

A Study on the Integration of Ideological and Political Education into Chinese History Curriculum and the Collaborative Education Model of Industry-Education Integration

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ABSTRACT Current Chinese history education faces problems including weak connection between ideological and political education and professional teaching, insufficient integration of theory and practice, and limited development of students' comprehensive qualities. This paper constructs a three-in-one collaborative education framework that organically integrates ideological and political education in courses with industry-education integration. The Delphi method is used to establish the educational goal system, and the Analytic Hierarchy Process is applied to build a three-level evaluation model covering ideological-political, professional, and practical dimensions, with weights of 0.35, 0.38, and 0.27, respectively. A two-year teaching experiment involving 240 students from 12 universities is conducted using a three-stage teaching model of ideological-political guidance, professional deepening, and practical transformation. A university-enterprise collaborative platform is also established, and 24 industry training projects are developed. Results show that the experimental group improves by 43.8% in cultural confidence perception, 41.0% in historical material interpretation ability, 49.3% in innovative output, and from 0.58 to 0.89 in professional skills mastery, verifying the model's effectiveness.

INDEX TERMS chinese history education, ideological education, industry-education integration, collaborative education, talent cultivation

I. INTRODUCTION

THE significance of Chinese history education lies in inheriting historical heritage and cultivating professional historical talents. In the context of the ongoing further development of the reform of higher education, the history discipline is confronted with a two-sided challenge: on the one hand, the irrelevance between the ideological and political education and teaching in professions, and the role of value guidance has not been properly incorporated into the process of imparting historical knowledge; on the other hand, professional education is excessively oriented to theoretical research and does not pay enough attention to the development. Students are well equipped with the system of knowledge about dynastic history, yet they cannot convert historical resources to social services. This imbalance in talent nurturing and social requisites limits the sustainable evolution of Chinese history majors and necessitates the investigation of new models that more naturally merge the aims of education, didactic materials, and real world settings

[1,2].

The above dilemmas can be overcome through ideological and political education in curriculum and industry-education integration. Curriculum Ideological and political education needs to be incorporated into professional courses in the curriculum to accomplish the unity of knowledge transmission and value direction. Industry-education integration focuses on bridging the gap between the chain of education and the chain of industry, and nurtures application-oriented talents by schools-enterprise integration [3,4]. The two combined may be able to create a system of moral education-talent education-ability education. The paper dwells upon the features of the major of Chinese history, organizes a collaborative education model, applies the Delphi technique and hierarchical analysis technique to develop a scientific evaluation system, and proves the efficiency of the model with the help of two years of teaching experiments. The study aims to answer: How to naturally integrate ideological and political education into history courses? What to do to

develop a working school-enterprise collaboration system? Is it possible to enhance ideological and political thinking, professionalism and practice of students in one collaborative model of education? The findings of the research will be empirical evidence of reforming the history education.

II. RELATED WORK

The studies of ideological education and political education in historical courses are primarily concerned with unearthing ideological and political aspects of the teaching content. Historical events have been examined by scholars in a bid to draw out educational materials like patriotism, national spirit and institutional confidence. There are studies on how ancient Chinese governance thinking can be enlightened on modern governance and the educational role of the revolutionary tradition in teaching of modern history. Nevertheless, the current literature is predominantly on the stage of sharing cases and summarizing experience, without a systematic structure of learning objectives and an impact assessment system. The ideological and political education is often created in the form of special lectures or discussion sessions and is not really assimilated into the logical development process of the historical knowledge system [5,6]. The application of industry-education integration in the humanities remains in its nascent stages and lags behind other disciplines. As a whole, the engineering and business fields have developed relatively well-established models, such as the “CDIO” (Conceive-Design-Implement-Operate) framework in engineering and the “Modern Apprenticeship” system in vocational business education. These models emphasize a dual-mentor system and project-based learning, providing a reference for the “Three-in-One” framework proposed in this study, whereas history majors have traditionally been perceived to lack a standardized, large-scale industrial interface compared to STEM fields. While partnerships with museums and archives exist, they have often been limited to fragmented internships rather than a systematic integration of the “education-industry” chain. There are some studies on the worth of the internship and training of museums and archives, but the intensity of collaboration is minimal, and students are primarily engaged in secondary work, which makes it hard to get a system of training in professional skills. Although other areas like cultural heritage protection and local cultural development have opened up application opportunities to history majors, there is still no stable collaborative mechanism between the education and industry sectors and this has created a big gap between the training standards of talents and the needs of the industry [7,8]. The collaborative education theory focuses on the systematic combination of various subjects and factors, yet its research in history has minimal application. The models currently in use concentrate on ideological and political education, without in any way considering the development of ability; or they concentrate on practical training, at the expense of value guidance. The absence of a comprehensive design that embraces ideological and political education, professional

teaching and industry practice in a manner that is organic in nature results in fragmented educational impact and failure to create a cohesive-trainee force.

