

Research Article

Research on the Policy System and Operation Mechanism Configuration of Curriculum Ideology and Politics from a Long-Term Perspective

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Abstract

Based on the long-term perspective, this study discusses the supporting policy system and operation guarantee mechanism of ideological and political construction of economic and management professional courses in colleges from four aspects: organization system, evaluation reward and punishment, team construction and atmosphere creation. By the analysis of the supporting policy system and operation guarantee mechanism of the organizational system, it suggests that the curriculum ideological and political construction should innovate the organizational form, build a high-quality teaching team, set up a professional committee of curriculum ideological and political construction, and carry out multi-department cooperation. According to the analysis of the supporting policy system and operation guarantee mechanism based on the evaluation reward and punishment, it shows that the curriculum ideological and political construction should shape a diversified process supervision mechanism, build a four-in-one business administration curriculum ideological and political evaluation basis, establish the basic principles of teaching evaluation in line with the characteristics of business administration teaching, and meet the overall and specific teaching elements construction evaluation criteria. Based on the analysis of the supporting policy system and operation guarantee mechanism based on team construction, it indicates that curriculum ideological and political construction should deepen teachers' awareness of curriculum ideological and political construction, strengthen teachers' ability of curriculum ideological and political construction, build a dynamic interworking mechanism, and form a closed-loop curriculum ideological and political education system of "ability- consciousness". This study not only enriches the research on the policy system and operation mechanism configuration of curriculum ideology and politics from the long-term perspective, but also puts forward effective countermeasures to promote the long-term development of curriculum ideology and politics from the practical perspective.

Keywords

Policy System, Operation Mechanism Configuration, Curriculum Ideology and Politics, Long-Term Perspective

1. Introduction

Although many colleges attach importance to the ideological and political construction of professional courses, there

are still prominent problems such as "insufficient implementation of curriculum ideological and political construction",

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Received: 2 March 2025; **Accepted:** 19 March 2025; **Published:** 10 April 2025



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"input-output effect of curriculum ideological and political construction is not outstanding", and "curriculum ideological and political construction focuses on short-term results but ignores long-term results" [1, 2]. Thus, the comprehensive construction of the long-term mechanism of curriculum ideology and politics has become an urgent need for the reform of ideological and political education in colleges. Therefore, based on the long-term perspective, exploring the supporting policy system and operation guarantee mechanism of curriculum ideology and politics is of great significance to the sustainable and efficient construction of university curriculum ideology and politics. The supporting policy system and operation guarantee mechanism of "curriculum ideological and political construction" is a strong guarantee for the lasting and long-term development of curriculum ideological and political construction. It can not only effectively promote the efficient operation of curriculum ideological and political construction, but also effectively guarantee the long-term effect of curriculum ideological and political construction, so that the curriculum ideological and political construction can better balance the short-term and long-term results, and then promote the achievement of curriculum ideological and political construction to "take root".

The policy system and operation guarantee mechanism have the characteristics of long-term, forward-looking and diversified. The supporting policy system and operation guarantee mechanism of "curriculum ideology and politics" are the concrete application of the policy system and operation guarantee mechanism in the context of "curriculum ideology and politics" construction. It specifically refers to the policy system and operation mechanism in the implementation process of curriculum thought and politics, including the process supervision and performance evaluation system of "curriculum thought and politics", the implementation system of "curriculum thought and politics" with clear division of labor, clear responsibility and linkage up and down. It also includes an effective way to enhance teachers' awareness and ability of "curriculum thinking and politics", so as to create an effective ideological and political atmosphere for the construction of "curriculum thinking and politics".

As a long-term plan, it is necessary to construct a forward-looking policy system and operation guarantee mechanism. Although some scholars have discussed the key issues of the construction of "curriculum thought and politics" and proposed corresponding implementation paths and methods accordingly [1, 3], however, in the process of practical path selection and method application of the construction of curriculum ideology and politics, scant attention is paid to the matching policy system and operation guarantee mechanism. Although there are few relevant studies devoted to exploring the short-term effects of the construction of curriculum ideology and politics [4, 5], often ignore the long-term characteristics of curriculum ideological and political construction. In practice, the construction of "curriculum thinking and

politics" is not a matter of one day, and the sustainable development of "curriculum thinking and politics" must attach great importance to the related supporting policies, systems and operation guarantee mechanism. It is of great theoretical and practical significance to systematically and deeply explore the policy system and guarantee mechanism of curriculum ideology and politics construction from the perspective of long-term development.

