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Bibliometric and Thematic Knowledge Graph Analysis of Postprints on Curriculum Ideology and Politics Research in Higher Education

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Abstract

[Purpose/Significance] To analyze and summarize the current research status in the field of curriculum ideology and politics, providing a reference for identifying research priorities in this domain. [Method/Process] This study employs a combined qualitative and quantitative research methodology, utilizing 946 literature samples in the field of curriculum ideology and politics published in core journals by undergraduate institutions from 2017 to 2021. After standardizing the literature keywords and conducting a thorough reading and analysis of the content, the literature is classified into three major research types—epistemology, methodology, and practice theory—and eight research themes: theoretical interpretation, ideological and political elements, teaching system, major-specific ideology and politics, classroom teaching, teaching staff, evaluation system, and planning and implementation. Bibliometric methods and VOSviewer software are further employed to analyze research trends in the field of curriculum ideology and politics and the characteristics of each research type and theme. [Results/Conclusion] The findings indicate that curriculum ideology and politics research is generally characterized by three features: integration with professional characteristics, Grand Ideology and Politics as the core, and emphasis on collaborative education. Based on these findings, it is recommended that research and practice in curriculum ideology and politics should align with the trend of specialization, be grounded in the framework of Grand Ideology and Politics, and leverage collaborative advantages.

Full Text

Bibliometric and Thematic Knowledge Map Analysis of Curriculum Ideological and Political Education Research in Universities

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Abstract

[Purpose/Significance] This study analyzes and summarizes the current state of curriculum ideological and political education research to provide a reference basis for grasping research priorities in this field. **[Method/Process]** Adopting a combined qualitative and quantitative approach, we examined 946 articles on curriculum ideological and political education published in core journals by undergraduate institutions from 2017 to 2021. After standardizing keywords and conducting content analysis, we classified the literature into three major research types—cognitive theory, methodological theory, and practical theory—and eight research themes: theoretical interpretation, ideological and political elements, teaching system, professional ideological and political education, classroom teaching, teacher team, evaluation system, and planning and implementation. Using bibliometric methods and VOSviewer software, we further analyzed research trends and characteristics of each type and theme. **[Result/Conclusion]** The findings reveal three key characteristics of curriculum ideological and political education research: integration with professional features, emphasis on comprehensive ideological and political education as the core, and focus on collaborative education. Based on these findings, we propose that future research and practice should embrace characteristic development, ground efforts in the comprehensive ideological and political education framework, and leverage collaborative advantages.

Keywords: curriculum ideological and political education; bibliometrics; knowledge map; domain analysis

Classification Number: G250; G641

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Curriculum ideological and political education is a comprehensive educational

concept proposed to meet the new demands of ideological and political work in higher education in the new era. It takes moral cultivation as the fundamental task, aims to align all teachers and courses with ideological and political education, and seeks to achieve the organic unity of knowledge transmission, value guidance, and ability cultivation. In 2017, the Ministry of Education issued the “Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions” [1], which proposed promoting classroom teaching reform with curriculum ideological and political education as the goal—marking the first appearance of “curriculum ideological and political education” in an official national document. In 2019, the General Office of the CPC Central Committee and the General Office of the State Council issued the “Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era” [2], requiring comprehensive advancement of curriculum ideological and political education in higher education and further emphasizing its important strategic position in ideological education. In 2020, the Ministry of Education released the “Guidelines for Curriculum Ideological and Political Education Construction in Higher Education Institutions” [3], providing more detailed guidance for implementation. With the introduction of these policy documents, universities have actively conducted theoretical research and practical exploration of curriculum ideological and political education, which has gradually become a new research hotspot in higher education, generating a growing body of literature for in-depth analysis. Against this background, this study adopts an informatics perspective to interpret curriculum ideological and political education research, using combined quantitative and qualitative analysis to conduct bibliometric analysis and knowledge mapping of the standardized literature data. Through content analysis, we examine the development and current state of research from three dimensions—research trends, research types, and research themes—to summarize characteristics of curriculum ideological and political education research and provide a reference for undergraduate universities to identify focal points for practice and research.

