

Research on the Integration Path of Project-Based Teaching and Ideological and Political Education in Curricula for New Business Studies in the Digital Intelligence Era

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Abstract: Digital intelligence technology is changing the business logic and the required qualities of talent in New Business Studies, and new problems have arisen in the integration of value guidance and professional ability. The path of integration for project-based teaching and ideological and political education in the curriculum under the era of digital intelligence is the subject of this study. Based on the logic foundation of value transformation, it examines the iteration of talent cultivation goals, the expansion of the concept of ideological and political education in the curriculum, and the theoretical basis for their integration. This paper puts forward an endogenous ideological and political system, develops a framework for project-based teaching, and offers the principles of topic selection integration, ways of implicit embedding and indices of evaluation. The three integration models of digital intelligent technology are as follows: Dynamic allocation of ideological and political resources based on platforms; Ideological and political interaction in virtual reality integrated environments; Data-driven dynamic feedback on effects. The first goal of this paper is to explore the necessary conditions for using project-based teaching to transmit ideological and political education in the curriculum, and to provide theoretical support for the integration of professional education and value education in New Business Studies in the digital intelligence era.

Keywords: Digital Intelligence Era, New Business Studies, Project-based teaching, Ideological and political education in the curriculum, Integration path

Introduction

With new breakthroughs in the field of digital intelligence technology, the mode of operation for business activities and the form of value creation have changed significantly; therefore, new demands have arisen for the systematic restructuring of talent cultivation in New Business Studies. The traditional content of the business education course is mainly functional knowledge and basic management skills. Given that business activities in the era of digital intelligence are becoming increasingly data-driven and algorithmically controlled, the talents of today need to have cross-domain data literacy, be proficient in human-computer interaction and collaboration, and know when to use technology. Based on the development trend of the competency structure, people need to be technologically literate and also capable of critical thinking about the impact of technology today. Therefore, the content of ideological and political education in the curriculum for New Business Studies also needs to move away from the external spread of values and focus more on exploring the inherent ethical qualities of the system of professional knowledge in depth. Project-based teaching has the features of authentic contexts, problem-oriented approaches and inquiry processes; thus, it is in line with the general requirements of ideological and political education in the curriculum and can be used to achieve this goal. The purpose of this paper is to explore the theoretical basis, system and technology-driven model of integration for project-based teaching and ideological and political education in the curriculum of New Business Studies in the Digital Intelligence Era. It hopes to solve the problems of value leadership in business education due to changes in society and provide a theoretical basis for promoting the joint development of vocational education and moral education.

1. Value Orientation Shift of New Business Studies Education in the Digital Intelligence Era and the Logical Foundation for Ideological and Political Embedding

1.1 Iteration of Talent Cultivation Objectives for New Business Studies Driven by Digital Intelligence Technology

With the deep penetration of digital intelligence technology, the operating logic of business enterprises and the creation of value have been changed; therefore, all-round restructuring of the competency structure for talent in New Business Studies is required. Traditional business education mainly transmits functional knowledge and teaches students how to run a company. Given that business activities in the era of digital intelligence are now data-driven and algorithmically decided, talents need to have cross-domain data insight ability, human-machine collaboration skills, and the ability to judge the limits of technological application. Continuous innovation in business models and the gradual dissolution of industry boundaries have changed the focus of talent cultivation from single-role competencies to complex business problem-solving abilities; thus, there has been an increase in the demand for technology literacy and business acumen, and people are now being trained to integrate both. This iteration of the competency structure is not just the addition of some technology; it is a whole literacy system that can help people use technological tools effectively and critically evaluate the results of their use, thus providing strong support for deep reflection on the values of business education^[1].

The goals of talent education have changed, and as a result, the values promoted by education have also shifted. With the development of technology and algorithms, many enterprises have started to build detailed profiles of users based on their data and make data-driven decisions; therefore, it is necessary for new employees to be well-versed in these tools and also aware of the ethical issues in their use. Therefore, by cultivating students' data thinking and innovation ability in New Business Studies education, we should also promote their awareness of the social consequences of business activities so that they can identify potential conflicts of values in the pursuit of efficiency. To achieve the aim of fostering talent in New Business Studies in the era of digital intelligence, a literacy system that integrates technological literacy with values and moral education is needed; therefore, it is necessary to strengthen the integration of ideological and political education with professional education in the curriculum.

