

# Integrating Ideology and Innovation, Collaborative Education: Model and Practice of Curriculum Ideology and Politics Construction in Library, Information and Archival Science at Jilin University (Postprint)

**Authors:** Ma Jie, Zhao Tianyuan, pastoral, Deng Jun

**Date:** 2023-04-01T00:00:00+00:00

## Abstract

[目的/意义] Implementing the important national task of “foster virtue and cultivate talent” for universities in the new era and exploring construction models for curriculum ideological and political education in the Library, Information, and Archival Science discipline not only contributes to advancing ideological and political work in higher education institutions, but also enhances the quality of talent cultivation. [方法/过程] This study clarifies the connotation of curriculum ideological and political education, investigates the current state of curriculum ideological and political education construction in China’s Library, Information, and Archival Science discipline, and constructs an “Integration of Ideology and Innovation, Collaborative Education” model for curriculum ideological and political education construction based on the characteristics of the discipline at Jilin University. Using archival science as a case study, it presents practical teaching experiences and achievements guided by this model. [结果/结论] The “Integration of Ideology and Innovation, Collaborative Education” model demonstrates certain practical guiding value for curriculum ideological and political education construction. Although progress has been achieved in this area within the Library, Information, and Archival Science discipline, further in-depth research on both theory and practice remains urgently needed.

## Full Text

### Preamble

Universities shoulder the critical responsibilities of talent cultivation, scientific research, and social service, serving as the primary educational front for nurtur-

ing and delivering socialist builders and successors for the nation. As China's connections with the world become increasingly close and mutual influence deepens, the ideological landscape faces more complex situations and struggles [1], making ideological and political education in universities a vital task for "fostering virtue through education." This task has historically suffered from an "island phenomenon": on one hand, educational pathways were artificially divided into ideological-political courses and specialized courses, with the one-sided belief that students' ideological and moral guidance could be entirely obtained through ideological-political courses, creating a stark separation between knowledge education and value orientation; on the other hand, teachers' responsibilities were split between ideological education and professional education, with ideological and political work being solely entrusted to ideological-political teachers or counselors, while other teachers only taught professional knowledge. This resulted in professional course teachers lacking initiative in student moral education, weak ideological and political awareness, and an inability to form educational synergy by fighting alone [2].

President Xi Jinping attaches great importance to ideological and political education in universities. In December 2016, at the National Conference on Ideological and Political Work in Higher Education, he proposed that ideological and political work should be student-centered, following the laws of ideological and political work, education, and student growth, and making good use of the main channel. In May 2018, at the symposium with teachers and students at Peking University, he further deepened his speech from the National Conference, clarifying three fundamental tasks: adhering to the correct political direction in running schools, building high-quality teaching teams, and forming high-level talent cultivation systems. The following month, the Ministry of Education held the National Conference on Undergraduate Education in the New Era, and in October of the same year, issued the "Opinions on Accelerating the Construction of High-Level Undergraduate Education and Comprehensively Improving Talent Cultivation Capacity," which further elaborated on these three fundamental tasks. In May 2020, the Ministry of Education issued the "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education Institutions," providing clear requirements and guidance for curriculum ideology and politics work in universities. This highlights the urgent need to break the isolation of ideological and political education and explore a "grand ideological and political education" framework that adapts to the complex and changing new era environment by deeply excavating ideological and political education materials embedded in various disciplines' professional knowledge and fully mobilizing all teachers' sense of responsibility and initiative in moral education.

The transition from "ideological and political courses" to "curriculum ideology and politics" is not merely a word order adjustment but a conceptual breakthrough and an effective way to eliminate the "island phenomenon." The discipline of Library, Information, and Archives Management (LIAM) is an indispensable component in China's academic landscape. From the perspective of disciplinary attributes and professional knowledge characteristics, it possesses

a solid foundation and advantageous conditions for implementing curriculum ideology and politics. This study focuses on the construction of curriculum ideology and politics in the LIAM discipline at Jilin University, exploring a construction model for ideological and political courses in the LIAM discipline under the synergistic effect of advantageous resources, combined with the innovation and entrepreneurship education advantages and practical characteristics of Jilin University Management School.

## 2. Connotation of Curriculum Ideology and Politics

The Ministry of Education's 2017 "Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions" provides a clear definition of "curriculum ideology and politics": systematically 梳理 the ideological and political education elements contained in various professional courses and the ideological and political education functions they carry, integrating them into all aspects of classroom teaching to achieve the organic unity of ideological and political education and knowledge system education [3]. In essence, it means relying on courses to fulfill their ideological and political education functions, thereby organically combining knowledge education with value education, teaching with nurturing, to improve the quality of talent cultivation.

