

# Exploration of Collaborative Education between Higher Vocational Ideological and Political Courses and Curriculum-based Ideological and Political Education

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**Abstract:** *With the deepening of the connotative development of vocational education, the organic integration of knowledge impartation and value guidance has become a significant issue in higher vocational education. This research focuses on the collaborative education between higher vocational ideological and political courses and curriculum-based ideological and political education, systematically exploring its theoretical logic, collaborative mechanisms, and practical pathways. It establishes the theoretical foundation through holistic educational philosophy, systems science theory, and constructivist learning theory; analyzes the logical connections between the two in terms of objectives, content, and process dimensions, clarifying their interactive, reinforcing, and balancing collaborative mechanisms; and proposes pathway models such as systematic integration, while constructing safeguard mechanisms involving organizational management, evaluation and incentive systems, and resource support to form an overall framework for collaborative education. This study provides theoretical support and practical guidance for addressing the disconnection between intellectual and moral education in higher vocational education, holding significant value for cultivating high-quality technical and skilled talents who possess both moral integrity and professional competence.*

**Keywords:** *Higher vocational education; Ideological and political courses; Curriculum-based ideological and political education; Collaborative education; Theoretical logic; Implementation pathways; Mechanism safeguards*

## Introduction

Given the high-quality development of vocational education in the new era, relying solely on ideological and political courses for value guidance can no longer adequately meet the need for cultivating well-rounded, high-quality technical and skilled talents. Promoting the collaborative education between ideological and political courses and curriculum-based ideological and political education has therefore become an important direction for reform in higher vocational education. Currently, challenges such as the disconnection between value guidance and knowledge impartation, as well as the insufficient integration of the educational functions across various courses, constrain the improvement of talent cultivation quality in higher vocational education. Based on holistic educational philosophy, systems theory, and constructivist theory, this study conducts an in-depth analysis of the theoretical foundation and contemporary value of collaborative ideological and political education. It systematically elucidates the collaborative mechanisms and internal logic between the two, and further constructs practical implementation pathways and safeguard mechanisms. This research holds significant theoretical and practical value for deepening the reform and innovation of higher vocational education, improving the framework of "Three-Wide Education" (all-round, whole-process, and all-staff education), and promoting the comprehensive and sustainable development of students.

## **1. The Theoretical Logic and Contemporary Value of Collaborative Ideological and Political Education in Higher Vocational Education**

### ***1.1 The Theoretical Foundation and Intellectual Origins of Collaborative Ideological and Political Education***

#### ***1.1.1 The Origin and Essential Principles of Holistic Educational Philosophy***

Holistic educational philosophy advocates the cultivation of the "complete person," emphasizing the unity of cognitive, emotional, and values development. This theory critiques the fragmentation of personality caused by instrumental rationality, positing that professional technical skills and professional ethical literacy constitute an indivisible whole. Collaborative ideological and political education bridges the gap between knowledge impartation and value guidance, thereby achieving the goal of whole-person education and returning vocational education to its essential purpose of nurturing individuals.

#### ***1.1.2 The Framework and Methodology of Systems Science Theory***

Systems theory provides critical methodological support for collaborative ideological and political education. It conceptualizes the higher vocational education system as a complex, open system composed of subsystems such as ideological and political courses, specialized courses, and practical teaching. According to the principles of holism and relativity in systems theory, the overall function of a system is not a simple summation of its subsystems' functions but depends on the non-linear interactions between them. Collaborative education involves optimizing the system's structure to facilitate the exchange of matter, energy, and information among various educational units. This process generates an emergent " $1+1>2$ " effect, thereby maximizing educational efficacy.

#### ***1.1.3 The Micro-Level Mechanism of Constructivist Learning Theory***

Constructivism posits that learning is a process in which the subject actively constructs meaning within multiple contexts. Value cognition formed within a single curricular context is limited. However, through repeated reinforcement and validation across multiple contexts such as specialized learning and practical training, the cross-contextual transfer and deep internalization of values can be achieved, laying the cognitive foundation for collaborative education<sup>[1]</sup>.

