
Research on the Construction of Curriculum Ideological and Political Education in Human Resource Management Major of Private Universities in Shaanxi Based on Constructivism

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Abstract: Taking constructivist learning theory as the framework, this study explores the effective path for constructing the curriculum ideological and political (CIP) system of the Human Resource Management (HRM) major in private universities in Shaanxi Province. By comprehensively using methods such as data survey analysis and literature research, a comprehensive analysis of the current situation of CIP in HRM major of private universities in Shaanxi is conducted. Aiming at the dilemmas such as rigid integration and poor effectiveness in the construction of CIP in HRM major of private universities in Shaanxi, a dynamic and three-dimensional CIP system featuring “student-centered, scenario-supported, interaction-driven, and evaluation-oriented” is constructed. Through empirical data analysis, it is found that the current CIP work has obvious shortcomings in curriculum effectiveness and method innovation. Based on this, the study innovatively proposes a “four-dimensional integrated” constructivist CIP system model (FSIE Model) consisting of “goal system”, “support system”, “interaction system”, and “evaluation system”. It also introduces the Analytic Hierarchy Process (AHP) and fuzzy comprehensive evaluation method to build a quantitative evaluation model for CIP effectiveness, including 4 first-level indicators and 12 second-level indicators. The system aims to realize the “seamless” construction and in-depth internalization of ideological and political elements in HRM professional teaching by creating real scenarios, promoting collaborative dialogue, and guiding independent inquiry, providing a reform path with both theoretical depth and practical operability for the cultivation of applied talents in private universities.

Keywords: constructivism; private universities; Human Resource Management major; curriculum ideological and political system; construction path

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1. Survey on the current situation of curriculum ideological and political education in human resource management major of private universities in shaanxi province

1.1. Survey design

This study aims to comprehensively understand the needs and feedback of students, teachers, and enterprises in the construction of CIP through a survey on the current situation of CIP in HRM major of private universities in Shaanxi,

providing data support for the construction of a constructivism-based CIP system. The survey objects mainly include undergraduates, full-time teachers from multiple private universities in Shaanxi Province, and directors of human resource management departments of relevant enterprises. The survey adopts a combination of questionnaire survey, in-depth interview, and on-site investigation to ensure the diversity and reliability of data^[1].

The questionnaire is designed around the cognition, attitude, needs, and implementation effects of CIP, divided into three versions: student version, teacher version, and enterprise version^[2]. The student version focuses on investigating students' understanding, participation willingness, and satisfaction with CIP; the teacher version focuses on teachers' concepts, methods, and difficulties in CIP teaching; the enterprise version mainly explores enterprises' specific requirements and improvement suggestions for the ideological and political literacy of HRM professionals. During the questionnaire design, full consideration is given to the scientificity and logic of the questions, and multiple revisions are made in combination with existing literature to improve the reliability and validity of the questionnaire^[3].

In terms of sample selection, this study adopts the stratified random sampling method, selecting 800 HRM major students from 5 representative private universities in Shaanxi Province, covering four grades from freshman to senior year; at the same time, 50 full-time teachers and directors of human resource departments of 30 enterprises are selected as teacher and enterprise samples. These samples are highly representative in terms of gender, age, educational background, and work experience, which can effectively reflect the overall current situation of CIP in HRM major of private universities in Shaanxi^[4].

1.2. Core data survey results

SPSS 26.0 is used for descriptive statistics and correlation analysis of the data^[5], and the SWOT model (Strengths, Weaknesses, Opportunities, Threats analysis) is adopted to identify key influencing factors.

1.2.1. Strengths

- (1) Strong policy support: In 2021, the Shaanxi Provincial Department of Education recognized 182 provincial-level CIP demonstration courses, among which private universities accounted for 23%^[6]. Xi'an International Studies University took the lead in establishing the "Great Ideological and Political Course" Construction Collaborative Development Alliance, integrating resources from 32 universities.
- (2) Diversified practice platforms: 85% of universities have constructed "four museums and one base" (multilingual cultural experience museum, translation and creation practice training base, etc.), integrating excellent traditional Chinese culture into courses such as Organizational Behavior and Compensation Management^[7]. For example, in the "African Ambassadors' Yan'an Tour" activity organized by Xi'an International University, student volunteers spread Chinese stories through professional foreign language services.
- (3) Significant improvement in teachers' abilities: The alliance carried out the "CIP Competition" activity, with more than 180 teachers participating in the competition, 132 teachers developing online ideological and political courses, and forming a resource library with more than 4,000 courses^[8].

1.2.2. Weaknesses

- (1) Superficial integration of ideological and political elements: Although most teachers recognize the importance of CIP and regard it as an important way to foster virtue through education, in the specific implementation process, most teachers are confused about how to organically integrate ideological and political elements into professional courses^[9]. 62% of teachers only simply associate patriotism or professional ethics in the course introduction link, lacking in-depth analysis of values such as fairness and responsibility in management theories. For example, in the Performance Management course, only 15% of teachers combine the thought of "common prosperity" with salary distribution mechanisms. At the same time, some teachers believe that due to time and resource constraints, it is difficult for them to put the scenario creation and collaborative learning emphasized by constructivism into

practice^[10].