1.2 The Expansion of Connotations and the Function of Value Guidance in Ideological and Political Education in Curricula for New Business Studies

Ideological and political education in the curriculum for New Business Studies should not be regarded as the addition of external values; instead, it should be viewed as an exploration of the inherent ethical content in the professional knowledge system and an organised presentation of this content. With the spread of digital intelligent technology in the business sector, many ethical problems have arisen that are inherent in the process of business operation, such as issues of data ownership, fairness in algorithmic decision-making and attribution of responsibility for platform governance. The problems mentioned above fall under the professional knowledge system of New Business Studies and do not need to be added separately to the professional content. Therefore, the implementation of ideological and political education in the curriculum of New Business Studies education should cover the value dimension of professional teaching content to help students identify trade-offs among interests and value choices in the underlying technological application and learn business analysis methods.

With the addition of connotations, a new function of value guidance has been added to ideological and political education in the New Business Studies curriculum, and the way to achieve this is to integrate it with professional teaching. Help students consider the ethical issues of all choices in the analysis of business cases, make them think about the inclusive nature of new ideas in the deduction of business models, and help students develop a sense of responsibility for the results of algorithmic training in data analysis. Teaching activities can help students learn about values and develop good habits at the same time. Value guidance is not the transmission of professional knowledge; rather, it helps students gradually internalise the basic idea of responsible innovation in their studies and forms an internal norm that can guide them to recognise value conflicts and make rational choices in future business activities independently.

1.3 Theoretical Basis for the Coupling of Project-Based Teaching and Ideological and Political Education in the Curriculum

Project-based teaching has the features of authenticity, problem-orientation and inquiry-based learning; therefore, it is in line with the implementation requirements for ideological and political education in the curriculum of New Business Studies. Project-based teaching can create a simulated or real business environment for students to learn in, so many stages in the development of project tasks will naturally require value judgments, such as resource allocation, interest coordination, risk assessment, etc. Therefore, the addition of ideological and political content does not need to be done separately; rather, it can be naturally included in the value conflict of the project environment. To ensure the stability of a business project, learners should consider all kinds of impacts that a solution will have and focus on its technical feasibility; this process of consideration is also a particular manifestation of values in professional practice.

For the type of learning that can be achieved in a project, students need to cooperate and explore actively, so they will also develop a sense of responsibility. The formation of values is not the result of external teaching but rather occurs gradually through the process of teamwork, conflict of ideas and self-correction. Problems in decision-making or conflicts of interest during the course of the project can offer rich material for students to reflect on their own values and learn about the values of others. Through embodiment, this value will be realised and thus have a stronger effect on people's cognition and emotion. Therefore, it is possible to effectively integrate the cultivation of professional competence and values education at the level of teaching, providing a new way to build ideological and political education in the curriculum that combines professional attributes with educational effectiveness^[2].

2. The Endogenous Mechanism and Design Framework for Ideological and Political Elements in Project-Based Teaching

2.1 Principles for the Integrated Design of Project Topics and Ideological and Political Themes

The first step of project-based teaching is to select a project topic, and the value orientation of this topic will directly affect the depth and spontaneity of the integration of ideological and political education in the following lessons. The Design of project topics should be in line with the general direction of promoting professional attributes and values; that is to say, the business problems in the project tasks should naturally contain exploitable value dimensions and should not have moral education goals arbitrarily added to the professional content. Typical project topics in the area of New Business Studies in the era of digital intelligence, such as the design of digital marketing solutions, innovation in platform business models and optimisation of intelligent recommendation systems, naturally have problems related to the protection of user privacy, ethical boundaries of data and algorithms, and fairness. These are the links of professional judgement in the course of the project. In preparation for the above, the components of these values under the chosen topic have been clarified to provide a foundation for adding other ideas related to ideology and politics.

The General Design should be based on the actual circumstances and problems of the construction site. Project tasks that are in line with the actual conditions of the business often have multiple goals to be balanced and various interests that need to be coordinated; thus, they are good teaching cases for value analysis. The Design of project topics should not be simple technical drills but rather difficult problems that require students to consider the link between business innovation and social impact. In the context description section of the project task specification, related ethical issues are introduced in the problem background to help students develop a sense of responsibility for the value dimension at the beginning of the project and provide direction for value inquiry throughout the entire duration of the project.