### ***1.2 Analysis of the Elemental Composition and Relationship within the Theoretical Logic of Collaborative Education***

#### ***1.2.1 The Integrative Logic at the Objective Level***

The integration of objectives establishes the fundamental purpose of the educational system, achieving a functional complementarity between the macro-level guidance of ideological and political courses and the micro-level infiltration of curriculum-based ideological and political education. The two maintain a high degree of consistency in top-level design while each emphasizing different specific functions, thereby forming a unified educational synergy that ensures the directionality and holistic nature of value guidance.

#### ***1.2.2 The Convergent Logic at the Content Level***

Content convergence is the core link moving collaborative education from concept to practice. This logic emphasizes the interconnection of values and mutual interpretation of meaning among different curricular knowledge systems. It requires transcending disciplinary barriers and organically integrating relevant value elements—such as the scientific spirit, engineering ethics, craftsman spirit, and patriotic sentiment—into the teaching of specialized knowledge. For instance, when teaching engineering technology, one can relate it to its environmental and social impacts to cultivate students' concept of sustainable development. This convergence is not a simple act of "tagging" but seeks an internal point of fit between the logic of values and the logic of knowledge, making values education as seamless as "salt dissolved in water," achieving a subtle and imperceptible effect.

#### ***1.2.3 The Coherent Logic at the Process Level***

Process coherence focuses on the continuity and synergy of educational activities across the temporal dimension. The formation of students' values is a long-term, progressive process of internalization. Collaborative education requires integrating values cultivation throughout the entire academic journey from a student's enrollment to graduation, achieving orderly connection and spiral

progression across different semesters and various courses. Ideological and political courses are responsible for laying the value foundation and providing an analytical framework, while the specialized courses and practical activities at different stages are tasked with repeatedly applying, testing, and deepening these values in diverse contexts. This forms a closed-loop educational process that is coherent from start to finish and continuously reinforced, preventing the fragmentation and disconnection of values education.

### ***1.3 The Contemporary Value and Practical Significance of Collaborative Ideological and Political Education***

#### ***1.3.1 Enabling the Connotative Development of Vocational Education***

Currently, vocational education is transitioning from scale expansion to a new stage of connotative enhancement. Collaborative education serves as the core engine driving this transformation. By breaking down the phenomenon of "two separate layers" between intellectual education and moral education, it propels higher vocational education back to its essential purpose of nurturing individuals, achieving the organic integration of knowledge impartation, skill development, and value cultivation. This is not only key to enhancing the comprehensive competitiveness of talents but also serves as a vital benchmark for measuring the modernization level of vocational education, providing a central fulcrum for constructing a high-quality vocational education system.

#### ***1.3.2 Addressing Challenges from Technological Ethics and Occupational Transitions***

The rapid development of disruptive technologies such as artificial intelligence and big data has triggered numerous ethical dilemmas and social concerns while simultaneously accelerating the iteration and obsolescence of occupational structures. In the face of an uncertain future workplace, collaborative education focuses on cultivating students' "transferable core competencies," including critical thinking, ethical judgment, innovative spirit, and occupational adaptability. This enables students not only to proficiently use existing technologies but also to understand the value logic behind them, equipping them with the resilience and wisdom to meet future professional challenges<sup>[2]</sup>.

#### ***1.3.3 Laying the Foundation for Students' Sustainable Careers***

The mission of education lies in empowering students for lifelong development. Through systematic value guidance, collaborative education helps students transcend a narrow view of skills merely for making a living, fostering a deep identification with professional roles, social responsibility, and personal value. This internally generated sense of professional mission and responsibility serves as the fundamental intrinsic motivation for stimulating lifelong learning and achieving a sustainable and high-quality career development. Thus, it establishes a positive interactive relationship between personal value realization and social progress.

## **2. The Collaborative Mechanism and Internal Logic Between Ideological and Political Courses and Curriculum-based Ideological and Political Education**

### ***2.1 The Collaborative Mechanism Between Ideological and Political Courses and Curriculum-based Ideological and Political Education***

#### ***2.1.1 The Bidirectional Interaction Mechanism of Value Guidance and Disciplinary Infiltration***

Ideological and political courses, serving as the primary vehicle for value guidance, are responsible for constructing a systematic framework for value cognition and providing students with fundamental theoretical tools to analyze social phenomena and professional ethics. Curriculum-based ideological and political education undertakes the function of disciplinary infiltration, translating abstract value concepts into specific ethical norms, professional conduct, and the scientific spirit within specialized fields. The two form a "macro-level guidance and micro-level infiltration" bidirectional interaction. The value orientation provided by ideological and political courses offers principle-based guidance for specialized teaching, while the specific contexts within specialized teaching, in turn, nourish and validate the universality of value theories.