### 2.1 Primary Prerequisite: Teaching by Example

Teachers are the "main force" in the university education front, the "person in charge" of the classroom, and the "executors" of curriculum ideology and politics construction. They should possess high ideological and political qualities. University teachers' political perspectives and ideological-political abilities directly affect the teaching quality of curriculum ideology and politics and the effectiveness of fostering virtue through education. Enhancing teachers' ideological and political quality and professional ethics has always been a topic of great importance and repeated emphasis by the Organization Department, Publicity Department, and Ministry of Education. The "Guiding Opinions on Strengthening the Construction of University Teachers in the New Era" prominently emphasizes the need to strengthen ideological and political guidance, requiring teachers to adhere to the "Four Unifications," strive to be "Four Good Teachers," act as "Four Guides," enhance the "Four Consciousnesses," strengthen the "Four Confidences," and achieve the "Two Upholds" [4]. Therefore, the primary prerequisite for curriculum ideology and politics is to elevate teachers' ideological awareness, strengthen educational supervision, improve the organizational management system of ideological and political work, and ensure that educators first receive education, establish beliefs, and shoulder responsibilities and missions.

## 2.2 Basic Carrier: Professional Courses

The university curriculum system is a complex, interwoven structure mainly divided into general education courses (ideological-political courses, foreign language courses, physical education courses, etc.) and professional courses (basic theories, knowledge, and skills training in science, engineering, and humanities). Among all courses, professional courses undoubtedly dominate in terms of proportion and class hours. In Chinese universities, professional courses far exceed other courses in terms of teacher ratio, number of offerings, and students' learning time investment. General Secretary Xi Jinping has repeatedly emphasized the need to "make good use of classroom teaching as the main channel, enabling various courses to form a synergistic effect with ideological and political theory courses." Therefore, firmly grasping professional courses as the basic carrier is an important guarantee for improving the quality of curriculum ideology and politics.

## 2.3 Implementation Method: Combination of Explicit and Implicit Education

Explicit education mainly involves advance planning and organization, using relatively direct and overt methods to influence the educated. Implicit education, on the other hand, focuses on indirect and implicit use of environmental or situational factors to influence the educated's ideological concepts, moral emotions, and value attitudes in a subtle way. If traditional ideological and political courses are mainly implemented through explicit education, curriculum ideology and politics advocates the use of implicit education methods to organically integrate the principles, requirements, and content of ideological and political education with curriculum design, textbook development, curriculum implementation, and curriculum evaluation [5]. These two educational methods each have their characteristics and complement each other.

## 2.4 Ideal Effect: Cultural Confidence

The ideal effect of curriculum ideology and politics is cultural confidence. The goal of curriculum ideology and politics is to cultivate excellent builders and successors for socialism with Chinese characteristics. Those who can shoulder this lofty ideal must be people who firmly maintain confidence in the path, theory, system, and culture of socialism with Chinese characteristics. The essence of curriculum ideology and politics is to subtly enhance students' correct understanding and identification with the path, theory, and system of socialism with Chinese characteristics while imparting advanced culture. Therefore, forming cultural confidence and pride to achieve unity of knowledge and action is the ideal effect of curriculum ideology and politics.

### 3. Current Status of Curriculum Ideology and Politics Construction in LIAM Discipline in Chinese Universities

To understand the current status of curriculum ideology and politics construction in the LIAM discipline, the author conducted an online survey of 27 universities on the list of the fourth round of disciplinary evaluation results for Library, Information, and Archives Management by the Ministry of Education, examining their curriculum ideology and politics construction documents, promotion projects, and activities.

#### 3.1 Institutional Construction, Promotion Projects, and Activities

According to publicly available online information, all 27 universities have carried out curriculum ideology and politics construction work. Representative universities with relatively comprehensive content are shown in Table 1. Each university has formulated guiding implementation plans for curriculum ideology and politics construction work, organized promotion seminars, and promoted curriculum ideology and politics practice in accordance with the Ministry of Education's work deployment. To motivate teachers to establish ideological and political awareness and enhance their capabilities, universities have established school-level curriculum ideology and politics promotion projects, special training programs, and case exchange activities to varying degrees. For example, Renmin University of China has proposed the influential "Digital Memory Heavy Talent Training Program of the School of Information Resource Management," "Wu Yuzhang Curriculum Ideology and Politics Master Teacher Studio Plan," and "Wu Baokang Curriculum Ideology and Politics Master Teacher Studio Plan." Additionally, information management schools and departments regularly hold meetings and activities related to LIAM curriculum ideology and politics, such as Shanghai University's "High-Level Seminar on Compiling the Teaching Guide for Curriculum Ideology and Politics in Archival Science," Peking University's "Series of Seminars on Student Ideological and Political Work," and Nankai University's "Promotion Meeting for Curriculum Ideology and Politics Construction in Business School."