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Data and Methods

The data source for this study is the CNKI database. The search was conducted on February 1, 2022, using the professional search formula TKA= “课程思政” (curriculum ideological and political education), with document type limited to journal articles and journal sources limited to Peking University Core Journals and CSSCI. A total of 1,475 articles published by the end of 2021 were retrieved. The literature collection was further optimized through the following steps: (1) removing introductory articles, column prefaces, report abstracts, and similar document types; and (2) focusing on the research topic by excluding articles from non-undergraduate institutions based on the Ministry of Education’s list of undergraduate institutions. The final sample comprised 946 articles for analysis.

Using Python programming and manual reading, we processed the sample literature as follows:

(1) Synonymous keyword merging and cleaning. We used the edit distance algorithm to preliminarily classify similar keywords in the sample literature, then further optimized the classification through manual screening to form a synonymous keyword table for the curriculum ideological and political education field. Based on this table, we merged synonymous keywords in the sample literature and removed duplicates from merged keywords appearing in the same article, providing a standardized data foundation for subsequent thematic analysis.

(2) Literature research type classification. Drawing on philosophical principles, we classified curriculum ideological and political education literature into three research types: cognitive theory, methodological theory, and practical theory (see Table 1). In simple terms, cognitive theory concerns how to understand the problem, methodological theory seeks solutions, and practical theory addresses implementation. We argue that “cognitive theory” research in curriculum ideological and political education focuses on interpreting its connotation and extension, “methodological theory” research explores implementation pathways and construction methods, and “practical theory” research summarizes practical experiences or identifies existing problems based on implementation practice. By manually reading titles and abstracts, we assigned sample literature to corresponding research types. A single article could belong to multiple subtypes, with calculations performed separately for each subtype.

(3) Literature research theme classification. The “Guidelines for Curriculum Ideological and Political Education Construction in Higher Education Institutions” (hereinafter referred to as the “Guidelines”) provides goal orientation and basic norms for universities to carry out curriculum ideological and political education construction. To identify key points for research and implementation, we further analyzed the research literature in conjunction with the “Guidelines.” Accordingly, we divided curriculum ideological and political education research into eight themes: theoretical interpretation, ideological and political elements, teaching system, professional ideological and political edu-

cation, classroom teaching, teacher team, evaluation system, and planning and implementation (see Table 2). We assigned keywords clearly pointing to a specific research theme to the corresponding theme after standardization. A single article could belong to multiple research themes, with calculations performed separately for each theme.

Research Trend Analysis

We analyzed the annual cumulative number of publications, annual cumulative number of keywords, and annual new publications and keywords in the sample literature (see Figure 1 [Figure 1: see original paper]). Curriculum ideological and political education research first appeared in 2017. Overall, all indicators showed a year-by-year upward trend, allowing us to divide the development trend into two stages based on growth rates: the germination period and the growth period.

Germination Period (2017-2019): In 2017, the article “From Ideological and Political Courses to Curriculum Ideological and Political Education: Constructing the Ideological and Political Education Curriculum System in Higher Education from a Strategic Height” by Gao Deyi and Zong Aidong, published in *China Higher Education* [4], marked the first academic research explicitly themed on “curriculum ideological and political education” [5]. During this period, curriculum ideological and political education was still a new concept in higher education reform research, with relatively few publications on the topic. From 2018 to 2019, as a series of policy documents promoting curriculum ideological and political education construction were issued, the concept gradually attracted widespread attention in academia, triggering a research boom and yielding initial research results. During the germination period, both the cumulative and new keyword counts exceeded the literature count, indicating that research themes during this stage were diverse and updated rapidly, with the research scope continuously expanding.

Growth Period (2020-): Starting in 2020, the number of research publications entered a rapid growth phase, with research enthusiasm continuing to rise. The number of new publications in both 2020 and 2021 increased exponentially, with new publications in 2021 alone (519 articles) exceeding half of the total cumulative publications from 2017-2021 (946 articles). However, compared with the rapid growth in publication numbers, the growth of keyword numbers gradually slowed, suggesting that while research content continues to enrich, a relatively fixed research scope has been formed—that is, research has shifted from being divergent to being more targeted.

Research Type Analysis

The quantity and proportion of literature for each research type are shown in Table 3 . Methodological theory research accounts for the largest proportion (60%), representing the mainstream type of curriculum ideological and political

education research. Practical theory research ranks second (35%), indicating that curriculum ideological and political education construction in universities has been widely implemented and has produced a batch of practical results. Cognitive theory research accounts for the smallest proportion (13%), suggesting relatively fewer theoretical research achievements.

