

# Research on the Collaborative Construction of Ideological and Political Education in Curriculum between Schools and Enterprises from the Perspective of Industry-Education Integration

-- A Case Study of E-commerce Major

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**Abstract:** Industry-education integration is an inevitable trend in the development of vocational education and serves as a crucial pathway for vocational institutions to cultivate students' practical skills and professional qualities. The construction of ideological and political education in curriculum, as a key component in fostering talents with both moral integrity and technical expertise, holds particular significance in the collaborative education model between schools and enterprises. This paper explores and practices effective approaches to integrating ideological and political education into industry-education collaboration from several perspectives: top-level design for selecting high-quality enterprises, formulating ideological and political education goals, consolidating the ideological and political content system, blending online teaching modes, and enhancing the ideological and political teaching capabilities of enterprise mentors. The aim is to implement President Xi Jinping's concept of "cultivating virtue and nurturing talents," embedding ideological and political education throughout the entire teaching process to achieve comprehensive, whole-process, and all-encompassing education.

**Keywords:** Industry-Education Integration; School-Enterprise Collaboration; Ideological and Political Education in Curriculum; Talent Cultivation; E-commerce.

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## 1. Introduction

The implementation of ideological and political education in curriculum aims to synchronize the integrated development of professional courses and ideological and political courses, thereby achieving a harmonious resonance between technical skill cultivation and ideological value guidance. This approach fosters the cultivation of high-quality technical and skilled talents with ideals, capabilities, and a sense of responsibility, contributing to regional economic development. With the deepening of the industry-education integration model in higher vocational education, schools and enterprises have established close collaborations in talent cultivation, skill training, and entrepreneurship. Models such as the "dual system," "modern apprenticeship," and "order-based classes" have emerged continuously. Through the practical platforms provided by enterprises, vocational students gain exposure to broader societal contexts, expanding their horizons and enriching their knowledge. In the industry-education integration model, the teaching process often relies on off-campus partner enterprises and may even be conducted entirely outside the school. As students are in a critical period of forming their outlooks on life, the world, and values, it is particularly important to emphasize ideological and political education during this phase. Exploring how to deepen the collaboration between schools and enterprises in ideological and political education under the perspective of industry-education integration, improving the construction of school-enterprise collaborative curriculum plans, and forming educational synergy hold significant research importance.

## 2. Challenges of Ideological and Political Education in Curriculum under the Perspective of Industry-Education Integration

### 2.1. Changes in Teaching Subjects

**From the Perspective of Teachers:** Under the industry-education integration model, the teaching process relies on off-campus cooperative enterprises and may even be conducted entirely within enterprises. The role of teachers shifts from being primarily on-campus professional educators to enterprise mentors. However, enterprise mentors often lack foundational knowledge in pedagogy and psychology, as well as awareness of ideological and political education. They also have insufficient resources for such education, making it difficult to naturally instill core values such as corporate culture, craftsmanship, and innovation spirit into students. This can lead to a disconnection in students' ideological and political education during this stage.

**From the Perspective of Students:** In the industry-education integration model, students transition from being university students to enterprise employees. Some students may not fully recognize or prepare psychologically for this identity shift, resulting in role confusion. They may continue to exhibit behaviors and thought patterns typical of university students, lacking perseverance, dedication, and professionalism. This can make them unable to fulfill their job responsibilities, handle interpersonal relationships poorly, and experience emotional instability, which may distort their values.

## **2.2. Changes in Teaching Environment**

The implementation of industry-education integration shifts the teaching environment from traditional campuses to off-campus cooperative enterprises. Enterprises, often driven by profit maximization, may neglect ideological and political education, leading to a lack of awareness in this area. Additionally, enterprises may focus excessively on practical operations and professional skill development, lacking the educational atmosphere and humanistic care found in traditional campuses. As a result, students may find it difficult to access educational content that aligns with their humanistic literacy and values, weakening the ideological and political education setting.

## **2.3. Changes in Teaching Content**

Under the industry-education integration model, teaching content shifts from on-campus courses to on-the-job training tasks within enterprises. These tasks are complex, varied, and differ in difficulty depending on the job role. This means that ideological and political education in enterprises needs to be tailored to specific job tasks, with appropriate educational carriers and more flexible and diverse forms of delivery.