On May 16, 2021, Wuhan University convened the "National Seminar on Curriculum Ideology and Politics Construction in Library, Information, and Archives Management," gathering more than 20 universities to launch the "National Alliance for Curriculum Ideology and Politics in Library, Information, and Archives Management," marking a new stage of national coordination and collaborative efforts in curriculum ideology and politics construction for the LIAM discipline in China.

#### 3.2 "Brand Achievements" in Curriculum Ideology and Politics

To meet the requirement in the "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education Institutions" to "form a unique ideological and political education model," universities across China have been

committed to creating “brand achievements” in curriculum ideology and politics for the LIAM discipline. According to incomplete statistics, 13 universities have created 28 demonstration courses, projects, and cases in LIAM curriculum ideology and politics, as shown in Table 2 . For example, Nanjing University’s curriculum ideology and politics case “Data Thinking” combines theory with practice to help students understand the origin, principles, and models of data thinking, guiding them to recognize and transform the world [6]. Renmin University of China’s “Digital Memory Heavy Talent Training Program of the School of Information Resource Management,” led by Chief Instructor Xu Yongjun, upholds the concept of “integrating arts and sciences, inheriting memory,” integrating traditional culture, information literacy education, scientific research and innovation, practical ability cultivation, national conditions education, and moral development throughout the entire project process [7].

### 3.3 Teaching and Research Status

The author searched the CNKI database with the title limited to “curriculum ideology and politics,” setting the publication start time from January 1, 2014 (when the concept was first proposed) to August 1, 2020, retrieving 13,417 journal articles. Then, by checking the “Library, Information, and Digital Libraries” and “Archival Science and Archival Undertakings” subcategories under Information Technology in the Social Sciences II directory, 34 highly relevant academic papers on LIAM curriculum ideology and politics were finally retrieved. By analyzing the content of these 34 papers, the author categorized LIAM curriculum ideology and politics literature into three types and calculated the proportions of library and information science and archival science literature, as detailed in Table 3 .

Theoretical analysis literature mainly combines the concept, connotation, and current construction status of curriculum ideology and politics to analyze existing problems and propose improvement strategies and implementation suggestions, aiming to deepen the theoretical foundation for practice. LIAM scholars have conducted research on themes such as “how libraries can support and embed curriculum ideology and politics,” “exploring the focal points for LIAM professionals’ roles in curriculum ideology and politics,” “enhancing college students’ information literacy education from the perspective of curriculum ideology and politics,” and “the significance, difficulties, implementation paths, and strategies of curriculum ideology and politics construction in archival science” [8-13]. Review literature mainly uses bibliometric methods or visualization software to analyze, predict research hotspots, trends, and future directions of curriculum ideology and politics in China. Practical exploration literature focuses on the curriculum ideology and politics practice of specific LIAM courses, such as “Literature Retrieval,” “Scientific Literature Retrieval,” “University Library Labor Courses,” “Archival Management,” “Archival Protection Technology,” “Cultural Relics Protection and Utilization,” and “Exhibition Halls and Museums” [14-21].

### 3.4 Current Situation Analysis

**3.4.1 High Popularization of Curriculum Ideology and Politics Construction** Since the Ministry of Education's June 2020 "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education Institutions" explicitly required that "all courses should go in the same direction as ideological and political theory courses," curriculum ideology and politics construction has been comprehensively implemented across Chinese universities. One scholar randomly surveyed 50 universities in China's 31 provinces, municipalities, and autonomous regions, finding that 36 universities (72%) had implementation opinions, plans, and related activities on curriculum ideology and politics construction [22]. The 27 LIAM discipline universities sampled in this study have all explicitly carried out curriculum ideology and politics construction (100%), higher than the national average, indicating that the university environment provides favorable conditions for LIAM curriculum ideology and politics development.

**3.4.2 Uneven Development Among LIAM Sub-disciplines** Through investigation and statistics of LIAM curriculum ideology and politics documents, promotion projects, activities, and construction achievements, archival science, information resource management, and information management and information systems majors have shown more active performance in curriculum ideology and politics construction. This contrast is mainly reflected in the creation of brand courses. According to Table 2 statistics: among the 28 LIAM curriculum ideology and politics brand achievements, 16 are related to information resource management and information systems, 11 to archival science, and very few to library science. The library science major urgently needs to fully excavate the ideological and political elements in its professional courses and strengthen curriculum ideology and politics construction to promote balanced development across the LIAM discipline.

**3.4.3 Urgent Need for Theoretical and Practical Research Achievements** From 2014 to 2021, only 34 research papers on curriculum ideology and politics were published in the LIAM discipline, accounting for only two-thousandths of the 13,417 papers published since 2014. This indicates that teaching research on curriculum ideology and politics in the LIAM discipline started relatively late and the achievements are still nascent, urgently needing to learn from and explore the abundant existing achievements, expand the depth and breadth of theoretical research, and achieve breakthroughs in both research quality and quantity. Moreover, among the 34 papers, only 8 are practice-oriented, meaning that practical exploration of curriculum ideology and politics in the LIAM discipline needs to be further strengthened to accumulate and summarize experiences in action and improve effectiveness.