#### ***2.1.2 The Complementary Reinforcement Mechanism of Theoretical Supply and Practical Application***

Ideological and political courses focus on the systematic supply of value theory, cultivating

students' value judgment abilities through logical argumentation and ideological explanation. Curriculum-based ideological and political education creates practical fields for the application of theory, enabling students to invoke and verify the value theories they have learned when solving professional problems or confronting technological ethical dilemmas. This mechanism facilitates the transformation from cognition to identification and from understanding to application. Through the cyclical interaction between theory and practice, it continuously reinforces the degree of students' value internalization, forming a stable structure of values.

### ***2.1.3 The Dynamic Balance Mechanism of Information Feedback and Systemic Regulation***

The collaborative system maintains dynamic balance by establishing continuous channels for information feedback. Practical issues such as deviations in value cognition or ethical perplexities reflected during the teaching process of curriculum-based ideological and political education provide practical grounds for updating the content and improving the methods of ideological and political courses. Simultaneously, theoretical developments in ideological and political courses, in turn, guide the direction for deeper exploration within curriculum-based ideological and political education. This bidirectional feedback and regulation endow the educational system with self-optimizing capabilities, allowing it to adjust collaborative strategies in a timely manner according to changes in internal and external environments.

## ***2.2 The Correlation and Interactive Relationship of Their Internal Logic***

### ***2.2.1 The Unity of the Educative Subject and the Divergence of Implementation Paths***

Ideological and political courses and curriculum-based ideological and political education share unity in their educative subject, jointly serving the goal of cultivating high-quality technical and skilled talents. However, significant differences exist in their implementation paths: ideological and political courses adopt a systematic and centralized approach of explicit education, while curriculum-based ideological and political education employs a fragmented and contextualized approach of implicit education. This logical relationship of "shared essence with differentiated approaches" ensures the unity of the educational direction while respecting the pedagogical principles of different courses, thereby forming a complementary educational structure.

### ***2.2.2 The Independence of Content Systems and the Coherence of Value Orientation***

As independent curricular forms, ideological and political courses and specialized courses maintain the integrity of their respective content systems. However, at the value level, they form a coherent and unified whole through meaningful connections. Elements contained within specialized courses, such as perspectives on history, dialectical thinking, and engineering ethics, resonate with the value system of ideological and political courses<sup>[3]</sup>. This logical characteristic of being "formally dispersed but spiritually cohesive" requires that in the teaching process, one must both preserve the independence of disciplinary knowledge and consciously construct internal connections at the value level.

### ***2.2.3 The Phased Nature of the Educational Process and the Sustained Nature of Educational Objectives***

From a temporal dimension, ideological and political courses and curriculum-based ideological and political education exhibit phased characteristics in the educational process. Ideological and political courses are conducted by semester according to the teaching plan, while specialized courses run throughout the entire training cycle. However, regarding educational objectives, value guidance demands continuity and consistency. This logical relationship of being "interleaved in timing yet consistent in objective" requires the two types of courses to maintain consistency in objectives and coherence in content throughout the entire talent cultivation process, thereby forming a sustained and reinforcing educational effect.

## ***2.3 The Systemic Characteristics and Operational Logic of the Collaborative Education Mechanism***

### ***2.3.1 The Holistic Characteristic and the Logic of Element Integration***

The collaborative ideological and political education system exhibits a distinct holistic characteristic. The educational efficacy of the system originates from the organic integration of its constituent elements, rather than from their simple aggregation. This characteristic necessitates breaking down the barriers between courses and achieving functional complementarity and efficacy multiplication between ideological and political courses and curriculum-based ideological and political

education through the integration of objectives, content, and resources. The absence of any element or a breakdown in their collaborative relationship would lead to a dissipation of the system's function, thereby affecting the overall educational outcome.

