational effect, student contentment, social accreditation, etc. Through regular inspections and evaluations, quandaries and lacunae extant in the collaborative education work can be promptly discerned, propelling the ceaseless amelioration and optimization of collaborative education work, and attaining the perpetual enhancement of the quality and effect of collaborative education work.

#### **4.3.2. Perfecting the Incentive Mechanism**

In order to amply arouse the enthusiasm and initiative of teachers and educational agents in Chinese private universities to partake in collaborative education work, it is of momentous import to institute a special incentive fund for collaborative education. By setting up a special incentive fund to validate and encourage their exertions and attainments, more teachers and educational agents can be spurred to actively engage in collaborative education work, fully manifest their exemplary and guiding functions, and impel the overall elevation of the level of collaborative education work across the entire school.

In regard to teachers' professional title evaluation and performance assessment, taking the effectiveness of collaborative education work as one of the crucial assessment indices is a potent means to foster the profound progression of collaborative education work. During the process of professional title evaluation, aside from scrutinizing traditional metrics such as teachers' teaching aptitude and research outcomes, particular heed should be paid to teachers' performance in collaborative education work. For those teachers who excel in collaborative education work, suitable preference and priority consideration ought to be accorded in professional title evaluation. In performance assessment, the effectiveness of collaborative education work should also be incorporated into the assessment scope, and specific assessment criteria and quantitative indicators should be formulated. By comprehensively appraising teachers' task



accomplishment status, work quality, student feedback, etc. in collaborative education work, the performance of teachers' collaborative education work can be objectively and equitably mirrored. Linking the effectiveness of collaborative education work with professional title evaluation and performance assessment can direct teachers to fully apprehend the significance of collaborative education work, prompt them to participate more zealously in collaborative education work, ceaselessly enhance their collaborative education capacity and level, and contribute more to the cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physique, aesthetics and labor.

#### 4.3.3. Teaching Feedback Mechanism for Collaborative Education

Refining the teaching feedback mechanism for collaborative education is a crucial juncture in enhancing the teaching quality of the ideological and political theory courses in Chinese private universities. By refining this mechanism, the enduring efficacy of theoretical education and practical teaching can be efficaciously enhanced, rendering the teaching of ideological and political theory courses more purposeful and methodical.

In refining the theoretical teaching feedback mechanism, it is requisite to transform the erstwhile singular mode that merely centered on classroom participation, examination results and student feedback. Concurrently, optimizing the feedback content is also pivotal. Not only should heed be paid to students' assimilation of knowledge, but also the impediments and quandaries encountered by students during the learning process, as well as their perspectives and anticipations regarding teaching content and teaching methodology should be probed deeply. Instituting a mechanism for amassing intractable and cardinal problems in the teaching of ideological and political courses is a significant step to refine the theoretical teaching feedback mechanism. Through this mechanism, the topical issues and ideological and theoretical perplexities that students are preoccupied with can be amassed dynamically. Schools can periodically arrange pertinent personnel to conduct unified research and furnish solutions to these problems.

Furthermore, the tracing and evaluation of students' learning process can be intensified. By establishing learning dossiers, conducting stage examinations, etc., a comprehensive cognizance of students' learning progression can be acquired. Concurrently, students are spurred to actively engage in teaching feedback, making them participants and appraisers in the teaching process. This can not only augment students' learning subject awareness, but also foster the interaction and exchange between teachers and students, further augmenting the teaching quality.

## 5. Summary and Prospect

Advancing the collaborative education in the ideological and political theory courses in colleges and universities represents a significant mission in the ideological and political education work of colleges and universities within the new context. Society is a complex entity, replete with abundant educational resources. To unearth and comprehensively utilize these resources, the ideological and political theory courses in colleges and universities must apply the collaborative theory, thereby enabling the educational work to transition from chaos to order, from singularity to plurality, from individuality to collectivity, and

from stasis to dynamism. This is not only the requisite for constructing the "Grand Ideological and Political Education" framework in the new era but also the linchpin for the orderly progression of the ideological and political education work in colleges and universities. Consequently, the ideological and political theory courses in colleges and universities should fully galvanize the forces both within and outside the classroom, on and off campus, and online and offline, optimize the trajectories of collaborative education, augment the efficacy of collaborative education, and erect a novel paradigm of collaborative education.

This paper has grasped the current state of the collaborative education in the ideological and political theory courses in colleges and universities and encapsulated the following extant practical predicaments: insufficient collaborative education between ideological and political courses and specialized courses; a monotonous structure and lack of coordination in the teaching staff of ideological and political courses; inadequate exploitation of social resources in ideological and political courses, etc. It has also dissected the causes of the existing practical dilemmas: inadequate in-depth comprehension of collaborative education; the necessity to enhance the collaborative education platforms; the imperfect establishment of systems and mechanisms. In response to the aforementioned issues, optimization routes have been proffered in three dimensions: intensifying the understanding of collaborative education, constructing collaborative education platforms, and refining the collaborative education mechanisms. To deepen the understanding of collaborative education, diverse subjects are required to augment their understanding of collaborative education. To build collaborative education platforms, it is essential to erect communication and exchange platforms, online education platforms, and practical teaching platforms. To perfect the collaborative education mechanisms, it is imperative to refine the resource development mechanisms, teacher management mechanisms, and teaching feedback mechanisms. In summary, only by incessantly refining the pathways of collaborative education, guaranteeing the coordinated cooperation of various elements in the ideological and political theory courses in private colleges and universities, integrating advantages, and amassing collaborative impetus, can the combined might of the collaborative education in the ideological and political theory courses in colleges and universities be genuinely manifested.

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