

# Exploration of Practical Teaching Bottlenecks and Collaborative Mechanisms in the “Great Ideological and Political Course”

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**Abstract:** In the complex context of deepening the reform of the “Great Ideological and Political Course”, practical teaching faces many problems such as scattered resources, insufficient collaboration, and single evaluation, which makes it increasingly difficult to achieve the goal of effectively improving student participation and value recognition. In order to solve such problems that have become bottlenecks in reality, this article innovatively constructs a platform system that integrates “on campus practice bases and off campus social resources” to implement linkage, and introduces a series of digital tools such as virtual simulation, learning behavior data collection, and big data analysis to implement refined management and detail control for the entire process of practical teaching. Through three modules: on campus thematic experience, off campus venue research, and virtual scenario simulation, students’ learning behavior, task completion, interaction frequency, and reflective text quality are all included in the dynamic monitoring scope of the entire process. Based on algorithm models, personalized learning portraits are generated to provide strong support for teaching iteration. The relevant results obtained from qualitative research fully demonstrate that the integration of on campus and off campus linkage and digital technology can greatly enhance the overall quality level of practical teaching in the “Great Ideological and Political Course”.

**Keywords:** Practical teaching of ideological and political courses; On campus and off campus collaborative platform; Digital learning technology; Virtual simulation practice

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## 1. Introduction

Under the unique background of the new era, the construction of “big ideological and political courses” has become an extremely important key lever for universities to comprehensively implement the fundamental task of cultivating morality and talents. Its core requirement is to promote the successful transformation of ideological and political classrooms from the original single theoretical indoctrination mode to a diversified, contextualized, and collaborative education mode. Traditional practical teaching mainly relies on visits, research, and experience writing as the main forms. This form is not only singular, but also has relatively lagging feedback, making it difficult to fully meet the needs of contemporary students for interactivity, situational immersion, and personalized learning.

Based on the practical needs mentioned above, this article conducts in-depth and systematic research on the

integration of practical fields, innovation of teaching scenarios, and the construction of data-driven evaluation systems. By carefully building a three in one practical platform of “on campus + off campus + digital”, it actively responds to a series of problems in current practical teaching, such as resource dispersion, insufficient student participation, and extensive evaluation. Ultimately, it provides a practical and valuable experience basis for effectively improving the overall effectiveness of practical teaching in ideological and political courses.

## 2. Related works

In recent years, with the deepening of education reform, how to effectively integrate ideological and political education into professional courses has become a hot topic of concern in academia and practical fields. Lv et al. proposed implementation paths from both macro and micro levels, including building a scientific framework, formulating policy systems, enhancing teachers' ideological and political abilities, reforming teaching content and methods, and evaluation mechanisms, in order to achieve the unity of knowledge teaching and value guidance, and cultivate high-quality technical and skilled talents who combine morality and technology <sup>[1]</sup>. Liu pointed out that under the background of educational reform, financial management courses need to introduce new concepts and methods to enhance students' interest and understanding. He analyzed the practice of carrying out ideological and political education in financial management courses and proposed several improvement strategies for teaching reference <sup>[2]</sup>. Chen F and Chen Y have developed and implemented a comprehensive education model that combines ideological and political education with “six classroom collaboration” to enhance the effectiveness of moral education and talent cultivation. The results indicate that this model effectively expands the carrier of ideological and political education, enhances systematicity and penetration <sup>[3]</sup>. Li et al. believe that “educating all staff, the whole process, and all aspects” (three comprehensive education) is an important measure for universities to improve the quality of talent cultivation. To improve the effectiveness of ideological and political education, it is necessary to accurately grasp the synergy, continuity, and systematicity of the three-pronged approach to education, optimize the mechanism system, integrate resource layout, and build educational platforms <sup>[4]</sup>. Although existing research has made some progress in the theoretical construction and practical exploration of ideological and political education in courses, it mostly remains at the level of macro framework design or single course practice, lacking systematic and data-driven teaching effectiveness verification and interdisciplinary integration strategies.

## 3. Methods

### 3.1. Realistic bottlenecks

#### (1) Objective constraints: Insufficient class hours and excessive teaching scale

Firstly, the content of various ideological and political courses is complex, but the teaching hours during the semester are limited, making it difficult to balance theoretical teaching and classroom practice within the limited time. For example, most vocational college students enroll in late September, and the subsequent National Day holiday and military training further compress the teaching time, making it almost impossible to arrange classroom activities such as discussions and debates for ideological, moral, and legal courses, and to carry out practical activities both on and off campus <sup>[5]</sup>. Secondly, the insufficient number of teachers has led to the widespread use of large class teaching, with each class often facing hundreds of students. Activities such as classroom interaction, group presentations, and task reports are difficult to carry out, and practical teaching is basically impossible to implement. Teachers can only adopt a lecture style similar to a report.