## **2.4. Changes in Teaching Methods**

During on-campus learning, school teachers patiently guide students and address disciplinary issues with appropriate methods. However, enterprises prioritize efficiency, and when students fail to meet job requirements or violate internship rules, enterprise mentors may resort to criticism and punishment based on corporate discipline. Such an approach tends to be more managerial and punitive rather than educational, making it difficult to effectively guide students in recognizing and correcting their mistakes, thereby impacting the quality and effectiveness of ideological and political education.

## **2.5. Conclusion**

In the context of industry-education integration, significant changes have occurred in the subjects, environment, content, and methods of higher vocational education. These changes require corresponding adjustments in the construction of “Curriculum Ideology and Politics” in higher vocational institutions. It is essential to deepen the collaboration between schools and enterprises in ideological and political education to form a cohesive educational synergy.

# **3. Collaborative Strategies for Ideological and Political Education in Curriculum under the Perspective of Industry-Education Integration**

## **3.1. Top-Level Design: Establishing Enterprise Access Mechanisms**

In conventional school-enterprise cooperation, schools serve as the main platform for ideological and political education, while enterprises, as one party in the cooperation, often prioritize profits over guiding students’ ideological awareness. Some enterprises may lack a positive corporate culture, philosophy, or spirit, making ideological and political education nearly impossible. However, the values, ethical standards, talent philosophy, and management principles of enterprises play a crucial role in shaping, motivating, constraining, and optimizing students’ thoughts. Therefore,

under the perspective of industry-education integration, the collaborative curriculum ideology and politics model should focus on selecting high-quality enterprise resources at the top-level design stage. Guided by the goals of curriculum ideology and politics, teachers should choose cooperative enterprises with a strong corporate culture, correct values, capable and ethical management, sound corporate governance structures, and significant growth potential. Only such high-quality enterprises can take a long-term perspective, invest effort in shaping and enhancing students’ professional attitudes, habits, qualities, and competencies, and safeguard their growth.

## **3.2. Collaborative Education: Defining Ideological and Political Development Goals**

Under the industry-education integration model, the educational goals of schools and enterprises should align: both should focus on nurturing students, guiding them to establish correct socialist core values, cultivating good moral qualities, a strong sense of social responsibility, self-control, and teamwork, and developing professional qualities that meet societal needs.

When setting these goals, they should be jointly established by schools and enterprises, taking into account the characteristics of higher vocational education and students. The integration process should be based on the enterprise’s requirements for students’ ideological and moral qualities and professional needs, with a focus on job specifications. Key elements such as professional ethics and legal knowledge should be emphasized. While maintaining the core position of ideological and political theory courses in socialist core value education, the value of comprehensive education should be fully utilized, forming a curriculum ideology and politics goal that combines “skill enhancement with value guidance.”

## **3.3. Shared Efforts: Building an Ideological and Political Content System**

Centered on the curriculum goal of “skill enhancement with value guidance,” industry-education integration provides students with authentic work environments, distinct from traditional on-campus ideological and political education. Students in order-based classes are stationed in enterprises for extended periods, so the construction of the ideological and political content system must align with actual production tasks, job roles, and students’ lives in the enterprise, emphasizing “immersive,” “experiential,” and “integrated” features. School and enterprise teachers should carefully arrange work-study content, focusing on practicality and meeting workplace needs. Core enterprise values, cultural philosophies, craftsmanship, and innovative thinking should be subtly integrated into the work-study process, helping students better adapt to the enterprise and fostering both professional competence and ethical development, achieving comprehensive growth.

## **3.4. Strengthening Integration: Innovating Ideological and Political Teaching Methods**

To ensure the effectiveness of ideological and political education in order-based classes, it is necessary to break through the limitations of traditional classrooms, closely integrate with enterprise scenarios, and deepen the fusion of information technology with ideological and political

education. Innovative online and offline blended teaching methods should be employed to create an educational environment where “learning and reflection are possible anytime, anywhere,” overcoming time and space constraints and attracting active student participation, thereby more effectively achieving educational goals.

### 3.5. Dual Education: Cultivating a Joint School-Enterprise Teacher System

School teachers should fully communicate with enterprise mentors to plan, target, and purposefully provide students with professional ethics education. By sharing ideological and political education resources, broadening the scope of such knowledge, and improving their own ideological and political literacy, teachers can internalize corporate behavioral standards in students, integrate core enterprise values and cultural philosophies into daily work practices, and seamlessly incorporate ideological and political education into the industry-education integration talent development process.