The annual proportion of sample literature for each subtype is shown in Figure 2 [Figure 2: see original paper]. Different types of research exhibit the following characteristics:

4.1 Curriculum Ideological and Political Education Cognitive Theory Research: Decreasing Proportion Over Time, Concentrated Research Themes

The proportion of cognitive theory research has been decreasing annually, indicating that scholars have gradually shifted their attention from theoretical research. Within cognitive theory research, general cognitive theory literature has accounted for a large proportion each year, focusing on the value connotation and conceptual analysis of curriculum ideological and political education. As an emerging concept, experts and scholars have offered different definitions based on curriculum perspectives [6], ideological and political perspectives [7], and reform perspectives [8], creating a “hundred schools of thought” situation in theoretical research. However, in terms of the growth trend in literature proportion, general cognitive theory research showed a significant decline in 2021, while special cognitive theory research proportion increased substantially. As the concept of curriculum ideological and political education becomes widely popularized, researchers may pay more attention to how to integrate its theory into specific professional teaching philosophies, interpreting curriculum ideological and political education in combination with specific professional characteristics. Relevant theoretical research has emerged in fields such as foreign languages [9-10], physical education [11-12], and journalism and communication [13], guiding the development of professional curriculum ideological and political education.

Curriculum Ideological and Political Education Methodological Theory Research: Stable Proportion Over 50%, Emphasizing Both Commonality and Individuality

Methodological theory research has consistently maintained a proportion above 50%, representing the preferred research type among scholars. In methodological theory research, common methodological literature accounted for a larger proportion in the early stage. This type of research provides overall direction for curriculum ideological and political education construction by discussing basic principles [14], implementation pathways [15], system construction [16], and key elements [17] that can be universally applied, meeting the common needs of curriculum ideological and political education reform. Since 2020, the proportion of individual methodological research has gradually surpassed that of common methodological research. Individual methodological research helps grasp the trend of higher education diversification, guiding curriculum ideological and po-

litical education construction in different types of institutions and majors such as science and engineering [18-19], agriculture and forestry [20-21], and finance and economics [22-23]. It scientifically formulates curriculum ideological and political education work plans that meet individual development needs based on regional characteristics, school types, and disciplinary features, more effectively guiding the implementation of curriculum ideological and political education reform.

Curriculum Ideological and Political Education Practical Theory Research: Increasing Proportion Annually, Focusing on Specific Courses with Macro Vision

The proportion of practical theory research has increased annually, gradually focusing on specific courses while maintaining a macro perspective. In practical theory research, macro-level practical research was more common in the early stage, focusing on implementation at the institutional [24-25] and professional [26-27] levels. In later stages, the proportion of micro-level practical research grew rapidly, far exceeding that of macro-level practical research. Micro-level practice focuses on specific courses, which are easier to implement compared with macro-level practice. Consequently, an increasing number of practical studies explore how to integrate ideological and political concepts into teaching designs for specific courses such as academic English [28], preventive medicine [29], and coordination chemistry [30], rather than discussing top-down teaching reforms, resulting in fewer studies on macro-level curriculum ideological and political education construction.

Research Theme Analysis

The division of themes and literature counts for curriculum ideological and political education are shown in Table 4 . Overall, research on the theme of professional ideological and political education leads by a large margin, with most research tending to combine with specific professional backgrounds. The themes of classroom teaching, teaching system, and ideological and political elements have relatively large literature numbers, focusing mainly on the implementation of curriculum ideological and political education at the teaching level. The themes of planning and implementation and theoretical interpretation have fewer literature numbers, primarily providing theoretical and decision-making support for curriculum ideological and political education construction. The themes of teacher team and evaluation system have the smallest literature numbers, indicating a lack of more targeted discussions on teachers and evaluation.

To further explore the characteristics of each theme, we used VOSviewer software to conduct co-occurrence analysis of keywords in literature belonging to the same research theme. In the temporal view of thematic keyword co-occurrence, the thickness of connecting lines and distance between keyword nodes represent co-occurrence strength, node size represents keyword frequency, and node color depth represents the average appearance time of the keyword. For example, the

keyword “knowledge transmission” appeared 5 times in 2021, 1 time in 2020, 2 times in 2019, and 2 times in 2017. In VOSviewer, the average appearance time is calculated as: $(2021 \times 5 + 2020 \times 1 + 2019 \times 2 + 2017 \times 2) / (5 + 1 + 2 + 2) = 2019.7$. We also identified and explored clusters of keywords with research significance.