In summary, although LIAM discipline curriculum ideology and politics construction has made some progress, there remains considerable room for devel-

opment. Domestic universities have basically implemented curriculum ideology and politics construction, partly because they are implementing central government directives and comprehensively promoting school-wide curriculum ideology and politics work, and partly because the LIAM discipline is rich in ideological and political elements and suitable for such education. However, the depth of research and maturity of practice need strengthening. For example, from the actual situation of Jilin University's LIAM discipline curriculum ideology and politics construction, which basically started in 2019, the practical effects still need observation and research, and first-hand teaching practice materials need gradual accumulation. Additionally, LIAM curriculum ideology and politics shows some imbalance, with fewer achievements in library science curriculum ideology and politics. This is partly because there are fewer undergraduate library science programs and students than in archival science and information management, and partly because library science is slightly less rich in curriculum ideology and politics elements. Based on this analysis, universities can make targeted improvements according to their own circumstances.

#### **4. Jilin University's LIAM Discipline Curriculum Ideology and Politics Construction Model: Integration Between Ideological Education and Innovation & Entrepreneurship, Coordination Between Schools and Enterprises**

##### **4.1 Construction Goals**

The curriculum ideology and politics construction goals for Jilin University's (JLU) LIAM discipline are consistent with the university's overall goals while incorporating the college and discipline's characteristics. In 2018, JLU was selected as one of the first 10 pilot universities for the "Three All-Round Education" comprehensive reform [23], adhering to the principle of "all-staff education, whole-process education, and all-round education" to build a JLU-characteristic ideological and political work system. In terms of curriculum ideology and politics construction, JLU formulated the "Implementation Plan for Comprehensively Promoting Curriculum Ideology and Politics Construction at Jilin University" (hereinafter referred to as the "Plan"). JLU Management School's innovation and entrepreneurship education ranks among the top in China, accumulating abundant ideological and political teaching experience in cultivating students' innovative spirit and abilities. The LIAM discipline takes human knowledge, information, intelligence, and data as research objects, possessing rich curriculum ideology and politics materials in social informatization, intelligent construction, accumulation of human knowledge, inheritance of national culture and value shaping, preservation and excavation of archival history, and national information security protection, while also bearing the disciplinary mission of ideological and political education. Some practical fields of the LIAM discipline, such as libraries, archives, and museums, are important bases for patriotic education. Integrating JLU's LIAM discipline's external environment and internal characteristics, the construction goals are as follows: (1) Promote

comprehensive coverage of curriculum ideology and politics. JLU's LIAM discipline is committed to comprehensively enhancing all professional course teachers' ideological and political awareness and abilities, implementing curriculum ideology and politics in every professional course to improve the effectiveness of fostering virtue through education. (2) Strengthen the construction of three basic elements. The "Plan" emphasizes the importance of teachers, courses, and classrooms in curriculum ideology and politics construction. JLU's LIAM discipline will leverage teachers as the "supporting force," 坚守 courses as the "main battlefield," and utilize classrooms as the "main channel" to ensure coordination and unity among various courses to form educational synergy. (3) Deeply excavate curriculum ideology and politics elements. Fully extract the ideological and political elements contained in various professional courses to achieve "increasing knowledge, clarifying principles, and establishing morality" in students' learning processes. (4) Strengthen the cultivation of innovative spirit and willpower. Innovation ability cultivation includes not only knowledge and method teaching but also value orientation, willpower, and concept of right and wrong. (5) Strengthen the shaping of ideological and political qualities related to digital literacy. (6) Strengthen the shaping of Chinese excellent traditional culture and national confidence qualities.

#### 4.2 Construction Principles

JLU's LIAM discipline curriculum ideology and politics construction adheres to the following principles: (1) People-oriented principle. Always regard "nurturing people" as the core of curriculum ideology and politics construction, with all work centered on "what kind of people to nurture" and "for whom to nurture." (2) Integration and coordination principle. Integration refers to the organic fusion of professional courses with ideological and political elements, and the unified coherence of educational concepts and goals among various courses and ideological-political courses. Coordination refers to collaboration between colleges and practical cooperative enterprises and institutions, and vertical and horizontal coordination among various departments within the college to form a "grand ideological and political education" pattern and collaborative education. (3) Holistic design principle. Curriculum ideology and politics construction is a whole-process, global process. Whole-process means paying attention not only to classroom education but also extending education to students' practice, research, and other links. Global means emphasizing construction in other links besides courses, such as environmental facilities and resource construction. (4) Characteristic development principle [24]. Based on respecting the laws of ideological and political work, education, and student growth, rooted in the discipline's development history, educational characteristics, and talent cultivation plans, create a curriculum ideology and politics system, courses, and teaching teams that can demonstrate the major's characteristics.