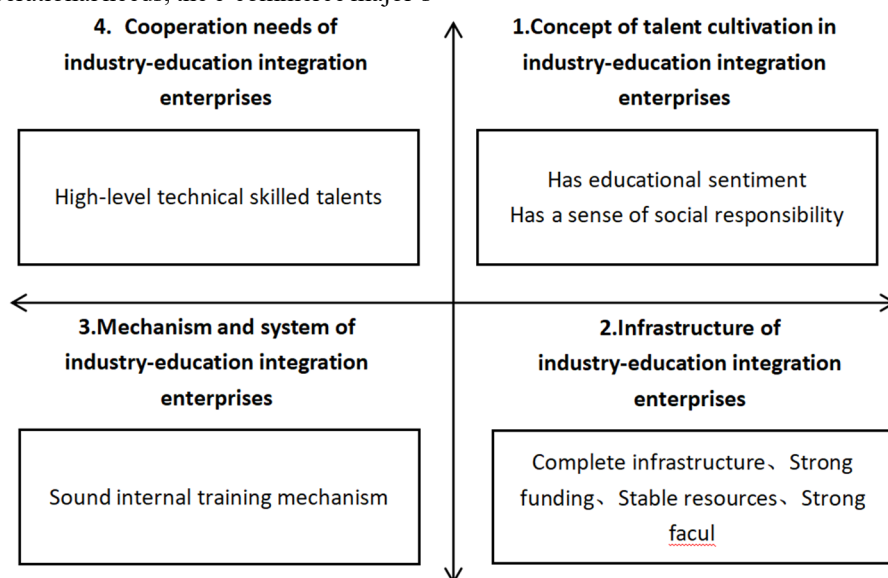
## 4. Practical Implementation of School-Enterprise Collaborative Curriculum Ideology and Politics under the Perspective of Industry-Education Integration

Since 2017, the E-commerce major at Wenzhou Vocational and Technical College has implemented an “order-based” industry-education integration training model, where some third-year students enter designated enterprises for targeted training. The implementation plan for the order-based class is jointly developed by both the school and the enterprise, based on the enterprise’s operational needs, the e-commerce major’s

educational objectives, and teaching principles. From the moment students join the order-based class, they move into enterprise dormitories and follow the enterprise’s standard working hours, including clocking in and out. The enterprise assigns mentors to guide students in specific tasks or projects. Courses taught on campus during the fifth semester align with enterprise projects, with mutual credit recognition. The enterprise provides teacher allocation, teaching equipment, organizational support, and monitors teaching quality and student safety management. The implementation path of curriculum ideology and politics in our e-commerce order-based class includes:

### 4.1. Building a System, Selecting High-Quality Enterprises to Ensure Optimal Partnerships

In March 2019, the National Development and Reform Commission and the Ministry of Education issued the Implementation Measures for Building Industry-Education Integration Enterprises (Trial), which outlined that enterprises included in the industry-education integration certification directory would receive combined incentives in finance, fiscal support, land use, and credit. This policy effectively mobilized many enterprises to actively participate in school-enterprise cooperation. To better select truly high-quality industry-education integration enterprises, this study adopts the three-dimensional selection indicator system proposed by Xu Ye, Assistant Researcher at the Institute of Curriculum and Teaching Materials of the Ministry of Education (March 2021), as the theoretical foundation. The system evaluates enterprises across four dimensions: educational philosophy, infrastructure, mechanisms, and cooperation needs. Specific indicators are illustrated in the Figure 1 below.