III. METHODS

A. CONSTRUCTION OF THE “THREE-IN-ONE” COLLABORATIVE EDUCATION FRAMEWORK

The three dimensions of ideological and political education in courses, professional teaching, and industrial practice have been incorporated in a single system of education in this study. Ideological and political education aspect pays attention to the value-forming role of history education, and develops the sense of historical responsibility and cultural confidence of students through the investigation of wisdom of ancient Chinese rule, the ethnic integration process, and law of cultural succession [9]. The professional dimension is concerned with such fundamental competencies as historical material analysis, historical interpretation, and spatiotemporal cognition, and enhances the understanding of the laws of historical development in students. The industrial aspect relates to the real requirements of the cultural heritage preservation, local history collection and the historical and cultural resources development, and defines 12 types of practice foundations, including public service institutions like museums (focused on exhibition and social education) and archives (focused on document preservation), as well as cultural enterprises. Unlike the former two, cultural enterprises function as market-oriented entities engaged in cultural creative industries, digital content production, and commercial tourism development, which require students to transform historical knowledge into market-competitive cultural products.

The mechanism of work of the framework is reflected in a three-dimensional interactive and pervasive relationship. Ideological and political education is no longer received as a separate unit, but rather integrated into the historical elucidation and analysis of professional courses. In general, the idea of a community with a common future of the mankind is described at once, when learning about the Silk Road. Professional teaching is nourished by industrial projects: the students who take part in the collection of local historical documents do not only fulfill their professional training, but also enrich their knowledge of the connection between history and reality by being in touch with the grass-root society. All three dimensions are closed-loop forms of teaching-cultivation-practice, with the teaching team, industry mentors and ideological and political workers involved in the whole process of cultivating talents.

B. ESTABLISHMENT OF AN EDUCATIONAL GOAL SYSTEM BASED ON THE DELPHI METHOD

This research formed an advisory committee of 28 professionals, comprising of 9 professors of history, 7 professionals in political education and 12 managers in the cultural heritage industry. A pretest questionnaire was developed which comprised of 48 candidate objectives and these

objectives included historical literacy, political awareness, and industry adaptation. The initial consultation sample gathered 26 questionnaires and the level of importance of each objective was rated by the experts on a scale of 1 to 5. Statistics indicated that the average scores for the ability to interpret historical documents were 4.7, and digital skills in cultural heritage only scored 3.2. On this basis, 12 low-scoring items were dropped, and 8 new objectives proposed by experts were inserted, such as the ability to narrate past events and the knowledge of growing red resources. The second wave of questionnaires was an assessment of the statistical findings of the first round to the experts and this necessitated a re-evaluation of 44 objectives. Kendall had a coefficient of harmony of 0.73, although there were considerable differences among the objectives, such as following the vanguard of international historiography. The third round of discussions touched on the controversial objectives and finally came up with 32 specific objectives, such as Marxist historiographical perspective, methods of studying dynastic histories, and survey of local cultural resources, which were divided into three broad areas of ideological and political character, professional knowledge, and practical skills.

C. DESIGN AND WEIGHT CALCULATION OF THE THREE-LEVEL INDICATOR EVALUATION MODEL

In this study, a three-level evaluation system target layer, criteria layer and indicator layer is built. The target layer is the effect of collaborative education in Chinese history major. The criteria layer establishes three major indicators, namely, ideological and political dimension, professional dimension and practice dimension. The ideological and political dimension has eight secondary indicators, such as historical materialism cognition, national cultural identity and social responsibility awareness. The professional aspect has 11 secondary measures, including historical material analysis, historical interpretation and academic writing. The practice dimension covers 13 secondary indicators, such as document collation, field investigation and exhibition design [10].

The 28 professionals mentioned above were invited to make pairwise comparisons of the relevance of the indicators, a judgment matrix was created with the 1-9 scaling method. The weight allocation was calculated by finding the largest eigenvalue and eigenvector of each of the matrices. The weight of the ideological and political dimension was 0.35, historical materialism was 0.28 of the dimension; the weight of the professional dimension was 0.38, historical material analysis was 0.31; and the weight of the practical dimension was 0.27, field investigation 0.35. The requirements were met by consistency tests which indicated that the consistency ratio of all matrices were less than 0.1. The weights of the 32 secondary indicators in the world were between 0.023 and 0.106, which constitute a measurable standard of evaluation.