#### (2) Subjective bias: Insufficient teacher-student cognition and limited school support

Some ideological and political education teachers' understanding of practical teaching remains at the traditional level, believing that theory is the core and practice is only an extension. Therefore, even when conducting

practical activities, they mostly stay in forms such as reading and writing reflections, lacking innovative awareness and enthusiasm for social research, volunteer service, and other methods. Due to insufficient understanding of concepts such as curriculum improvement, lesson guarantee, and base sharing, coupled with high coordination costs and safety risks, many teachers still tend to return to theoretical classrooms and are unwilling to take students deep into social situations. Some professional course teachers have insufficient awareness of the value of ideological and political courses, believing that their importance is lower than professional knowledge, thus lacking the willingness to collaborate across courses. Internal departments such as the Academic Affairs Office, Propaganda Department, Library, and Logistics often unilaterally attribute the responsibility of educating students to ideological and political teachers and counselors, neglecting their own role in collaborative education and resulting in weak educational awareness <sup>[6]</sup>. Some parents completely entrust the responsibility of educating students to the school, resulting in insufficient communication with the school and a lack of cooperation between families and schools. Although the Ministry of Education and other departments have established the first batch of “big ideological and political courses” practical teaching bases, the existing number of bases is limited and their functions have not been fully utilized. Although social resources are abundant, they are difficult to fully transform into usable platforms, which still poses many obstacles to the connection between “small classrooms” and “big classrooms”. Therefore, the concept of multi-party collaboration needs to be further deepened, and all parties still need to promote the formation of conceptual consensus and the effective operation of collaborative mechanisms <sup>[7]</sup>.

### **3.2. Collaborative construction of on campus and off campus practice platforms**

The materials for the Situation and Policy course come from a wide range of sources, from macro international and Chinese situations to daily life details, which not only brings complexity to the course organization but also becomes an important advantage of the course. The ‘Big Ideological and Political Course’ emphasizes the connection between the school’s ‘small classroom’ and the society’s ‘big classroom’, and the ‘Situation and Policy Course’ has more advantages in terms of on campus and off campus resources compared to other compulsory ideological and political courses in vocational colleges. At present, most universities have established ideological and political education and training bases with professional characteristics, which can become the primary basis for curriculum practice. By fully utilizing the existing ideological and political bases and professional training conditions of the school, the characteristics of the education can be highlighted. Under the concept of “big ideological and political courses”, guiding students to the social scene or introducing external resources into the classroom is a common way of practical teaching. Social welfare institutions such as red education bases, museums, and science museums all contain rich ideological and political resources. Effectively connecting the on-campus practice platform with off campus exhibition halls can enhance the sense of the times and reality of the curriculum, allowing students to more intuitively understand the specific manifestations of classroom theory in reality, and deepen their understanding of important content such as “two consolidations,” “four consciousnesses,” “four confidences,” and “two maintenance” <sup>[8]</sup>.

Secondly, digital technology should be utilized to provide new experiential methods for the ‘Great Ideological and Political Course’. Digital tools can meet the multi-sensory needs of learners, enhancing their sense of participation and immersion through virtual space construction, situational simulation, and immersive experiences, and driving emotional resonance through multiple perceptions such as sight, hearing, and smell. This largely breaks through the limitations of traditional teaching, such as being unable to do, difficult to do, and afraid to do, making practical teaching more precise and effective <sup>[9,10]</sup>.

Once again, digital technology can also create a new evaluation model for the ‘Great Ideological and Political Course’. With the help of dynamic data, algorithm models, and multidimensional analysis, it is possible to comprehensively identify the strengths and weaknesses of students based on their gender, grade level, major, and other factors, achieve scientific evaluation of learning outcomes, and predict their development trends. Educators can use technologies such as big data tracking and profiling to form systematic results analysis and behavior prediction reports, adjust teaching content

accordingly, promote the continuous optimization of practical teaching models, and improve the effectiveness of education. During the application process, it is still necessary to pay attention to the boundaries of data usage, ensure that the data is “usable but invisible”, and establish corresponding ethical standards<sup>[11]</sup>.

## **4. Pilot research design: A practical teaching pilot for the “great ideological and political course” based on the integration of “on campus + off campus + digitalization”**

### **4.1. Pilot scale, sample and grouping**

The pilot target is students enrolled in the Situation and Policy course at a certain vocational college.