**Figure 1.** Four-Dimensional Selection Index System for Industry-Education Integration Enterprises

In terms of educational philosophy, enterprises participating in industry-education integration must possess an educational mindset and a sense of social responsibility and obligation. Only such enterprises are willing to invest in capital, technology, knowledge, facilities, and management to achieve genuine educational goals. In terms of infrastructure, enterprises participating in school-enterprise cooperation must have independent legal entity status, encompassing both large enterprises and small-to-medium enterprises. These

enterprises should possess the necessary resources for school-enterprise cooperation, including relatively complete infrastructure, substantial financial resources, stable resource foundations, and a significant number of high-level employees, while also playing a leading role in the industry. Only such enterprises are capable of providing sufficient support in terms of facilities, funding, and teaching staff for industry-education integration. In terms of institutional mechanisms, enterprises with well-established internal

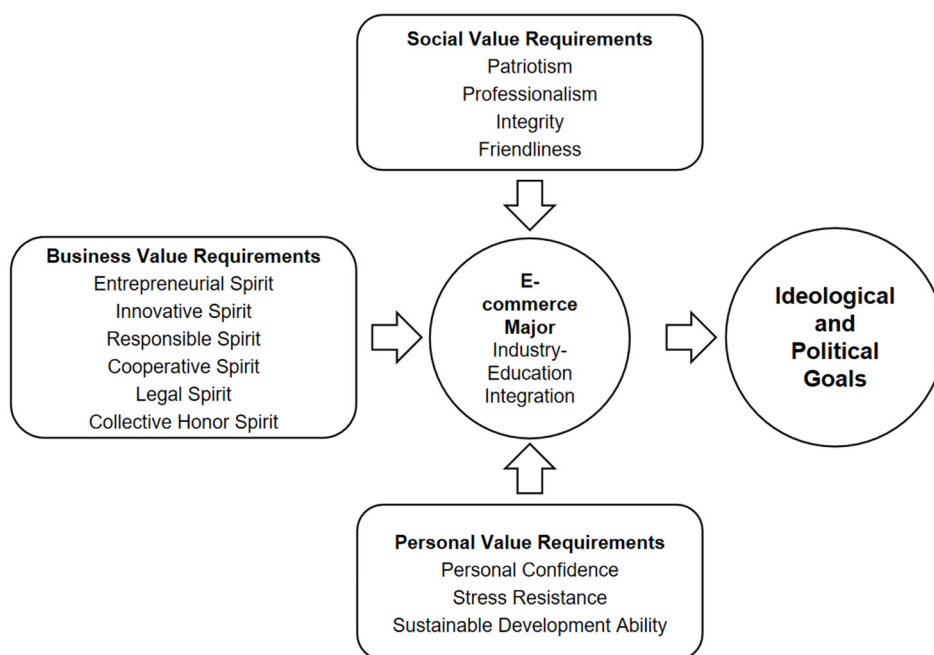
training systems should be selected. Such enterprises place greater emphasis on disseminating corporate culture, sharing work methods, work attitudes, and work values. Only these enterprises can adopt a long-term perspective and dedicate effort to shaping and enhancing students' professional attitudes, habits, and qualities. In terms of enterprise cooperation needs, shallow cooperation—where enterprises collaborate with vocational institutions to obtain a large amount of cheap labor for short-term gains—should be abandoned. Instead, enterprises engaged in “investment cooperation” should be chosen for industry-education integration. These enterprises aim to achieve long-term benefits by participating in the entire process of talent development, cultivating the high-level technical and skilled personnel needed for their own growth.

Through stringent screening using this indicator system, our E-commerce program has selected over a dozen enterprises within the local region that meet the requirements for deep industry-education integration. These enterprises demonstrate strong social responsibility, robust economic capabilities, well-developed training mechanisms, and strategic foresight in talent cultivation, enabling the implementation of the “order-based class” talent development model.

## 4.2. Clarify Goals, Practice Ideological and Political Education, and Achieve Value Guidance

The implementation of industry-education integration in higher vocational institutions not only enhances students' professional skills but also emphasizes the cultivation of their ideological values, sense of responsibility, professional ethics, and innovative spirit. Under the perspective of industry-education integration, the objectives of curriculum ideology and politics should be distilled from three levels: societal needs, enterprise needs, and individual needs.

Taking the E-commerce major as an example, the first step is to clarify the overall requirements and value orientation for talent cultivation at the societal level. Attention should be paid to social hot topics and the spirit of the times, with socialist core values serving as one of the goals of curriculum ideology and politics. At the enterprise level, surveys on the demand for e-commerce talent reveal that enterprises value moral qualities such as unwavering entrepreneurial spirit, pioneering innovation, responsible accountability, open-minded collaboration, integrity and legal compliance, and a relentless pursuit of excellence. At the individual level, graduate surveys indicate that personal confidence, resilience, and sustainable development capabilities are the expectations many students hold for themselves. The model of ideological and political goals for the integration of industry and education in the e-commerce major is shown in Figure 2.



