

Research on the Construction of a Synergistic Education and Evaluation System for Ideological and Political Education and Professional Education in Higher Education Institutions under the Background of the New Era

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Abstract

Against the backdrop of high-quality development in higher education in the new era, the synergistic education between ideological-political courses and specialized education has emerged as the core approach to fulfilling the fundamental task of upholding moral education and cultivating talents, as well as enhancing the quality of talent development. Grounded in the inherent logic and practical demands of integrated education via curriculum-based ideological and political education, this paper systematically dissects the current implementation status and prominent dilemmas of integrated education in colleges and universities. It constructs a four-dimensional integrated education pathway encompassing goal coordination, content coordination, teaching coordination, and team coordination. Furthermore, it designs a scientific and operable assessment framework for integrated education of curriculum-based ideological and political education, centering on five core components: evaluation concept, evaluation subject, evaluation index, evaluation method, and evaluation application. This research provides theoretical references and practical solutions for higher education institutions to deepen education and teaching reforms and elevate the quality of education.

Keywords

Curriculum-based ideological and political education, Specialized education, Synergistic education, Assessment framework, Moral education and talent cultivation

Introduction

With the rapid advancement of science and technology in China, diverse social ideologies have exhibited increasingly prominent trends of globalization, informatization, and networking. This transformation has exerted a profound impact on the political beliefs and value concepts of college students, while posing unprecedented challenges and higher requirements for ideological-political education in colleges and universities. In recent years, the state has successively issued a series of strategic policies, offering clear directions and operational guidelines for the in-depth integration of ideological-political work in higher education. Documents including *Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era*, *Opinions on Strengthening and Improving Ideological and Political Work in the New Era*, and *The Outline for*

the Construction of an Education Powerhouse (2024-2035) have explicitly emphasized the core position of ideological-political education in colleges and universities, laying a solid policy foundation for the standardized and in-depth advancement of related work. Curriculum-based ideological and political education (CIPE) acts as the primary carrier and fundamental form of ideological education in colleges and universities. It is imperative to comprehensively advance the construction of curriculum-based ideological and political education, integrating ideological elements such as patriotism, professional ethics, and humanistic qualities into the entire process of professional teaching. Every course should give full play to its educational function, realizing the coordinated alignment with ideological-political theory courses and forming a strong educational synergy [1]. At present, most

colleges and universities have launched reforms of curriculum-based ideological and political education, but the supporting assessment framework still suffers from vague evaluation standards, single evaluation methods, and insufficient diversity of evaluation subjects [2]. These defects make it difficult to objectively and comprehensively reflect the actual effect of synergistic education. Therefore, this paper conducts a systematic study on the synergistic education pathway between CIPE and specialized education, and constructs a scientific and complete assessment framework. This exploration is of great practical significance for promoting the innovation of education models in colleges and universities and cultivating high-quality professionals with both moral integrity and professional competence.

The significance of synergistic education between ideological-political education and specialized education in universities

In the context of the new era, the development of higher education must adhere to and strengthen the Party's overall leadership over colleges and universities. As the core part of ideological-political work in colleges and universities, ideological-political education for college students is an indispensable component of CIPE construction. The classroom is the main platform for the synergistic education of ideological-political education and specialized education, and different majors have unique disciplinary characteristics, industry attributes, and educational values [3]. Specialized course teachers, as the main force implementing curriculum-based ideological and political education, their educational awareness and practical ability directly determine the quality of synergistic education. Synergistic education requires educators to deeply explore and integrate elements such as patriotism, humanistic spirit, craftsmanship spirit, innovative thinking, social responsibility, professional ethics, and service awareness into classroom teaching based on disciplinary characteristics. This enables students to acquire ideological enlightenment and character shaping while mastering professional knowledge, realizing the synchronous resonance of knowledge education and value guidance.

Furthermore, this integration not only aligns with

national educational strategies but also responds to the practical needs of social development, ensuring that college students can adapt to future career challenges while maintaining correct value orientations. Facing the actual teaching situation of colleges and universities in the new era, we must truly integrate ideological-political education content into every educational link and every course, and deepen the construction of curriculum-based ideological and political education. Only in this way can we fully realize all-round and whole-process education, improve the effectiveness of education, and help colleges and universities cultivate versatile talents that meet the needs of social development [4].