2.2 Pathways for the Implicit Embedding of Ideological and Political Elements in the Project Process

Many ways to implicitly integrate ideological and political education are provided by the Design Process of project-based teaching, and the main idea is to embed the cultivation of values at all times in the process of project implementation. In a group, students need to divide the division of labour and distribute responsibilities for a project, and thus face problems arising from differences in interests and burdens among group members; at the same time, they develop a sense of social responsibility, learn to

share fairly, and begin to think inclusively. In the collection and analysis of information, it is necessary to verify the reliability of the data source, determine whether the analytical method is appropriate, and ensure the rigor of drawing conclusions; all these require the cultivation of academic ethics and professional integrity, so professional ethics can be developed in conjunction with the learning of professional skills^[3].

The first few choices of the project are suitable places for implicit education. When the project team does not know what to plan, how to distribute resources, or what risks will occur, the teacher can pose some leading questions to help the students consider all the ways these choices will affect the project. The above will help to incorporate the value dimension more naturally in the decision-making process and not just add it as an external requirement for selecting a technical option. The project progress report and the mid-term reflection are also ways to convey values education. Have students systematically list the problems they have encountered in the course of the project and how they have attempted to solve these problems; thus, they will be able to reflect on the values of their own choices and implicitly incorporate the ideological and political content in this way through active thinking.

2.3 Observational Indicators for the Ideological and Political Dimension in Project Outcome Evaluation

The construction of the project outcome evaluation system should go beyond the traditional reliance on technical feasibility or business logic as the main criteria and incorporate the concept of value into the professional assessment framework. The purpose of setting up observation indicators should be to identify values and ethical awareness in the results of the project, not to assign grades for students' values. How much attention has been paid to the impact on all parties in the project plan, how will one identify and deal with potential ethical risks, and whether there is a sense of balancing resource-use efficiency with social benefits are all points of observation. The above observation indicators have professional attributes and are operable; thus, the two dimensions of value and professional ability can be assessed at the same time.

At the same time, in the course of conducting the evaluation, all kinds of process-oriented materials and outcome-oriented materials should be used. The solution demonstration section, the explanation of the decision-making basis section, and the risk analysis section in the project report can all be considered textual bases for observing the ideological and political dimension. Note how the students answer the questions from the evaluators during the project defence, and pay attention to the depth of their thinking and the reasons for their evaluation of ethical problems or value conflicts. The evaluation subject should not make qualitative judgments about the students' values; rather, it should provide an objective description of the level of value consideration demonstrated in the project results by evaluating the achievement of specific indicator items. Observations will be made during the course of professional assessment, and thus, the evaluation of students' ideological and political qualities will not be a mere formality; rather, it will also show that the ability to make value judgments is an indispensable quality of a professional.

3. Integration Models of Project-Based Teaching and Ideological and Political Education in Curricula Enabled by Digital Intelligence Technology

3.1 The Dynamic Allocation Model of Ideological and Political Resources Based on Digital Intelligence Platforms

A Digital Intelligence Platform will be constructed to distribute the teaching materials for all the lessons in project teaching more evenly. In the old model, the distribution of ideological and political resources is relatively even, and it is difficult to meet all the demands for value-oriented materials in different areas of the project theme and at different times in teaching. Establish semantic links between the repository of ideological and political resources and the attributes of project tasks to dynamically adjust the distribution of resources by the digital intelligence platform according to different kinds of projects, their progress stage and team needs. In the Design Stage of the project, the platform can put forward ethical norms or industry standards for this area of the project, and if data collection is involved, related cases on the protection of privacy can also be mentioned. According to the actual circumstances, the required provisions for ideological and political education will be introduced gradually rather than in advance^[4].

A new set of resources has been added, and more generative resources will be collected in the

course of the project. Confusions students have about values in project discussions, ethical judgments they have formed based on the analysis of their decisions, and changes in their views as shown in reflection reports can all be turned into shareable teaching materials with platform tools. Generative resources have a sense of context and are related to the learners' own experiences, so they are more likely to attract the attention of learners in learning. Classify and annotate these resources, offer other suggestions for them, and then use these resources for recycling in the next project-based teaching to form a positive cycle of resource accumulation and optimisation of allocation to improve the targeting and effectiveness of the integration of ideological and political education.