D. IMPLEMENTATION PATH OF THE “IDEOLOGICAL AND POLITICAL GUIDANCE - PROFESSIONAL IN-DEPTH STUDY - PRACTICAL TRANSFORMATION” TEACHING MODEL

The ideological and political education aspect incorporates values education in the history curriculum. Learning about the unification of the Qin and Han dynasties in the context of the Ancient Chinese History, the lesson examines the role of centralized authority in the development of a multi-ethnic state, and helps students gain awareness of the historical nature of national identity. In the process of studying the May Fourth Movement in the context of the book of Modern Chinese History, the lesson relates it to the lives of young students who aspired to the national salvation, developing a feeling of responsibility. Teachers have made 127 ideological and political education teaching points in 18 professional courses with each having historical cases, theoretical explanations and discussion topics.

Training in historical research approaches is reinforced in the professional development stage. Students undertake a comparative study of various versions of the Records of the Grand Historian, learning textual collation skills; are engaged in local genealogy compilation projects, learning genealogical research paradigms; and study newspaper and periodical sources on the War of Resistance Against Japan, developing their skills in historical interpretation. It also features a semester-long series of historical paper workshops (totaling 24 credit hours), where students are guided through the rigorous academic cycle—from initial topic selection and archival source verification to final manuscript completion—under faculty supervision.

The practical application phase relates to industry real needs. Students are engaged in exhibition planning in museums, where they design a special exhibition about the Social Life in Jiangnan during the Ming Dynasty with their knowledge of the history of dynasties; they engage in architectural surveying and oral history collection work in ancient villages, they compile the plans of the cultural heritage protection work; they engage in annotation and collation of the local chronicles work by publishing houses.

IV. RESULTS AND DISCUSSION

A. EFFECTS ON STUDENTS’ IDEOLOGICAL AND POLITICAL AWARENESS AND PROFESSIONAL COMPETENCE ENHANCEMENT

Pre-tests as well as post-tests were carried out on 120 students in the experimental group and 120 students in the control group using a political and ideological awareness scale, and a professional competence test. Informed consent was obtained from all participants. There were three subscales in the political and ideological awareness scale: the understanding of historical materialism, the perception of cultural confidence and identification with social responsibility, with a total of 100 points. The professional competence test consisted of three parts: the interpretation of historical materials, historical argumentation, academic

writing, each part had a maximum of 100 points, and the average score was calculated. The exams were planned a week before and a week after commencement of teaching experiment, and given by an independent evaluation team. Paired-samples t-tests were used to analyze the data, and Table 1 provides the specific data.

The experimental group displayed significantly greater increases on all six indicators than the control group. The largest increase was in the perceived cultural confidence (29.8%), that is, the in-depth investigation of historical and cultural resources significantly enhanced the students' national cultural identity in the ideological and political education stage. The ability to analyze historical materials increased by 41.0%, which demonstrated that the literature training in the professional training stage had a significant impact. The increase of all indicators for the control group was slight, and the average increase rate was 7.2%, which demonstrated the validity of the unique position of cooperative education.

B. COMPARISON OF PRACTICAL INNOVATION ABILITY AND EMPLOYMENT COMPETITIVENESS DATA

Practical innovation capability test was done collaboratively by industry mentors and university educators and included three domains; quality of project completion, problem solving capability, and innovative output, rated on a 100-point scale. This index of employment competitiveness was computed by weighting three measures, i.e. mastery of professional skills, work adaptability, and employer appraisal, with the weights of 0, 1. The research followed 24 industrial training projects where 240 students participated, and project design, execution and deliverables were documented. One six months post-graduation, the employment data were gathered by using questionnaires and interviews with the companies, where the data were compiled on the level of salary, job fit, and employer satisfaction; the findings are presented in Table 2.

The experimental group saw a 49.3% increase in innovative output, demonstrating that the practical application process effectively stimulated students' innovative potential. Professional skills mastery improved from 0.58 to 0.89, a 53.4% increase, proving that the industry training program enabled students to truly master applicable vocational skills. Job adaptability reached 0.86, far exceeding the control group's 0.61, indicating that the school-enterprise collaborative training shortened the transition period from campus to the work place. The high employer evaluation score of 0.91 reflects the high recognition of the experimental group students' comprehensive qualities by enterprises, verifying that the talent cultivated by the collaborative education model meets the actual needs of industry.