Theoretical Interpretation Theme: Literature in this theme has an average appearance time of 2019.6-2020.4 (see Figure 3 [Figure 3: see original paper]). Theoretical interpretation research aims to guide practice by clarifying the essential connotation and basic principles of curriculum ideological and political education to identify implementation pathways, maintaining the unity of theoretical and practical logic. This research theme can be divided into two clusters: theoretical connotation and theoretical origins.

Cluster 1: Theoretical Connotation of Curriculum Ideological and Political Education. Keywords in this cluster have earlier average appearance years. Exploration of the connotation primarily focuses on the interrelationship and differentiation of three pairs of relationships: the dialectical unity between knowledge transmission and value guidance, the mutual complementarity and permeation between implicit and explicit education, and the expansion from ideological and political courses to curriculum ideological and political education. This cluster also includes the early representative theory “curriculum perspective,” which holds that curriculum ideological and political education is not about adding a new course or activity, but about integrating ideological and political education into all aspects and stages of curriculum teaching and reform in higher education, achieving moral cultivation imperceptibly [31]. With deeper understanding of comprehensive ideological and political education, the concept of “three-all education” gradually formed, emphasizing all-staff, whole-process, and all-round education [32].

Cluster 2: Theoretical Origins of Curriculum Ideological and Political Education. Keywords in this cluster have later average appearance years, exploring the development of curriculum ideological and political education from both vertical and horizontal perspectives. Vertically, it is considered a major innovation in Xi Jinping’s socialist education theory system with Chinese characteristics for the new era [33], endowing new-era connotations to traditional moral education thoughts [34]. Horizontally, it compares curriculum ideological and political education theory with representative Western educational theories, exploring similarities with Herbart’s educational teaching philosophy [35-36], as both essentially emphasize the educational function of teaching.

Ideological and Political Elements Theme: Literature in this theme has an average appearance time of 2020.4-2021.0 (see Figure 4 [Figure 4: see original paper]). The excavation of ideological and political elements aligns with professional and curriculum characteristics. For example, representative elements for immunology include the COVID-19 pandemic, for experimental courses include safety culture and scientific spirit, and for college Chinese include cultural confidence. Temporally, two distinct clusters emerged at different periods in

ideological and political elements research, reflecting a shift in excavation focus.

Cluster 1: Value Guidance Elements. In the early research stage, understanding of ideological and political elements had certain limitations, tending to incorporate content directly related to ideological and political education, such as moral education, cultural confidence, socialist core values, patriotism, and worldview education. These elements appeared earlier and with higher frequency, requiring high-level control of both ideological implications and professional knowledge for reasonable integration.

Cluster 2: Ability Cultivation Elements. With deeper interpretation and expansion of comprehensive ideological and political education concepts, the excavation of ideological and political elements has become more diversified, no longer limited to traditional ideological and political education scope. Elements such as innovation ability, thinking ability, information literacy education, aesthetic literacy, and vocational education have been integrated into curriculum ideological and political education. These elements focus more on ability cultivation, have broader applicable teaching content scope, and currently have lower discussion levels.

Teaching System Theme: Literature in this theme has an average appearance time of 2019.5-2021.0 (see Figure 5 [Figure 5: see original paper]). The teaching system theme comprehensively covers three different types of courses: professional courses, general education courses, and practical courses, researching how each type can construct a curriculum ideological and political education teaching system. Three corresponding clusters can be identified.

Cluster 1: Professional Courses. This cluster emphasizes the synergy between ideological and political courses and professional courses, discussing how explicitly education-oriented ideological and political courses and implicitly education-oriented professional courses can collaboratively educate students. Keywords appeared early with high attention and remain a hot topic.

Cluster 2: General Education Courses. These courses aim to enhance students' comprehensive qualities, with physical education and college English—two widely required public courses—receiving the most discussion. Physical education emphasizes the cultivation of sports spirit [37], while college English focuses on external communication and cultural confidence integration [38].