### 4.3 Conditions for “Integration Between Ideological Education and Innovation & Entrepreneurship” at JLU

JLU Management School has a deeply integrated interdisciplinary platform, with three first-level doctoral degree authorization disciplines: Management Science and Engineering, Business Administration, and Library, Information, and Archives Management; three professional master’s degrees: MBA, MLIS, and MEA; and three undergraduate categories: Management Science and Engineering (Information Management and Information Systems, Engineering Management, Logistics Management, Big Data Management and Application), Business Administration (Accounting, Business Administration, Marketing, Human Resource Management), and Archival Science. Among them, three undergraduate majors—Business Administration, Archival Science, and Human Resource Management—have been rated as national first-class undergraduate major construction sites. The years of integrated development of these three disciplines have not only shaped the open and inclusive academic culture of the Management School but also provided natural soil for innovation and entrepreneurship education. To promote innovation and entrepreneurship research and practice, the school established the JLU Innovation and Entrepreneurship Research Institute. Adhering to the school motto of “people-oriented, harmony-valuing, pragmatic, and innovative,” teachers have led student teams to achieve outstanding results in innovation and entrepreneurship, winning numerous national and provincial awards, including the gold and silver awards in the first China “Internet+” College Students Innovation and Entrepreneurship Competition, the national gold award in the “Chuang Qingchun” National College Students Entrepreneurship Competition, silver awards in the second and fourth National “Internet+” College Students Innovation and Entrepreneurship Competition, and the national gold award in the 10th “Challenge Cup” College Students Business Plan Competition. The Innovation and Entrepreneurship Research Institute has also been rated as one of the first batch of Jilin-characteristic new-type university think tanks by the Jilin Provincial Department of Education [25]. Innovation and entrepreneurship education cultivates students’ innovative spirit, entrepreneurial awareness, and abilities, fostering the consciousness and quality of “daring to venture and knowing how to create” and “serving the country and benefiting the people.” As one of the three first-level doctoral authorization disciplines in the Management School, the LIAM discipline, under the framework of the school’s innovation and entrepreneurship education, possesses the conditions and advantages for the “integration between ideological education and innovation & entrepreneurship” development of curriculum ideology and politics.

#### 4.4 Construction of the “Integration Between Ideological Education and Innovation & Entrepreneurship, Coordination Between Schools and Enterprises” Model

Through analyzing the background and connotation of curriculum ideology and politics, investigating the progress and current status of LIAM curriculum ideology and politics construction in China, and combining the discipline’s own characteristics and advantages, JLU Management School has constructed a curriculum ideology and politics construction model guided by the concept of “integration between ideological education and innovation & entrepreneurship, coordination between schools and enterprises,” as shown in Figure 1 [Figure 1: see original paper]. This model integrates ideological and political education with innovation and entrepreneurship education, and promotes collaborative education between enterprises and universities, forming a distinctive feature of the school’s curriculum ideology and politics education.

**4.4.1 Core Construction Process** The core process of the “integration between ideological education and innovation & entrepreneurship, coordination between schools and enterprises” curriculum ideology and politics construction includes: determining curriculum ideology and politics construction goals, clarifying construction principles, identifying professional course attributes, extracting and excavating specific courses’ innovation and entrepreneurship ideological elements and other ideological elements, and designing and achieving integrated expression of ideological elements and professional knowledge points in teaching. The entire process is supported and guaranteed by “coordination between schools and enterprises” support activities and support systems.

**4.4.2 Course Attribute Identification** The “Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education Institutions” point out that for majors in economics, management, and law, teaching should adhere to Marxist guidance and accelerate the construction of a Chinese-characteristic philosophy and social science disciplinary system, academic system, and discourse system. It should help students understand national strategies, laws and regulations, and relevant policies in related majors and industry fields, guide students to engage in social practice and pay attention to real-world problems, and cultivate students’ professional qualities of serving the country and people, providing honest services, and possessing both virtue and law. The “Guidelines” propose key content for curriculum ideology and politics education for public basic courses, professional education courses, and practical courses, providing the most basic guidance and requirements for universities. In the curriculum ideology and politics construction process, course attribute identification should be conducted. JLU’s LIAM curriculum ideology and politics teaching model takes course attribute identification as a key core step, first determining whether a course is a professional education course or a practical course, and clearly defining the major to which the course belongs. For professional education courses, it is necessary to deeply study the major’s education goals and deeply excavate

the ideological values and spiritual connotations contained in the professional knowledge system. For practical courses, it should adhere to the principle of “combining learning and thinking, unifying knowledge and action” to enhance students’ innovative spirit in exploration and ability to solve practical problems.