3.2 The Ideological and Political Interaction Model of Project-Based Teaching in Virtual-Reality Integrated Scenarios

Intelligent Digital Technology has been used to build a virtual reality environment for a new kind of project-based teaching in deep ideological and political education. Many complex situations in business operations that are difficult to observe in actual life can be reproduced in virtual simulation environments, such as how platform algorithms work, the flow of data transactions and game patterns among all parties. Learners will run a business model, change the decision-making parameters, observe how the virtual environment is altered in real time as a result of these changes, and thus feel the abstract business ethics problems more directly through interaction. When students need to choose between increasing the efficiency and maintaining the fairness of a virtual environment, they will also do so according to their own values; this is rich material for further research.

Another reason to use virtual-reality integrated scenarios is that there will be some interaction with the real project team and the virtual world. Project groups in the physical classroom will discuss the business cases presented in the virtual scenarios, and the results of the online simulation will be used to lead the offline discussion; thus, a multi-level network of ideological and political interaction will be formed. Teachers are using smart digital tools at this time to collect information on what each group is talking about and how they are feeling, and they are prepared to respond quickly in case of an emergency. Due to the context of problems in the virtual environment, there is confusion about values and cognitive conflict among students; thus, offline interaction spaces need to be created to help these students resolve their confusion and conflict. The interaction cycle of virtual and real can be used to generate value ideas based on context and rationality^[5].

3.3 Data-driven Dynamic Feedback Model for the Effectiveness of Ideological and Political Integration

Digital intelligent technology has good data collection and analysis capabilities, so we can know in real time how well ideological and political education is being integrated into project-based teaching and make corresponding adjustments. All the multimodal data that are obtained during the process of project-based teaching, such as the text of group discussions, trajectories of decision-making records, contents of reflection logs, outcome presentation materials, etc., can be processed for feature extraction and pattern recognition using natural language processing and semantic network analysis. Based on the above data analysis, it can be seen that students' attention has changed during the course of the project, what changes have occurred in their foundation for value judgment, and how deeply they have considered ethical problems; thus, this paper offers a processual overview of the impact of ideological and political education^[6].

The goal of the dynamic feedback model is to adjust the teaching plan based on the analysis of data and improve teaching quality accordingly. Based on the data from all the project-based classes, a horizontal comparison will be conducted on the platform to determine which types of projects and embedding methods have achieved good integration of ideological and political education, and thus provide a foundation for improving subsequent instructional design. Specific information about the construction project will be given to the relevant project team to help the teachers better understand the students' thinking from a values perspective and adjust their teaching methods accordingly. Based on the above data, the results are not qualitative conclusions about students' values; rather, they are organised descriptions of their thinking processes and areas of interest, which can provide professional material for reflection for both teachers and students. Feedback is not to be seen as criticism; instead, it should be treated as a form of communication, and we can continuously improve the effectiveness of ideological and political education based on data by learning from experience.

Conclusion

The integration path of project-based teaching and ideological and political education in the curriculum for New Business Studies in the Digital Intelligence Era will be considered in the three parts of this paper: first, the logical foundation for value transformation; second, the endogenous mechanism and design framework of ideological and political elements; and third, integration models enabled by digital intelligence technology. Based on the above research, it has been determined that the cultivation goals of talent in New Business Studies based on digital intelligence technology are iterative, the direction for expanding the connotations of ideological and political education in the curriculum from external introduction to in-depth exploration of professional ethical dimensions has been clarified, and theoretical compatibility between project-based teaching and ideological and political education in the curriculum has been shown in terms of contextual features and learning mechanisms. At the level of integration mechanisms, this paper provides a general framework to show the general direction of designing integrated topic selection, implicit embedding paths and evaluation observation indicators, etc., in order to achieve the integration of ideological and political elements in all parts of project-based teaching. In terms of the level of technology enablement, this paper puts forward a model for the dynamic allocation of ideological and political resources based on digital intelligence platforms, a model for ideological and political interaction in virtual reality integrated environments, and a data-driven dynamic feedback mechanism of effectiveness; thus, it presents an operational form of the integration path supported by technology. Further research will be conducted on all kinds of attributes of ideological and political integration in project-based teaching in all subjects, as well as on the application scope of digital intelligence technology tools for value education, to promote all-round cultivation of professional ability and moral character in the new era of technological change in New Business Studies education.

Fund Projects

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