### ***2.3.2 The Hierarchical Characteristic and the Logic of Structural Optimization***

The collaborative education system possesses a clear hierarchical structure: the value guidance layer establishes the educational direction, the course implementation layer undertakes the educational function, and the support and safeguard layer provides resource backing. The operational logic between these levels follows the principle of "upper levels guiding lower levels, and lower levels supporting upper levels." Enhancing the system's efficacy relies on the continuous optimization of this hierarchical structure, which entails clarifying the functional positioning of each level, improving information transmission across levels, and strengthening cross-level collaborative interaction.

### ***2.3.3 The Dynamic Characteristic and the Logic of Adaptive Regulation***

The collaborative ideological and political education system is a dynamically developing open system that continuously evolves in response to changes in societal needs, technological environments, and educational philosophies. This characteristic requires the system to establish a sound adaptive regulation mechanism. Through continuous monitoring, evaluation, information feedback, and strategic adjustment, the system maintains a dynamic balance with the external environment. The vitality of the system is precisely reflected in this capacity for self-renewal and self-improvement based on environmental changes<sup>[4]</sup>.

## **3. Path Integration and Mechanism Safeguards for Collaborative Ideological and Political Education in Higher Vocational Education**

### ***3.1 Integration Models and Implementation Strategies for Collaborative Ideological and Political Education Paths***

#### ***3.1.1 Systematic Integration Path Led by Top-Level Design***

The systematic integration path emphasizes systematic planning from the very source of the talent cultivation program. By establishing dedicated task forces, this approach enables the integrated design of teaching objectives, content modules, and teaching schedules for both ideological and political courses and specialized courses. This ensures that the main thread of value guidance runs through the entire talent cultivation process. Implementation strategies for this path include formulating teaching guidelines for curriculum-based ideological and political education, establishing a curriculum standard review mechanism, and embedding collaborative education observation indicators within professional accreditation and evaluation processes. These measures institutionally guarantee the aligned and mutually reinforcing development of the two types of courses.

#### ***3.1.2 Modular Integration Path Through Curriculum Content Restructuring***

The modular integration path focuses on concrete implementation at the course level. It involves breaking down the original course boundaries to construct modular teaching content that integrates value elements. This path requires specialized course instructors and ideological and political education teachers to jointly form teaching teams. Together, they identify elements inherent in specialized courses, such as the scientific spirit, engineering ethics, and professional norms, and transform these into independent teaching modules. The implementation process necessitates the development of corresponding teaching resource libraries and case studies, along with the adoption of teaching methods like project-based learning and scenario simulation, thereby achieving the organic unity of value guidance and knowledge impartation.

#### ***3.1.3 Team-Based Integration Path Through Synergy Among Teaching Subjects***

The team-based integration path focuses on capacity building and collaboration mechanisms for the main agents of teaching implementation. This path involves establishing interdisciplinary teaching communities, regularly organizing activities such as collaborative lesson preparation, teaching observations, and thematic seminars. These activities foster the integration of ideas and the sharing of experiences among teachers from different disciplines. Implementation strategies include setting up teaching research projects dedicated to collaborative education, improving teacher development and training systems, and reflecting contributions to collaborative education within performance evaluations. These measures aim to stimulate teachers' endogenous motivation for participation.

### ***3.2 Principles and Institutional Design for Constructing Safeguard Mechanisms***

#### ***3.2.1 The Collaborative Principle and Design of the Organizational Management Mechanism***

The collaborative organizational management mechanism is designed following the principles of unified leadership, tiered responsibility, and division of labor with cooperation. This mechanism requires clarifying the specific duties and authorities of the three-tier management structure — the institutional level, the departmental/faculty level, and the teaching and research section level — in collaborative education, and establishing systems for regular consultation and information reporting. At the institutional design level, it is necessary to establish a dedicated Collaborative Education Steering Committee, formulate working charters and rules of procedure, thereby forming a closed-loop management system where decision-making, implementation, and supervision are interlinked. This ensures the sustained advancement of collaborative work<sup>[5]</sup>.