**4.4.3 Extraction of Innovation and Entrepreneurship Ideological Elements** After completing course attribute identification, specific courses should be analyzed to extract innovation and entrepreneurship ideological elements and other categories of ideological elements from the perspective of integration between ideological education and innovation & entrepreneurship. The concept of “mass entrepreneurship and innovation” proposed at the 2014 Davos Forum heralded the arrival of the “dual innovation” era. Innovation and entrepreneurship education is an important link and effective way to cultivate students’ innovative spirit, entrepreneurial awareness, and abilities. It is a future-oriented quality education whose main purpose is not technical skills training but cultivating college students’ awareness and quality of innovation and entrepreneurship. JLU Management School’s innovation and entrepreneurship education is not limited to innovation and entrepreneurship courses but is subtly integrated with professional courses in the three first-level disciplines. In curriculum ideology and politics teaching practice, JLU’s LIAM discipline has deeply excavated and extracted the “dual innovation” ideological spirit, constituting a series of “innovation and entrepreneurship ideological elements” including “keeping pace with the times, national affairs, goal management, daring to venture and knowing how to create, perseverance, indomitable spirit, seeking truth from facts, labor spirit, down-to-earth style, enterprising spirit, law-abiding, virtue and law combined, cooperation and mutual benefit, serving the country and people, honesty and trustworthiness, innovation and pragmatism, national strategy, economic policy, four confidences, and national rejuvenation.”

**4.4.4 Integrated Expression of Ideological Elements and Professional Knowledge Points** After extracting ideological elements from professional courses, certain teaching methods and techniques need to be applied to naturally and appropriately express them when teaching professional knowledge, achieving subtle and silent educational effects. The stereotypical impression of ideological and political education courses—serious and stern teachers, traditional and single teaching methods, and abstruse ideological and political knowledge that students find difficult to empathize with—must be overcome. Ideological and political educators have continuously explored and accumulated effective teaching methods in long-term teaching practice that are worth learning from. In July 2020, at JLU’s symposium on the coordinated development of curriculum ideology and politics and ideological-political courses, Professor Shi Ying from the School of Marxism proposed and analyzed six teaching methods: “adding the finishing touch,” “taking a broad view,” “fitting perfectly,” “comparative analysis,” “analogical association,” and “a warning shot” [27]. These popular, interesting, and explicit-implicit combined teaching methods make the integrated expres-

sion of ideological elements and professional knowledge points more acceptable, absorbable, and understandable to students. At the same time, professional teachers should be encouraged to make full use of multimedia, big data, and Internet technologies to create curriculum ideology and politics teaching with personal characteristics.

**4.4.5 Support Activities and Support Systems for Coordinated Education Between Schools and Enterprises** The implementation of the “integration between ideological education and innovation & entrepreneurship” curriculum ideology and politics construction model relies on important guarantees from support activities and support systems. Support activities mainly include teacher training, resource construction, curriculum construction, textbook construction, and case construction. In each support activity, collaboration between universities and enterprises is required, with the university teaching system as the main body providing more cutting-edge practical cases and resources for practical fields. The contribution of enterprises in coordinated education varies by specific major. Currently, some universities have collaborated with employers to jointly build practical courses and even jointly design training programs in majors that are highly practical and rapidly changing. Support activities provide multi-type resources to serve the “integration between ideological education and innovation & entrepreneurship” curriculum ideology and politics model, which in turn continuously accumulates achievements and experiences during implementation, further enriching the content of support activities.

The support system mainly includes management systems, supporting funds, software and hardware facilities, ideological and political education resources, and achievement promotion services from curriculum ideology and politics organizations at the university, college, and department levels. JLU has issued a series of rules and regulations to ensure the orderly advancement of curriculum ideology and politics, such as the “Implementation Plan for Comprehensively Promoting Curriculum Ideology and Politics Construction at Jilin University” and the “Implementation Plan for Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era.” The Management School has established a “Million-Yuan Fund for Teaching Improvement Plans,” providing strong support for curriculum ideology and politics construction. The university and school regularly hold teaching lunch meetings to exchange teaching experiences and methods for curriculum ideology and politics. To strengthen curriculum ideology and politics construction, textbook construction, and case construction, the school actively organizes teachers to apply for the university’s “Discipline Education Demonstration Course” project and obtains project funding. The support system also requires collaborative support from both universities and enterprises, such as supporting funds and software and hardware facilities. The training scenarios and software and hardware facilities provided by enterprises offer high-quality platforms for deepening ideological and political education in university practical courses.