Current situation and problems of synergistic education between CIPE and specialized education

To accurately grasp the current status of synergistic education between CIPE and specialized education, this study selects teachers, administrative staff, and counselors from universities nationwide as research participants. It conducts an empirical analysis focusing on their perceptions and attitudes toward curriculum-based ideological and political education, as well as integration approaches, teaching effectiveness, existing challenges, and optimization recommendations. A total of 237 valid questionnaires were collected, providing reliable data support for the research.

Thought and cognition aspect

College teachers possess a profound and comprehensive understanding of the inherent significance of ideological-political education, and can consciously regard it as the core guiding principle in specialized teaching. The research findings reveal that the synergistic integration of CIPE with specialized education in higher education institutions rests on a robust practical foundation. Furthermore, this model generally exhibits distinct characteristics of high recognition, broad participation, and clear demand orientation. Specifically, 54.43% of teachers believe that integrating ideological-political education into specialized courses is extremely necessary, and 39.24% think it is necessary, with a total of 93.67%. This indicates that the concept of curriculum ideological-political integration has formed a broad consensus among college teachers, and the vast majority

of teachers are willing to undertake the educational responsibility in specialized teaching [5].

Implementation and organization aspects

The implementation of CIPE mainly relies on teaching methods and paths. 53.16% of teachers most approve of the teaching method of “integrating cases and being close to students’ lives”, 22.36% prefer classroom interaction, and only 14.77% choose pure theoretical teaching. This fully reflects that teachers have a high degree of recognition for case-based, life-oriented, and interactive teaching models. In terms of implementation forms, 76.79% of teachers prefer real case teaching, 67.51% support scenario simulation and practical teaching, and 61.60% recognize the combination of online and offline teaching. This shows that traditional one-way indoctrination teaching is no longer the mainstream choice, and the synergistic education model is developing in a diversified and practical direction [6]. On the whole, the synergistic education of CIPE and specialized education has shifted from “comprehensive coverage” to the key stage of “quality improvement and efficiency enhancement”.

Implementation results and existing problems

At present, the synergistic education of the two has achieved phased results. The research data indicates that teachers hold positive perceptions regarding the educational effects of curriculum-based ideological and political education. Specifically, 76.37% of respondents acknowledge that such education facilitates the cultivation of students’ correct thinking patterns. Additionally, 74.68% consider it conducive to fostering sound values, while 67.51% maintain that it enhances students’ moral standards and professional competence. This proves that synergistic education has achieved remarkable results in value guidance and quality cultivation. Zhang et al. conducted an empirical study on curriculum-based ideological and political teaching in universities and verified that such integration has a significant positive impact on students’ comprehensive quality development [7].

However, the research also reveals many deep-seated problems that have become bottlenecks restricting high-quality development. 75.95% of teachers identify the forced instillation of ideological-political education, which fails to engage students’ interest, as the primary factor undermining teaching effectiveness. 73.84% of

respondents argue that monotonous and uninspired instructional methods constitute a significant obstacle to effective delivery. 59.49% further highlight that teaching content remains disconnected from real-world contexts and lacks practical relevance. This finding indicates that the integration of CIPE remains superficial and formalistic in practice. Moreover, ideological and political elements have not yet achieved organic integration with professional content, thereby failing to evoke students’ emotional resonance and value identification [8].

In addition, 70.04% of teachers suggested incorporating CIPE into teacher assessment indicators, and 66.24% called for strengthening teachers’ ideological-political literacy. However, in actual operation, evaluation mainly focuses on teaching material inspection and classroom observation, ignoring process-based and developmental evaluation. Few universities have formulated targeted quantitative evaluation criteria for curriculum ideological-political education practice. The evaluation results are not closely linked to teacher assessment, professional title evaluation, and commendation, making it difficult to effectively stimulate teachers’ internal motivation to participate in the reform.