- (2) Low overall cognitive level of students: Only 35% of students can accurately understand the connotation and importance of CIP, while more than half of the students have a vague or complete lack of understanding of it. In terms of attitude, most students hold a positive attitude towards CIP, believing that it helps improve their comprehensive quality and professional competitiveness, but some students say that the content of CIP is too theoretical and lacks attractiveness, leading to low learning interest^[11].
- (3) Outdated teaching methods: At present, the CIP teaching of HRM major in private universities in Shaanxi still mainly adopts the traditional lecture method, and only a few teachers try to use inquiry-based, cooperative and other teaching methods advocated by constructivism^[12]. This single teaching mode not only limits students' active participation but also affects the actual effect of CIP.
- (4) Imperfect evaluation system: Only 30% of universities include CIP effectiveness in teachers' performance appraisal, and student evaluation mainly focuses on "attendance rate" and "homework completion", ignoring the degree of value internalization^[13].
- (5) Unbalanced regional development: The investment in CIP resources of universities in Xi'an is 2.3 times that of universities in southern and northern Shaanxi, and the frequency of teacher training is 40% higher.

1.2.3. Opportunities

- (1) Technology empowering innovative teaching: Big data and virtual simulation technology provide new means for CIP. For example, Xi'an University of Science and Technology High-tech College uses online voting tools to enhance classroom interaction, records students' learning behaviors through intelligent platforms, and realizes "online-offline blended teaching".
- (2) Deepening education through industry-education integration: University-enterprise cooperation projects (such as the International Seminar on "Yan'an Spirit and China's Poverty Alleviation") provide practical scenarios for students, helping them better understand workplace ethics and social responsibility^[14]. 85% of enterprise HR experts believe that students with ideological and political literacy perform better in teamwork and problem-solving abilities^[15].

1.2.4. Threats

- (1) Students' cognitive deviation: Post-00s students have strong subject awareness but immature mental state. 42% of students believe that ideological and political courses are "theoretical and less practical", leading to insufficient learning enthusiasm.
- (2) Limited resource investment: The per-student ideological and political funding of private universities is only 60% of that of public universities, and the construction of digital platforms is lagging behind, restricting the promotion of innovative teaching models.

2. Model construction

The "four-dimensional integrated" curriculum ideological and political system model (FSIE Model) based on constructivism.

2.1. Goal system: value guidance layer

Composition: Core ideological and political values (such as fairness and justice, people-oriented, family and country feelings, rule of law and integrity); professional three-dimensional goals (knowledge, ability, literacy); constructivist goals (independent inquiry, collaboration, reflection abilities).

Function: Anchor the direction and transform abstract values into specific constructible learning tasks.

2.2. Support system: resource scenario layer

Composition: Digital resource platform; Shaanxi enterprise local case library; on-campus and off-campus practice bases; “double-qualified” teacher community.

Function: Provide “scaffolding”, real scenarios, and social resource networks required for meaning construction.

2.3. Interaction system: meaning construction layer (Core Engine)

Composition: Situational activity design: Project-based Learning (PBL) and role-playing based on real ill-structured problems.

Collaborative dialogue mechanism: Structured discussions, cross-grade learning communities, and dialogues with enterprise mentors.

Reflective practice guidance: Learning logs, ethical decision-making process reflection.

Function: Create a space for social negotiation and drive students to independently construct value cognition in the “action-reflection” cycle.

2.4. Evaluation system: diagnosis and feedback layer

Composition: Four-stage evaluation based on the CIPP model; effectiveness evaluation model combined with AHP.

Function: Conduct whole-process monitoring and multi-dimensional evidence collection, provide quantitative basis for continuous improvement, and feedback to the goal and support systems in a closed loop.

Operation Logic: The model starts with the value guidance of the “goal system”, and the support system immediately provides adaptive resources and scenarios. The interaction system, as the core engine, is activated, where students complete meaning construction through social interaction. The evaluation system dynamically assesses the construction process and results, and the generated feedback data flows back to the goal and support systems to optimize goal setting, adjust resource supply, and improve interaction design, thus forming a continuous self-evolving and spiral-upward education closed loop.

3. Construction path of curriculum ideological and political system based on the fsie model

3.1. Goal system reconstruction: establish “constructible” ideological and political learning goals

Change the general expression of “cultivating students’ professional ethics” to adopt “constructivist goal” description.

Traditional goal: “Understand the basic principles of the Labor Contract Law”.

Constructivist goal: “As an enterprise HR role, in a simulated diversified labor dispute scenario, through group collaboration, cite relevant clauses of the Labor Contract Law, propose solutions that balance law, reason, and emotion, and explain the value trade-off process”.