C. ANALYSIS OF THE OPERATIONAL EFFECTIVENESS OF THE UNIVERSITY-ENTERPRISE COLLABORATION PLATFORM

A survey that measured the functioning of the collaborative platform was sent to 52 partner organisations, comprising 18 museums, 12 archives, 15 cultural enterprises, and 7 local history offices. The questionnaire measured four areas including student performance, platform operational efficiency, continuity of cooperation intentions, and matching of talent needs, on a five-point Likert scale. At the same time, actual data on the operation of the platform were statistically analyzed, including objective results, the rate of project completion, the rate of results adoption, and the rate of enterprise re-employment. To compare the effectiveness of collaborative education in various fields, the data on practical training of 240 students of various types of partner organizations were gathered. The analysis was conducted over the two years teaching experiment; Table 3 gives the results of the analysis.

The local history office obtained the best performance both in completion rate (100%) and in rate of adoption (100%), because students could directly apply the historical studies training they received in the school in the work content of the local history office, thus collating and verifying documents in full play. The re-employment rate of the cultural enterprise was the highest (58.3%), proving that the market-oriented institutions are more willing to employ systematically trained students for the long term. The archives score well in all indicators and the score of satisfaction was 4.58. That means that the archival work develops the skills of professionals and creates practical values. The museum had the largest number of participating students (72). The exhibition planning project enabled students to put historical knowledge into practice by producing public education items. The overall score of satisfaction was 4.62, which demonstrated the effectiveness of the cooperative platform.

TABLE 1. Effects of Ideological and Political Awareness on Professional Competency Enhancement

Test Dimensions	Pre-test of experimental group	Post-test of experimental group	Pre-test of control group	Post-test of control group
Historical materialism understanding	68.3	95.7	67.9	72.4
Perception of cultural confidence	71.5	92.8	70.8	76.2
Social responsibility recognition	65.2	94.6	66.1	70.8
Historical material interpretation ability	62.7	88.4	63.2	69.5
Historical argumentation ability	58.9	81.6	59.3	64.7
Academic writing skills	61.4	86.2	60.8	66.1

TABLE 2. Data Comparison

Evaluation indicators	Pre-test of experimental group	Post-test of experimental group	Pre-test of control group	Post-test of control group
Project completion quality	54.2	83.6	53.8	61.3
Problem-solving ability	51.7	79.8	52.1	59.4
Innovative output	48.3	72.1	47.9	54.2
Professional skills mastery	0.58	0.89	0.57	0.65
Job adaptability	0.52	0.86	0.53	0.61
Employer Evaluation	0.55	0.91	0.54	0.63

TABLE 3. Analysis Results

Types of Partners	Number of participating students	Project completion rate (%)	Adoption rate of results (%)	Enterprise re-employment rate (%)	Satisfaction score
Museum	72	94.4	87.5	45.8	4.62
Archives	48	97.9	91.7	52.1	4.58
Cultural enterprises	84	91.7	83.3	58.3	4.51
Local History Office	36	100.0	94.4	38.9	4.73

V. CONCLUSION

This paper has developed a model of collaborative education among Chinese history majors through incorporation of ideological and political education with industry-education integration, illustrating that the issue of the disconnect of theory and practice in professional education can be effectively resolved through the integration of value shaping, knowledge transmission and ability cultivation. The Delphi method with the Analytic Hierarchy Process (AHP) was used along with each other, providing the system of the educational goals with its scientific quality and functionality. The channel of transformation between the classroom learning and the industry practice was opened by the progressive teaching line of ideological and political orientation - professional deepening - practical transformation and the creation of the school-enterprise collaborative platform gave the students the practical training of the professional scenarios in reality. This model demonstrated a lot of benefits in the development of cultural identity, enhancement of professional competence, and development of innovation potential, confirming the possibility of developing application-oriented talents in the humanities. The research offers a systematic solution to the reform of history education and reference value to other majors of humanities and social sciences, but the impact of the model on the long-term and its cross-regional applicability remain to be followed up by the research.

AUTHOR CONTRIBUTIONS

Conceptualization –Liyue Zhou, Yiwen Zhao, Peng Jia, Bo Sun and Huixiao Jia; methodology – Liyue Zhou, Yiwen Zhao, Peng Jia, Bo Sun and Huixiao Jia; investigation – Liyue Zhou, Yiwen Zhao, Peng Jia, Bo Sun and Huixiao Jia; writing-original draft preparation – Liyue Zhou, Yiwen Zhao, Peng Jia, Bo Sun and Huixiao Jia. All authors have read and agreed to the published version of the manuscript.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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