Cluster 3: Practical Courses. This cluster explores how to integrate curriculum ideological and political education into innovation and entrepreneurship courses and professional experimental courses. Innovation and entrepreneurship courses are usually related to cultivating independent innovation ability and emphasize vocational education [39]. Professional experimental courses are often associated with establishing a practical spirit of integrating knowledge and action, scientific spirit, while also teaching professional ethics [40] and laboratory safety culture [41].

Professional Ideological and Political Education Theme: Literature in

this theme has an average appearance time of 2020.0-2021.0 (see Figure 6 [Figure 6: see original paper]). Due to the large number of associated keywords, Figure 6 primarily filters high-frequency discipline and major keywords for co-occurrence analysis. From the average appearance time of nodes, early attention came from disciplines with higher ideological and political relevance such as social sciences, philosophy, law, and economics. With the promotion of curriculum ideological and political education reform, attention has diversified across majors, with current research widely distributed across various fields. Taking the five majors with higher keyword frequency as examples, we explore majors with higher attention to curriculum ideological and political education.

Cluster 1: Medical Majors Focused on Cultivating Applied Talents. Medical majors are highly practical, closely connected to daily life, and most importantly related to national health, accumulating rich real-world cases. For example, the COVID-19 pandemic in 2020 provided touching stories of medical staff fighting on the front line, offering valuable materials for ideological and political education in medical courses.

Clusters 2 and 3: Journalism and Communication [42] and Foreign Language Majors Closely Related to Ideology. Foreign language majors have obvious “foreign-related” characteristics, with students encountering knowledge systems carrying Western values during learning, which can easily influence their values [43]. Journalism and communication is an important pathway for external discourse, directly or indirectly reflecting the Party and state’s political positions, propositions, and viewpoints. Students in these majors require strengthened curriculum ideological and political education.

Cluster 4: Physical Education Majors Driven by Relevant Important Thoughts. Many physical education curriculum ideological and political education studies are based on General Secretary Xi Jinping’s important discourses on sports in the new era [44].

Cluster 5: Science and Engineering Majors with Less Obvious Ideological and Political Elements. Compared with humanities and social sciences majors, subtly integrating ideological and political elements into science and engineering courses is more challenging [45]. Therefore, many science and engineering majors have conducted in-depth research on this issue, further excavating elements such as scientific spirit, scientific thinking, and professional ethics that have high compatibility with science and engineering, exploring how to naturally integrate them into courses.

Classroom Teaching Theme: Literature in this theme has an average appearance time of 2020.0-2020.8 (see Figure 7 [Figure 7: see original paper]). Research on curriculum ideological and political education in classroom teaching covers the entire teaching process, from educational philosophy, teaching objectives, instructional design, teaching methods, teaching content, and teaching resources to more specific aspects such as teaching discourse and classroom environment. Teaching methods have received considerable discussion, with

case-based teaching most frequently mentioned, while diverse methods such as problem-based teaching, outcome-based teaching, and project-based teaching have also attracted attention. In the classroom teaching theme, the most numerous and concentrated keywords are related to informatization construction and teaching resource construction, highlighting two corresponding keyword clusters.

Cluster 1: Informatization Construction Supporting Curriculum Ideological and Political Education. Keywords in this cluster have earlier average appearance years. Early classroom teaching research focused more on informatization construction, using online teaching and blended teaching models to assist curriculum ideological and political education implementation, meeting the needs of online teaching during the pandemic. Some studies further provided cases on how to skillfully use digital resources and MOOC resources to solve the difficulty of balancing ideological and political content with professional teaching content [46].

Cluster 2: Integration of Curriculum Ideological and Political Education into Teaching Resources. Attention to how curriculum ideological and political education integrates into teaching guides, textbooks, and other resources has gradually increased, especially in English teaching which has seen more discussion and practice. The 2020 release of the “College English Teaching Guide” [47] added tasks for curriculum ideological and political education construction in college English, guiding current research in this area.

Teacher Team Theme: Literature in this theme has an average appearance time of 2019.5-2021.0 (see Figure 8 [Figure 8: see original paper]). This theme can be divided into two clusters, primarily discussing collaboration among teachers and team construction.