#### ***3.2.2 The Guiding Principle and Design of the Evaluation and Incentive Mechanism***

The guiding evaluation and incentive mechanism aims to steer teacher behavior through scientific evaluation criteria and reasonable incentive measures. This mechanism adheres to the principle of combining process-oriented and outcome-based assessment, integrating the effectiveness of collaborative education into the teaching quality evaluation system. In terms of institutional design, it is necessary to establish a multi-dimensional evaluation indicator system covering aspects such as curriculum design, teaching implementation, and educational outcomes. Simultaneously, evaluation results should be linked to teachers' vital interests, including faculty promotion, awards and recognition, and performance-based compensation, thereby creating an effective incentive effect.

#### ***3.2.3 The Sustainability Principle and Design of the Resource Support Mechanism***

The sustainable resource support mechanism is dedicated to providing long-term, stable conditional guarantees for collaborative education. This mechanism follows the principles of prioritized investment, dynamic adjustment, and efficient utilization. It involves establishing dedicated funding for collaborative education alongside a stable growth mechanism. Institutional designs include improving platforms for the co-construction and sharing of teaching resources, establishing a research project repository for collaborative education, and creating cultivation programs for demonstration courses and teaching teams. These systematized resource provisions ensure the sustainable development of collaborative education efforts.

### ***3.3 The Holistic Framework for the Collaborative Optimization of Paths and Mechanisms***

#### ***3.3.1 The Regulating Mechanism of Monitoring, Evaluation, and Dynamic Feedback***

Constructing a scientific monitoring and evaluation system is fundamental to achieving the collaborative optimization of paths and mechanisms. This framework involves establishing multi-dimensional monitoring indicators to regularly collect data on the teaching process, resource investment, and educational outcomes, thereby generating quality diagnostic reports on collaborative education. Concurrently, it establishes information feedback channels to promptly deliver evaluation results to management decision-making and teaching implementation processes. This provides an empirical basis for path adjustment and mechanism optimization, forming a continuous improvement cycle.

#### ***3.3.2 The Operational Logic of Closed-Loop Management and Iterative Refinement***

The collaborative optimization of paths and mechanisms follows the operational logic of closed-loop management. This framework connects stages such as goal setting, path implementation, mechanism safeguarding, monitoring and evaluation, and feedback-driven improvement into an organic whole, creating a spiraling cycle of enhancement. Each cycle involves a comprehensive assessment of the implementation effectiveness of the paths and the operational efficiency of the mechanisms. Based on this, targeted adjustments are made to the integration models, implementation strategies, and institutional designs, thereby achieving the self-improvement and iterative upgrading of the collaborative education system.

#### ***3.3.3 Ecological Development through Cultural Cultivation and Long-Term Sustainability***

The sustainable development of the collaborative education system ultimately relies on the construction of a favorable ecosystem. This framework emphasizes the cultivation of organizational culture. By highlighting exemplary cases of collaboration, disseminating successful experiences, and

fostering a cooperative atmosphere, it makes collaborative education a shared value pursuit and a conscious action among educators. Simultaneously, it focuses on the organic integration of institutional development and cultural cultivation. This results in a long-term development mechanism that relies on both institutional constraints and cultural guidance, ultimately constructing a collaborative education ecosystem with self-sustaining growth capabilities.

## Conclusion

This study constructs a comprehensive analytical framework encompassing theoretical foundations, collaborative mechanisms, and safeguard systems through a systematic analysis of the theoretical logic, internal mechanisms, and practical pathways for the collaborative education between ideological and political courses and curriculum-based ideological and political education in higher vocational education. The research demonstrates that collaborative ideological and political education is a complex systems engineering project involving the integration of objectives, convergence of content, and coherence of processes. It requires the establishment of collaborative mechanisms featuring the bidirectional interaction of value guidance and disciplinary infiltration, the complementary reinforcement of theoretical supply and practical application, and the dynamic balance of information feedback and systemic regulation. Furthermore, maximizing educational efficacy necessitates the integration of pathways led by top-level design, curriculum content restructuring, and synergy among teaching subjects, supported by multiple safeguards in organizational management, evaluation and incentives, and resource support.

Future research could further explore the specialized implementation strategies of curriculum-based ideological and political education across different major categories, deepen the construction of effect evaluation systems for collaborative education, and simultaneously focus on innovations in collaborative education models within the context of emerging technologies. This will continuously promote the in-depth development of both the theory and practice of collaborative ideological and political education in higher vocational education.

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