This issue has become increasingly prominent in recent years, as higher education institutions face growing pressure to balance professional skill training with value guidance [9]. Many educators have recognized that superficial integration cannot meet the requirements of comprehensive talent development in the new era. Unclear evaluation mechanisms further widen the gap between policy expectations and practical implementation. To advance the development of CIPE and enhance educational outcomes, higher education institutions must clarify the underlying logical relationships. Specifically, it is essential to delineate the interconnections among curriculum-based ideological and political education, instructional approaches, pedagogical design, and assessment frameworks.

Practical pathway of synergistic education between CIPE and specialized education

Promoting goal coordination and anchoring the educational direction

Integrating CIPE goals into professional talent training programs, clearly define the ideological-political

education goals of each major and each course, and forming an integrated system of “professional training goals - course goals - ideological-political goals”. According to disciplinary characteristics and talent training levels, designing hierarchical ideological-political goals for general education courses, basic courses, core courses, and practical courses to ensure that the goals are precise, operable, and evaluable. This top-level design effectively prevents the disconnection between CIPE and talent development. Furthermore, it ensures that all educational activities align with the overarching objective of fostering virtue and nurturing competent talents.

Promoting content coordination and deepening integration level

Drawing on core professional knowledge, industry ethics, disciplinary development history, and exemplary figures and cases, educators should deeply explore key ideological and political elements, including patriotism, scientific spirit, craftsmanship spirit, innovative awareness, legal consciousness, and ecological awareness. This process enables the formulation of a standardized catalogue of ideological and political elements tailored to curriculum integration. Integrating these elements into course syllabi, teaching plans, courseware, case libraries, and exercise books to realize the deep integration of professional knowledge and ideological-political content, avoiding fragmented and formalized integration. Meanwhile, designing teaching content based on students’ growth puzzles, career development plans, and the latest industry trends to enhance the pertinence, practicality, and timeliness of ideological-political education. This approach emphasizes organic integration rather than mechanical addition, ensuring that ideological elements naturally permeate professional teaching without disrupting the integrity of disciplinary knowledge.

Promoting teaching coordination and innovating educational model

CIPE is an important way to innovate talent training methods and improve the quality of talent development. Adopting case teaching, project-based teaching, scenario simulation, group discussion, practical training, online and offline blended teaching and other diversified methods to enhance the appeal of curriculum-based ideological and political education.

Taking real industry cases and social hotspots as carriers to guide students to accept value guidance in the process of analyzing and solving problems. CIPE should be integrated into experimental practice, internships, social practice, innovation and entrepreneurship training, and other practical components. Leveraging enterprises, training bases, volunteer service platforms, and other practical carriers enables students to recognize social responsibility and professional mission while refining their professional character through hands-on experience [10]. Using digital tools such as short videos, MOOCs, virtual simulation, and online interaction platforms to enrich teaching forms, adapt to the cognitive characteristics of young students, and improve teaching effects.

Promoting team coordination and enhancing educational ability

Carrying out special training, collective lesson preparation, teaching observation, and experience exchange activities for CIPE to improve professional course teachers’ ideological-political literacy, content exploration ability, and teaching design ability. A paired collaborative mechanism should be established to facilitate cooperation between ideological and political teachers and professional course instructors. This mechanism supports joint efforts in curriculum design, lesson plan development, and case refinement. Ultimately, it fosters positive interaction, whereby ideological and political guidance informs specialized courses and specialized courses reinforce ideological and political education. Institutionalizing the evaluation of CIPE outcomes into teachers’ performance assessment, recognition, and promotion criteria is essential. Additionally, establishing dedicated research initiatives and awards for such education can effectively motivate teachers to engage actively and foster their creative potential.

Construction of assessment framework for synergistic education between CIPE and specialized education

Construction principles of the assessment framework

The evaluation indicators of synergistic education between CIPE and specialized education must conform to educational laws and educational goals. Evaluation subjects, methods, and dimensions should be diversified,

and differentiated indicators should be designed according to the characteristics of different majors and courses. The evaluation content, methods, and results should all serve the goals of promoting teaching improvement, student growth, and teacher development. The evaluation process should cover the entire teaching process and all elements, taking into account both process and results, teachers and students, knowledge and value, ensuring the scientificity, comprehensiveness, and guidance of the evaluation.