**Figure 2.** The model of ideological and political goals for the integration of industry and education in the e-commerce major

## 4.3. Innovative Design and Curriculum Innovation to Achieve Subtle Influence

The key issue in researching the ideological and political content system under the perspective of industry-education integration lies in integrating societal value demands, enterprise value demands, and individual value demands into industry-education integration projects. Taking our school's industry-education integration partner, Zhejiang Red Dragonfly E-commerce Co., Ltd., as an example, through repeated teaching and research discussions and extensive communication with Red Dragonfly E-commerce, we have

reconstructed the content system of the industry-education integration project. We extracted the cultural genes and value paradigms embedded in practical projects and transformed them into ideological and political carriers. By subtly incorporating spiritual guidance at the belief level into skill training, we achieved the organic integration of ideological and political education with knowledge and skill education in practical projects. The analysis process of ideological and political carriers in the e-commerce major's industry-education integration is illustrated in Figure 3.

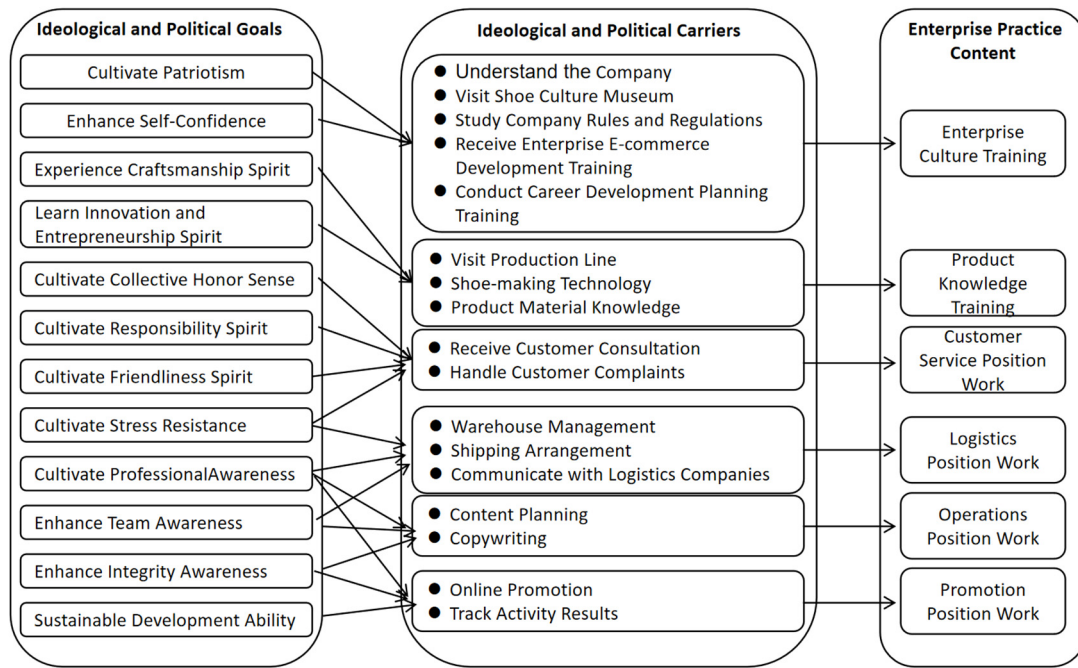


Figure 3. Analysis Process of Ideological and Political Carriers in E-commerce Major Industry-Education Integration

#### 4.4. Integrate Online Resources, Pool Multiple Forces, and Create a Teaching Model

Innovative ideological and political teaching methods aim to stimulate students' interest in learning, guide them to think deeply, enhance practical experiences, and maximize the value penetration and value guidance of practical projects. Our school's order-based class project with Zhejiang Red Dragonfly E-commerce Co., Ltd. integrates ideological and political teaching methods such as thematic embedding, implicit infiltration, and online-offline interaction.

**Thematic Embedding:** During the enterprise practice process, thematic ideological and political content is embedded to organically combine knowledge and skill objectives with ideological and political goals. For example, in the module "Understanding the Development Status of E-commerce" within the corporate culture training of Practice Project 1, enterprise mentors can meticulously prepare training materials, deeply embedding the topic of China's e-commerce development. By watching e-commerce documentaries, students learn about the latest achievements in mobile payment, unmanned retail, shared bicycles, intelligent sorting, smart logistics, cloud computing, big data, and other e-commerce fields. By comparing China's e-commerce development with international data, students can appreciate China's significant role in global economic development, fostering patriotism and enhancing national pride.