## 5. Teaching Practice of LIAM Curriculum Ideology and Politics at JLU—Taking Archival Science as an Example

### 5.1 Overview of JLU’s Archival Science Major

JLU’s undergraduate archival science major focuses on cultivating students’ systematic mastery of archival management professional knowledge and the ability to apply modern information technology in archival management. With distinct characteristics and strong capabilities, it has been rated as a national first-class undergraduate major construction site. Main courses include Management, Economics, Operations Research, Management Statistics, Basic Accounting, Human Resource Management, Management Information Systems, Database Principles and Applications, Organizational Behavior, Archival Science Foundation, Archives Management, Administrative Management, Public Management, E-Government, Information Storage and Retrieval, Scientific and Technical Archives Management, Modern Document and Secretarial Studies, Archival Literature Compilation, History of Chinese and Foreign Archival Undertakings, Archival Regulations, Electronic Archives Management (bilingual), etc. The major has achieved outstanding results in practical teaching and accumulated rich training experience. The faculty is strong, with 67% holding doctoral supervisor qualifications. The advanced training philosophy, rich professional courses, and high-quality teaching team provide a solid resource foundation for archival science curriculum ideology and politics construction.

### 5.2 Teaching Practice of Archival Science Curriculum Ideology and Politics Under the “Integration Between Ideological Education and Innovation & Entrepreneurship, Coordination Between Schools and Enterprises” Model

“Archives are the carriers of civilization inheritance and witnesses of historical continuity.” President Xi Jinping has repeatedly emphasized the important educational role of revolutionary archival resources. Historical archives reflecting the rise of the Chinese nation have “red genes,” and red archives such as revolutionary cultural relics and Party history materials contain the Party’s original mission, serving as important ideological and political education resources for cultivating revolutionary spirit and patriotism [28]. They are also red culture with Chinese characteristics, rich in unique historical, economic, cultural, and educational values [29]. Archival science higher education itself has the functions of preserving evidence, leaving history, providing policy references, and nurturing people. Archives, as educational practice bases, have important functions of managing archives for the Party, preserving history for the country, and serving the people. These professional characteristics undoubtedly give archival science unique advantages in curriculum ideology and politics [30]. For example, Professor Li Dawei from Zhengzhou University of Aeronautics proposed the “panoramic ideological and political education” teaching concept in the construction of archival science virtual simulation courses, creating archival exhibition resources and task scenarios rich in red genes, heroic models, and avi-

ation patriotism spirit, achieving panoramic ideological and political education through immersive experience design [31]. Combining theoretical knowledge courses and practical courses, and fully investigating and referencing archival science curriculum ideology and politics practices in peer institutions, JLU's archival science major, under the "integration between ideological education and innovation & entrepreneurship" model, accurately positioned its curriculum ideology and politics teaching goals and characteristics, and practiced two specific teaching methods: (1) integrating theory and practice; (2) combining teaching and doing.

**5.2.1 Integrating Theory and Practice (1) Theoretical Teaching—Identification of Ideological Elements and Their Integration with Knowledge Points.** Before teaching basic theoretical knowledge courses, teachers need to excavate and refine the ideological elements contained in professional knowledge points during lesson preparation, as shown in Table 4 . For example, the knowledge point "archival cultural function" contains ideological elements of excellent traditional Chinese culture, cultural innovation, and cultural confidence. In the specific teaching process, teachers use three-dimensional virtual models as carriers to display the "Yangshi Lei" architectural drawings and archives, enhancing the visual aesthetics and impact of traditional Chinese architectural culture. Teachers introduce the Lei family's 200-year history of being responsible for royal design during the Qing Dynasty, displaying important palace buildings and royal projects designed by successive generations of Yangshi Lei. This not only allows students to experience traditional culture but also helps them understand and appreciate ancient architectural engineering innovation, guiding them to realize that innovation has accompanied human development for thousands of years without stopping. Students are prompted to think about how, as archivists, they can innovatively protect, inherit, and promote excellent traditional Chinese culture, stimulating their cultural confidence. In addition to the "archival cultural function" knowledge point, Table 4 also presents the extraction of ideological elements for "archival educational function," "archival utilization," and "paper archives restoration," demonstrating high compatibility with the content characteristics of each knowledge point. The teaching of these ideological contents will have a lasting impact on students beyond the archival profession itself, influencing their learning in other disciplines and their careers.