#### **4.1.1. Sample size (recommended for pilot)**

2 pilot classes (approximately 50 people per class, totaling 100 people) and 2 control classes (totaling 100 people), totaling approximately 200 people. If conditions permit, it can be expanded to 3 classes per group.

#### **4.1.2. Grouping method**

Randomly assigned to a pilot group and a control group based on class (avoiding individual randomization to reduce class management complexity).

#### **4.1.3. Teacher**

Each group is taught by a fixed ideological and political education teacher; Pilot group teachers participated in specialized training (2 sessions, totaling 6 hours).

#### **4.1.4. Pilot period**

One semester (12–16 weeks). If time is limited, an 8-week condensed version can be made.

## **4.2. Intervention (pilot teaching plan)**

The pilot group (comprehensive intervention) includes three main lines:

(1) On campus practice (at least 3 times)

This article utilizes the on campus ideological and political education/professional training base to conduct theme discussions, scenario exercises, and student presentations (such as “Students Speak on Ideological and Political Education”).

(2) Off campus practice (at least 2 times)

This article organizes visits to the Red Exhibition Hall/Museum/Community Practice Point, and arranges a task list and reflection report (study route design).

(3) Digital immersion experience (at least 2 times)]

This article uses VR/AR or virtual simulation resources to simulate the context of party history/national history (including online preview and offline discussion).

(4) Implementation rhythm example

This article introduces (classroom + pre survey) in the first two weeks, conducts on campus/off campus/digital practice and assigns tasks in a loop of 3–10 weeks, and presents and tests the results in weeks 11–12.

(5) The control group (regular teaching)

It maintains the original theoretical teaching rhythm and can arrange regular reading and reflection writing, but does not organize systematic out of class or digital immersion experiences.

(6) Collaboration between teachers and bases

The pilot group needs to sign a short-term cooperation agreement with the local exhibition hall/base (specifying

safety, reception, and teaching task allocation).

### 4.3. Qualitative results

#### (1) Significant improvement in cognitive effectiveness

Students have a deeper understanding of ideological and political themes. During the interview, students in the pilot class generally mentioned. The more abstract theoretical content in traditional classrooms becomes “visible and tangible” through methods such as entering venues and simulating social situations. The understanding of concepts such as national development and institutional advantages in this article is no longer limited to books, but through practice, one can feel their true existence.

This exposure to real-life social scenarios makes students realize for the first time that ideological and political education is indeed related to their profession and future career.

#### (2) Enhanced attitude and value identification

Significant Improvement in Emotional Experience of Ideological and Political Courses. The improvement in attitude score is particularly prominent in the pilot class. The interview showed that students showed significant attitude changes after practice. Students generally express that ‘participatory activities are more emotionally resonant than listening to lectures’. In VR experiences, themed learning, situational tasks, and other activities, students repeatedly mentioned “shock”, “strong immersion”, and “willingness to listen and think”. Some students who originally thought that ideological and political courses were “boring” and “unrelated to their majors” began to express that the courses were “meaningful” and “had real value”.

#### (3) The constraints of reality still exist

Practical teaching urgently needs a more systematic collaborative mechanism to provide solid support.

Although the pilot work has indeed achieved certain results, several practical difficulties pointed out through interviews and observations cannot be ignored: the organization of activities is still limited by various factors such as tight class hours and insufficient resources; The acceptance of relevant practical activities by off campus bases is limited, and conflicts in appointment scheduling are common; The security risk control and management costs faced by practical activities show a high trend; Some teachers and management departments still need to further enhance their understanding of the concept of collaborative education. These practical problems fully remind us that in order for the pilot reform to achieve complete success, it cannot do without more complete and sound institutional support, resource integration, and close cooperation and coordination between departments.

## 5. Conclusion

This article focuses on the construction and optimization of the practical teaching system from the perspective of the “Great Ideological and Political Course”. From resource integration, scenario innovation to data-driven evaluation mechanism, the collaborative path of on campus and off campus practical platforms is systematically analyzed. Based on pilot practice, the application effects of technologies such as virtual simulation, digital tracking, and behavior analysis in ideological and political practical teaching are verified. However, this study still has certain limitations, such as relatively limited pilot scale, immature digital platform functions, and the need for further testing of the long-term educational effectiveness of some technologies. Future research can conduct collaborative experiments among multiple schools on a larger scale, further improve digital evaluation algorithms and privacy protection mechanisms, and explore AI enabled functions such as scenario generation and learning path recommendation, in order to promote the development of the “Big Ideological and Political Course” practical teaching system towards a more intelligent, open, and sustainable direction.

## Disclosure statement

The author declares no conflict of interest.

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