**Implicit Infiltration:** Actions speak louder than words. The humanistic qualities and dedication of enterprise mentors naturally combine professional education with ideological and political education. During the industry-education integration process, enterprise mentors provide face-to-face guidance and personal demonstrations, allowing students to feel the mentors' passion for their profession and their perseverance and pursuit of perfection in craftsmanship. This helps students gain a clear understanding of their careers. Based on the requirements of the practical content, students are divided into groups to solve problems through teamwork,

creating a collaborative learning atmosphere and fostering a spirit of mutual assistance and cooperation. Students are required to turn off computers, tidy up desks, and arrange chairs after work, cultivating good social ethics and a rigorous work ethic, as well as a sense of public morality and professional dedication. The exemplary behavior, mentorship, and strict discipline of enterprise mentors have a subtle yet profound influence on students.

**Online-Offline Interaction:** Establish a dedicated "Cloud Ideological and Political" platform for the order-based class. Utilize online learning platforms, WeChat groups, and other channels to regularly push micro-courses on ideological and political education, current affairs commentaries, inspirational stories, and other content, guiding students to learn and reflect anytime, anywhere. For social hot topics and industry development trends, organize themed discussions through the online platform, encouraging students to think actively and express their views, thereby enhancing their critical thinking skills.

#### 4.5. Empower Mentors, Collaborate in Education, and Form Educational Synergy

Enterprise mentors have not studied foundational theories of education and psychology, nor do they possess sufficient awareness of ideological and political education or adequate resources for such education. Guiding students to naturally internalize corporate culture, craftsmanship, and innovation as core values presents a significant challenge for these mentors. To inspire their enthusiasm for ideological and political education, the school could consider incentive policies, such as allowing them to apply for school-level teaching reform projects on ideological and political education. This would enable them to achieve substantive rewards while fulfilling the goals of curriculum ideology and politics.

### 5. Conclusion

Under the background of industry-education integration,

the collaborative construction of curriculum ideology and politics between schools and enterprises is an important pathway to address the challenges of traditional ideological and political education and cultivate high-quality technical and skilled talents for the new era. This study, by analyzing the challenges brought by changes in teaching subjects, environments, content, and forms, proposes a five-in-one collaborative education strategy of “top-level design - goal alignment - content co-construction - method innovation - teacher synergy.” Using the “order-based class” of the E-commerce major at Wenzhou Vocational and Technical College as a practical case, the effectiveness of the strategy is validated.

The research indicates: First, establishing a scientific selection mechanism for industry-education integration enterprises is the premise for ensuring the effectiveness of ideological and political education. It is necessary to screen high-quality enterprises with a sense of social responsibility and development potential from dimensions such as educational philosophy, infrastructure, and institutional mechanisms. Second, constructing a three-dimensional ideological and political goal system of “social needs - enterprise needs - individual needs” is the key to achieving value guidance. It requires the deep integration of socialist core values, professional spirit, and individual development aspirations. Third, innovating diversified teaching models such as “thematic embedding + implicit infiltration + online-offline interaction” is an important means to enhance the appeal of ideological and political education. It is necessary to organically integrate ideological and political elements into the entire process of skill cultivation through real projects. Finally, building a “dual-complementary” teaching team is the guarantee for forming educational synergy. It requires enhancing the educational capabilities of enterprise mentors through incentive mechanisms and promoting in-depth collaboration between school and enterprise teachers.

The practice of Wenzhou Vocational and Technical College demonstrates that the collaborative curriculum ideology and politics between schools and enterprises can effectively achieve the resonance of skill enhancement and value guidance, supplying regional economic development with

high-quality talents who possess both professional competence and a sense of national responsibility. In the future, it is necessary to further deepen the school-enterprise collaboration mechanism, improve dynamic evaluation systems, and promote the innovative development of curriculum ideology and politics on a broader and deeper level.

## Acknowledgments

Wenzhou politechnic "14th five-year plan" Education and teaching reform project in 2020-2021 (WZYZD202107).

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