Accordingly, this study seeks to systematically explore the supporting policies, systems and operation guarantee mechanisms for deepening the construction of curriculum ideology and politics for economic and management majors in colleges and universities in the new era from the four aspects of organizational system, evaluation of rewards and punishments, team construction and atmosphere creation. The specific research points are as follows. To improve the organizational system, the aim is to build a "curriculum ideology and politics" implementation system with clear division of labor, clear responsibility and linkage. To improve the reward and punishment assessment, the purpose is to build the process supervision and performance evaluation system of "curriculum thinking and politics", and effectively improve the teaching quality and effect of "curriculum thinking and politics". Strengthening the team construction aims to build an effective way to enhance teachers' consciousness and ability of "curriculum thinking and politics". The aim of creating an ideological and political atmosphere is to promote the effectiveness of "curriculum ideological and political" construction through teaching seminars, salons and demonstrations.

2. Supporting Policy System and Operation Guarantee Mechanism Based on Organizational System

The construction of a curriculum ideology and politics implementation system with clear division of labor, clear responsibility and top-down linkage is a strong guarantee for the smooth development of curriculum ideology and politics [2]. According to the characteristics of business administration course ideology and politics, the improvement of organizational system should start from four aspects: innovation of organizational form, participation of secondary colleges, establishment of curriculum ideology and politics professional committee and multi-department cooperation.

2.1. Innovating Organizational Forms and Building High-quality Teaching Teams

Compared with the ideological and political construction of other subject courses, the ideological and political education of business administration courses faces particularly prominent challenges in the construction of teaching team, mainly with the following problems. First, there are a large number of

teachers with different professional backgrounds. Second, teachers have different teaching motives and different teaching levels. Third, there are great differences in teachers' teaching concepts and teaching methods, and it is difficult to unify the teaching process. Fourth, the mobility of the teaching team is large, and the overall teaching ability of the team is difficult to improve.

A large team is more likely to lead to teaching changes caused by the change of team members, which directly affects the overall teaching ability of the team.

To overcome the above problems, we should innovate the form of organization and help improve the level of ideological and political education of teaching team. Specifically, we should develop research-oriented teaching organizations. Focus on the research and practice of teaching methods, the development of teaching cases and the research of hot or frontier issues in the field of the course. For example, the courses "Innovation and Entrepreneurship Management" and "Innovative Thinking and Innovative Methods" should develop corresponding ideological and political teaching cases, and carry out research on digital innovation and entrepreneurship.

2.2. Establishing a Professional Committee for Curriculum Ideological and Political Construction

Under the unified leadership of the university party committee, each college should give full play to the main role of the school of economics and management in the ideological and political construction of business administration courses. The establishment of high-level ideological and political course experts in the field of business administration, front-line teaching teachers, responsible for the ideological and political construction of the target guidance, professional consultation and phased supervision and evaluation. Specifically, it includes providing expert guidance for the ideological and political construction of business administration courses in colleges and universities, formulating the outline of business administration course construction planning and implementation opinions, doing a good job in the ideological and political training of business administration courses, guiding the design of the ideological and political system of business administration courses and the construction of textbooks, and organizing ideological and political exchanges and discussions in different subject courses.

3. Supporting Policy System and Operation Guarantee Mechanism Based on Evaluation of Rewards and Punishments

To improve the reward and punishment assessment, the

purpose is to construct the supervision and performance evaluation system of curriculum ideological and political process, and effectively improve the teaching quality and effect of curriculum ideological and political. Meanwhile, whether the curriculum ideological and political performance evaluation system is reasonable is related to the effectiveness of the curriculum ideological and political process supervision. To do well in the teaching evaluation management of business administration courses, it is necessary to understand the characteristics of business administration courses, and carry out the teaching evaluation management on this basis.