Cluster 1: Collaborative Education Among Different Types of Teachers. This cluster examines the positioning of different teacher roles—including ideological and political teachers, professional teachers, and counselors—in curriculum ideological and political education construction, particularly emphasizing mutual collaboration between professional teachers and ideological and political teachers. For example, from the perspective of professional teachers, how to achieve resonance with ideological and political teachers; and from the perspective of ideological and political teachers, how to participate in professional teachers’ teaching teams to assist in lesson preparation. Student management work in which counselors primarily participate—such as academic atmosphere construction, psychological counseling, and career guidance—is also regarded as an effective extension of curriculum ideological and political education teaching.

Cluster 2: Teacher Team Construction, Management, and Training. This cluster emphasizes strengthening teacher education, doing well in teachers’ ideological and political work, and particularly enhancing teachers’ curriculum ideological and political education teaching ability and awareness.

Evaluation System Theme: Literature in this theme has an average appearance time of 2020.0-2021.0 (see Figure 9 [Figure 9: see original paper]).

The evaluation system is usually closely integrated with incentive mechanisms, linking curriculum ideological and political education teaching evaluation with teacher performance assessment and reward systems. This theme can be divided into two clusters, focusing on different perspectives of curriculum ideological and political education evaluation.

Cluster 1: Evaluation of Curriculum Ideological and Political Education Construction Effectiveness. This cluster studies the evaluation system for quality control of curriculum ideological and political education construction, with evaluation subjects typically being teaching supervisors and students. Supervisors formulate scientific and diverse evaluation standards to comprehensively evaluate teaching effectiveness from multiple aspects including teaching objectives, content, and methods. Student evaluation focuses on satisfaction, self-gain, and sense of acquisition, emphasizing the establishment of a teaching and evaluation community. Based on feedback from evaluation results, teachers can promptly improve teaching strategies and enhance curriculum ideological and political education quality.

Cluster 2: Evaluation of Curriculum Ideological and Political Education and Professional Construction. This cluster discusses curriculum ideological and political education evaluation from the perspective of professional construction, treating curriculum ideological and political education effectiveness as an important component of professional certification and professional construction quality evaluation.

Planning and Implementation Theme: Literature in this theme has an average appearance time of 2019.0-2021.0 (see Figure 10 [Figure 10: see original paper]). As shown, nodes such as practical exploration and practical innovation have high co-occurrence strength with nodes such as theoretical logic and theoretical research, indicating that research on planning and implementation is usually based on theoretical interpretation of curriculum ideological and political education. Two important keyword clusters in this theme reflect that planning and implementation emphasizes both integrity and institutional characteristics.

Cluster 1: Overall Planning of Curriculum Ideological and Political Education Construction. Keywords in this cluster have earlier average appearance years. Early planning and implementation research more often took a macro perspective of comprehensive ideological and political education, discussing how to grasp key elements and comprehensively advance construction. It also emphasized giving play to the principal role of college party organizations in top-level design, constructing a curriculum ideological and political education construction system led by party committees and coordinated by various departments.

Cluster 2: Classified Guidance Based on Different Institutional Characteristics. This cluster studies implementation strategies for different types of universities, such as science and engineering institutions and agriculture and forestry institutions, which are professional institutions that should further combine curriculum

ideological and political education construction with new discipline construction such as “new engineering.” Application-oriented institutions reflect differences in talent cultivation models and should construct curriculum ideological and political education model systems based on institutional characteristics.

Conclusions and Recommendations

We compiled core literature on curriculum ideological and political education published by domestic undergraduate universities from 2017 to 2021. Through content analysis, we classified the literature into three research types—cognitive theory, methodological theory, and practical theory—revealing the distribution of research types in this field. Based on the “Guidelines,” we further divided the literature into eight research themes: theoretical interpretation, ideological and political elements, teaching system, professional ideological and political education, classroom teaching, teacher team, evaluation system, and planning and implementation. Using VOSviewer software, we constructed co-occurrence networks of high-frequency keywords for each theme to explore research focuses and evolution. Based on this analysis, we summarize three characteristics of curriculum ideological and political education research:

(1) Integration with Professional Features: Curriculum ideological and political education research tends to combine with specific majors. Three types of research from a professional perspective—special cognitive theory, individual methodological theory, and micro-level practical theory—will be the main growth points for future research. The excavation of ideological and political elements and discussion of planning strategies are also closely integrated with professional characteristics.