This goal clarifies that students need to actively construct an understanding of the rule of law and fairness through roles, collaboration, and solving real problems.

3.2. Support system integration: build an “immersive” constructive resource ecosystem

Develop the “Shaanxi HRM Ideological and Political Case Derivation Library”: Drawing on the “case derivation method”, take a core Shaanxi enterprise case as the foundation to derive sub-case sets with different ideological and political themes such as recruitment fairness, cross-cultural ethics, and employee green innovation incentives for students to explore from multiple perspectives.

Activate the ideological and political functions of practice bases: Transform platforms such as university entrepreneurship incubation bases into “on-site teaching points” for HRM courses. Students can be divided into groups to provide “simulated HR diagnosis services” for incubated teams, understanding entrepreneurs’ responsibility, teamwork,

and compliant operation under real business pressure.

Construct a “diversified mentor construction community”: Form a mentor group composed of professional teachers, ideological and political teachers, enterprise HR personnel, and labor arbitrators, and regularly hold “joint lesson preparation meetings” to jointly design comprehensive constructive tasks across disciplines and fields.

3.3. Interaction system innovation: design “high-participation” meaning construction activities

The core is to design “ill-structured problems” that can trigger cognitive conflicts and require social negotiation.

3.4. Evaluation system innovation: implement “evidence-based” value-added evaluation

To overcome the problem of vague evaluation, the Analytic Hierarchy Process (AHP) and fuzzy comprehensive evaluation method are introduced to establish a quantitative evaluation model.

(1) Step 1: Build an evaluation indicator system based on AHP

Determine the weight of each level of indicators through expert scoring.

Table 1. Curriculum ideological and political effectiveness evaluation indicator system and weight table

First-Level Indicators	Weight	Second-Level Indicators	Weight
A1 Value Cognition Construction(Students’ depth of understanding and independent inquiry of ideological and political values)	0.25	A11 Complexity of value judgment	0.40
		A12 Depth of self-reflection	0.35
		A13 Degree of integrating theory with practice	0.25
A2 Interaction and Collaboration Quality(The role of social interaction in meaning construction)	0.25	A21 Group contribution and role-playing engagement	0.50
		A22 Ability of opinion negotiation and integration	0.50
A3 Knowledge and Ability Integration(The level of integrated application of professional knowledge and ideological and political elements)	0.30	A31 Organic integration of ideological and political elements in professional plans	0.60
		A32 Innovation in solving complex ethical problems	0.40
A4 Behavioral Intention Tendency(Behavioral intention and commitment after value internalization)	0.20	A41 Ethical behavior choices in simulated scenarios	0.70
		A42 Expressed future professional ethical commitments	0.30

(2) Step 2: Apply fuzzy comprehensive evaluation method for measurement

Set the evaluation set: $V = \{\text{Excellent, Good, Medium, Qualified, Poor}\}$

Data collection: Through multi-source evidence such as observation scales (recording classroom interaction), work analysis (evaluating project reports), reflective text analysis (NLP emotion and theme mining), and scenario tests (simulated dilemma decision-making), multiple subjects including teachers, peers, and enterprise mentors conduct grade evaluation on each second-level indicator.

Calculation and decision-making: Convert the evaluation data into a fuzzy membership matrix, and synthesize it with the weight vector determined by AHP to finally obtain the comprehensive evaluation grade of CIP effectiveness. This method transforms the difficult-to-quantify “value internalization” degree into comparable quantitative data, realizing the leap from “feeling effective” to “evidence-based effective”.

The evaluation results are not only used to assess students but, more importantly, as the output of the “evaluation

system”, fed back to the “goal system” and “support system” to adjust teaching priorities, optimize case design, and strengthen teacher training in weak links, thereby driving the optimization and iteration of the entire FSIE model.

4. Conclusion

Based on constructivist theory and combined with practical data of private universities in Shaanxi Province, this study constructs a “four-dimensional integrated” CIP system model (FSIE Model) including goal, support, interaction, and evaluation subsystems, and supports it with a quantitative evaluation tool centered on AHP-fuzzy comprehensive evaluation. The innovative value of the model lies in:

- (1) Systematicness: Breaking the limitation of previous point-like reforms, constructing a complete closed loop from concept to practice and from design to evaluation.
- (2) Theoretical nature: Deeply transforming the core principles of constructivism into an operable teaching chain of “scenario creation-collaborative interaction-reflective construction”.
- (3) Empirical nature: Responding to the pain points revealed by real-world surveys, and directly addressing the bottleneck of “difficulty in evaluating effectiveness” with a quantitative evaluation model, making CIP construction more scientific and precise.

For private universities in Shaanxi Province, the implementation of this system means a fundamental change in the education paradigm from “teaching ideological and political education” to “creating an environment to promote construction”. It not only helps cultivate HR professionals with profound humanistic care and professional ethics but also provides a key fulcrum for private universities to improve connotative quality and form school-running characteristics.

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