**(2) Practical Teaching—Thematic Series Activities in Internships and Training.** The "practice" in "integrating theory and practice" refers to practical classroom education, mainly through stepping out of the classroom to organize thematic series activities in internships and training to consolidate professional theoretical knowledge and deepen ideological and political education. For example, under the unified guidance of teachers, archival science undergraduates visited JLU's History Museum and Science and Technology Museum to carry out the thematic practice activity of "Learning the Four Histories, Tracing Predecessors' Footsteps, Practicing Missions, and Bravely Shouldering

Responsibilities.” Through visiting the four exhibition areas—the preface hall, the historical evolution of the six pre-merger universities, JLU’s pride, and the rapid development of the new JLU—students learned about the university’s glorious 70-year journey of development despite difficulties. In this process, the predecessors’ spirit of hard work, perseverance, and entrepreneurship became precious ideological and political education materials. The practical classroom subtly encouraged students to always remember JLU’s spirit, undertake the responsibility of inheriting red genes, and simultaneously inspired archival students’ historical mission of “managing archives for the Party, preserving history for the country, and serving the people.”

**5.2.2 Combining Teaching and Doing** “Combining teaching and doing” emphasizes that on the basis of teachers’ theoretical and methodological instruction, students conduct innovative design and personally practice, absorbing and internalizing acquired professional knowledge and ideological elements in the process of doing.

**(1) Classroom Teaching by Teachers.** In teaching the knowledge content of “innovatively developing archival resources using modern information technology,” teachers used the “European Time Machine Project” as an example to explain how to innovatively apply modern information technology under digital backgrounds to vividly reproduce archival content and fully realize archival value. To implement the connection between theory and practice, teachers further guided students to create the work “3D Restoration of Qing Dynasty Court Sacrificial Ceremonies,” providing full guidance on the work’s background knowledge, creative purpose, value, methods, and techniques, and assigning specific development and production tasks.

**(2) Student Practice After Class.** After class, student teams worked on the “3D Restoration of Qing Dynasty Court Sacrificial Ceremonies” project, completing practical work such as data collection, script writing, modeling, animation production, and editing. During the creation process, students personally experienced various difficulties and challenges, as well as the immense joy and satisfaction of overcoming them. This not only improved their professional knowledge and skills but also cultivated their resilient quality of not fearing difficulties and enhanced their innovative practical abilities, achieving satisfactory results in curriculum ideology and politics education. The work “Qing Dynasty Court Changyu Sacrificial Ceremony” participated in the 3rd National College Students Extracurricular Science and Technology Works Competition for Archival Science Majors, standing out among 46 works from 28 universities and being rated as an excellent work, as shown in Figure 2 [Figure 2: see original paper] and Figure 3 [Figure 3: see original paper].

## 6. Conclusion

Jilin University’s LIAM discipline has achieved certain results in curriculum ideology and politics construction under the guidance of the “integration between

ideological education and innovation & entrepreneurship, coordination between schools and enterprises” model. JLU’s LIAM discipline curriculum ideology and politics construction integrates with the innovation and entrepreneurship education advantages of its affiliated teaching unit, the Management School, excavating curriculum ideology and politics elements by combining innovation and entrepreneurship spirit and responsibility, achieving complementary advantages and distinctive effects. It is recommended that LIAM discipline curriculum ideology and politics construction in China fully integrate the professional construction characteristics and talent cultivation advantages of their own teaching units to create distinctive features, further demonstrating personalization and richness in theoretical research and practical application. Overall, China’s LIAM discipline ideological and political education system and curriculum ideology and politics models still need further improvement, requiring continuous exploration and effort from LIAM professionals in future research.

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**Author Contributions:** Ma Jie: Proposed the research proposition and overall framework, wrote and revised the paper. Zhao Tianyuan: Wrote and revised the paper. Tian Yuan: Conducted research, collected and organized materials. Deng Jun: Provided, organized, and revised practical research materials.

**Abstract:** [Purpose/significance] In order to implement the important task of “fostering virtue through education” deployed by the state for universities in the new era, exploring the construction model of curriculum ideology and politics in the discipline of Library, Information, and Archives Management is not only helpful for promoting the process of ideological and political work in universities, but also of great significance for improving the quality of talent cultivation. [Method/process] By combing the connotation of curriculum ideology and politics, investigating the current status of curriculum ideology and politics construction in the LIAM discipline in China, combining the characteristics of Jilin University’s LIAM discipline, this paper constructs a curriculum ideology and politics construction model of “integration between ideological education and innovation & entrepreneurship, coordination between schools and enterprises,” and taking archival science as an example, introduces the practical experience and achievements of curriculum ideology and politics teaching under the guidance of this model. [Result/conclusion] The curriculum ideology and politics teaching model of “integration between ideological education and innovation & entrepreneurship, coordination between schools and enterprises” has certain practical guiding value. Although some progress has been made in LIAM curriculum ideology and politics construction, it is still urgent to conduct in-depth research on its theory and practice.

**Keywords:** curriculum ideology and politics; Library, Information, and Archives Management; integration between ideological education and innovation & entrepreneurship; coordination between schools and enterprises; Jilin University

*Note: Figure translations are in progress. See original paper for figures.*

*Source: ChinaXiv — Machine translation. Verify with original.*