Construction of diversified evaluation subjects

Constructing a multi-subject evaluation system composed of teachers, students, peers, teaching management departments, and industry experts, breaking the limitations of single-subject evaluation. Students, as the direct recipients of education, are the core evaluators of teaching effect. Peers can conduct professional evaluations of teaching design and integration level. Teaching management departments are responsible for overall supervision and result application. Industry experts can evaluate the connection between education and social needs from the perspective of industry development. Forming a closed loop of “evaluation - feedback - improvement - enhancement” to ensure the comprehensiveness and objectivity of the evaluation. Processing evaluation should be integrated with summative evaluation, incorporating regular, phased, and comprehensive assessment methods to form a diversified evaluation system. This approach enables a holistic assessment of the design, implementation process, and educational effectiveness of curriculum-based ideological and political integration.

Three-dimensional evaluation index design

Constructing a three-dimensional evaluation index system from four dimensions: “teaching design - teaching implementation - student development - teaching effectiveness”, with reasonable weight allocation for each dimension. Specifically, teaching design includes clear curriculum ideological-political goals, high integration of ideological-political elements and professional content, complete teaching plans, and typical cases. Teaching implementation focuses on innovative teaching methods, standardized teaching process, and active student participation. Student development covers the improvement of values,

professional qualities, learning attitude, and comprehensive ability. Teaching effectiveness includes teaching achievements, student feedback, typical cases, and social recognition. This index system can comprehensively reflect the quality and effect of synergistic education.

Application of diversified evaluation methods

Adopting a variety of evaluation methods such as classroom observation, homework analysis, practical performance, group report, and learning log to effectively track the educational effect in the whole process. Combining with curriculum assessment, student interview, questionnaire survey, teaching achievement summary and other means to conduct a comprehensive evaluation of educational effectiveness. Quantitative indicators are measured through scoring and statistical analysis to ensure data objectivity. Qualitative indicators are evaluated through comments, case analysis, and typical deeds description to fully reflect the connotation and characteristics of education. The combination of quantitative and qualitative methods ensures the objectivity, comprehensiveness, and scientificity of the evaluation. Faulconer et al. used a combination of student questionnaires and course performance analysis to evaluate the effect of integrating humanities into STEM education, which provides a reference for the diversified evaluation methods in this research [11].

Application and feedback of evaluation results

The feedback of evaluation results is conducive to judging whether CIPE has achieved the expected goals, helping teachers find shortcomings in teaching, optimizing teaching design, and improving teaching quality. According to the evaluation results and practical feedback, timely adjust and improve teaching work, optimize the assessment framework, enhance its scientificity and applicability, and form a long-term mechanism of evaluation-led improvement. The application of evaluation results should be closely linked with teacher assessment, training, and professional development, so as to truly play the guiding and motivating role of evaluation.

Conclusion

Synergistic education between CIPE and specialized education is an inevitable choice for colleges and universities in the new era to fulfill the fundamental

task of moral education. Its core is to realize the organic unity of value guidance, knowledge imparting, and ability cultivation. Constructing a four-in-one synergistic education pathway of “goal - content - teaching - team” and developing a multi-subject, multi-indicator, multi-method, and application-oriented assessment framework represent the core strategies for addressing the dilemmas of synergistic education. These two dimensions collectively serve as pivotal levers to resolve existing challenges and elevate the overall quality of educational practice.

In the future, higher education institutions should further deepen educational and teaching reforms, and advance the integration of ideological and political education with specialized education. This integration should evolve from “formal alignment” to “in-depth integration” and shift from “comprehensive coverage” to “quality improvement and efficiency enhancement”. Keeping pace with contemporary developments and technological transformations, universities may leverage digital and intelligent tools to optimize teaching and evaluation approaches, while refining guarantee mechanisms and reinforcing incentive guidance. These measures ensure that synergistic education can be effectively implemented and yield tangible outcomes. This will provide solid support for cultivating high-quality professionals with both moral integrity and all-round development, and make important contributions to the high-quality development of China’s higher education.

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Conflicts of Interest

The authors declare no conflict of interest.

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