(2) Comprehensive Ideological and Political Education as the Core: Curriculum ideological and political education research takes the concept of comprehensive ideological and political education as the basic starting point. Comprehensive ideological and political education refers to openness in understanding the functional role, content system, and teaching carriers of ideological and political education [48]. The diversification of ideological and political elements, comprehensive coverage of teaching systems, breadth of professional ideological and political education, full-process nature of classroom teaching, and integrity of planning and implementation in the research themes all reflect the inheritance of the “comprehensive ideological and political education” concept.

(3) Emphasis on Collaborative Education: Curriculum ideological and political education is a collaborative system with multi-party linkages [49]. Collaboration emphasizes mutual cooperation among elements within the system [50]. In curriculum ideological and political education research, the coordination of various courses, mutual assistance among teacher teams, and joint construction of educational reforms all embody the concept of collaborative education.

Based on these three characteristics, we propose that future practice construction and theoretical research on curriculum ideological and political education

should focus on three aspects:

Grasp the Characteristic Trend: The essence of grasping the characteristic trend lies in analyzing specific issues concretely, consistently adhering to the principle of combining with actual conditions during construction and research. Beyond integrating institutional and professional characteristics in ideological and political element excavation and reform planning research, characteristic development can also be demonstrated in: (1) theoretical research—developing the basic theory of curriculum ideological and political education in line with current historical conditions and era backgrounds, while drawing on theoretical perspectives from different majors to enrich its connotation in specific fields and truly integrate it into teaching philosophies of various majors; (2) teaching system research—setting up differentiated curriculum ideological and political education models for different cultivation levels and stages, such as emphasizing practice-based education models for research-focused graduate students and course-based education for undergraduate students; and (3) evaluation system research—constructing characteristic curriculum ideological and political education teaching evaluation systems where evaluation dimensions correspond to specific course objectives, selecting appropriate evaluation methods based on teaching practice to improve feedback accuracy.

Ground Efforts in Comprehensive Ideological and Political Education: To conduct research and construction effectively, we must base efforts on the core of curriculum ideological and political education—“comprehensive ideological and political education”—and adhere to the whole-process, all-round education concept involving all staff. This means we can start from subtle ideological and political elements or from the overall layout of the curriculum ideological and political education system. Specifically: (1) broaden cognition of ideological and political education scope—for example, excavating ideological and political elements should not be limited to traditional connotations but should take educational goals as the core, mining all educational resources with positive value guidance [51], especially strengthening excavation of elements focusing on ability cultivation such as innovation ability, logical thinking ability, and autonomous learning ability, which currently have low discussion levels and significant research potential; (2) construct a higher education curriculum ideological and political education system that effectively connects the first classroom (various courses), second classroom (campus culture), and third classroom (social practice) [52], giving full play to the main channel role of classroom teaching while also utilizing the school’s material and spiritual environment as carriers of ideological and political education, especially academic atmosphere, campus activities, and teacher-student relationships, which exert subtle ideological and political education effects and deserve attention [53].

Leverage Collaborative Advantages: Leveraging collaborative advantages requires coordination both within the curriculum ideological and political education system and with other systems. (1) Regarding internal collaboration, we should not only focus on effective integration of resources among various

courses, full cooperation among different teaching subjects, and mutual matching of teaching elements [54], but also strengthen discussion of macro-level collaborative planning. For example, how to achieve collaborative innovation between teaching management and implementation, establishing a clearly defined curriculum ideological and political education construction work system; and how to build collaborative guarantees from top-level mechanisms to enable effective connection and synchronized efforts among systems, enhancing the overall coordination of curriculum ideological and political education work. (2) Regarding collaboration between curriculum ideological and political education construction and other education reform systems, curriculum ideological and political education construction shares common goals with “double first-class” construction, new discipline construction, and “golden course” construction—namely, improving higher education quality and cultivating talents meeting new-era demands. Therefore, how to achieve joint construction and sharing of achievements among these reform systems deserves further research. For example, curriculum ideological and political education effectiveness could be incorporated into “double first-class” construction and discipline evaluation, and experiences from golden course construction could be exchanged with curriculum ideological and political education construction to avoid isolation and fragmentation.

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Author Contributions

Ding Yao: Conducted research and wrote the paper.

Li Ling: Determined the research topic, revised the paper, and finalized the manuscript.

Zhang Jielong: Provided revision suggestions for the paper.

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

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