Besides the common characteristics, the ideological and political teaching of business administration courses also has its special features [6, 7]. For example, the curriculum system usually includes theoretical and practical courses, diversified teaching space and teaching mode, facing the complex objective world, while pursuing the scientific nature of management, more emphasis on the artistry of management. This requires business administration courses to emphasize more situational embedment, subjective initiative and other training and edification. How to integrate the subject characteristics of business administration courses with the common characteristics of ideological and political teaching of business administration courses should be paid attention to in the evaluation management of ideological and political teaching of business administration courses [8]. On the basis of understanding the teaching characteristics of business administration courses, we should do a good job in teaching evaluation management from three aspects: evaluation basis, evaluation principle, evaluation standard and evaluation strategy.

3.1. Creating a Diversified Process Supervision Mechanism

Shaping the diversified process supervision mechanism mainly focuses on perfecting the curriculum ideological and political platform mechanism, evaluation mechanism and supervision mechanism. First, establish an evaluation mechanism based on goals such as curriculum construction, teaching ability, and student morality, and link the effectiveness of curriculum ideological and political education with the promotion of teachers' positions, title evaluation, class fee, etc. [3]. The second is to establish a teaching quality supervision mechanism at school, college and department level, to conduct all-round supervision and evaluation of all links of ideological and political education of business administration courses, and ensure that "curriculum ideological and political education" runs through the whole process of education and teaching of business administration courses. The third is to build a sharing platform for teachers to share ideological and political teaching results and a mutual learning platform for teachers to exchange teaching experience. The results-oriented supervision mechanism is to promote sharing by platform, exchange by sharing, and supervision by exchange.

3.2. Building a Four-in-One Ideological and Political Evaluation Basis for Business Administration Courses

Establishing the evaluation basis is the premise of doing well in the evaluation management of ideological and political teaching of business administration courses. The details can be expanded from the following four aspects. First, elements such as social responsibility, family feelings, ethics, legal awareness, scientific spirit, traditional culture, and road confidence are fully integrated into classroom teaching. Second, all teachers, the whole process, all-round education, bearing in mind the nature of education, grasp the needs of students, enhance the depth of ideological and political curriculum. The third is to improve the basic teaching organization, coordinate and unify the pace of teachers, provide standardized and standardized teaching standards output, and carry out curriculum ideology and politics through the highly coordinated path of online/offline, in-class/extra-class. The fourth is to grasp the degree, grasp the recessive characteristics, choose the way that students are happy to see, and realize the transformation from flood irrigation to precise drip irrigation.

3.3. Conforming to the Characteristics of Business Administration Teaching and Establish the Basic Principles of Teaching Evaluation

According to the characteristics of ideological and political teaching of business administration courses, the teaching evaluation of ideological and political teaching of business administration courses should follow the following basic principles.

First, different business administration teachers have differences in professional knowledge, teaching style and life experience, which makes the ideological and political content designed by professional teachers of the same course around a certain knowledge point different. Therefore, based on the above two considerations, the teaching evaluation of business administration courses should not limit the content and form mechanically, but should give full play to its subjective initiative to achieve the teaching effect of "moisten things silently".

Second, the ideological and political characteristics of business administration courses determine that their implementation methods should be diversified, which is manifested as concealed content, diversified forms, and personalized methods [9]. Hence, the ideological and political teaching evaluation of business administration courses should also be comprehensive according to the diversification of its implementation methods, so as to encourage teachers to adopt teaching strategies that are consistent with the characteristics of business administration courses, and form a comprehensive and three-dimensional ideological and political teaching sys-

tem of business administration courses.

Third, curriculum ideology and politics are often difficult to be evaluated by objective knowledge due to its recessive teaching characteristics. However, successful curriculum ideology and politics teaching will inevitably give correct guidance to young students' three views and professional attitudes [4]. Thus, the evaluation of ideological and political teaching of business administration courses should take into account the characteristics of ideological and political teaching and the connotation of professional teaching, and focus on the shaping of students' ideological character, their attitude towards professional learning and their attention to society.

3.4. Constructing Evaluation Criteria Based on Integrity and Specific Teaching Elements

The evaluation criteria of teaching can be elaborated from two aspects: the overall evaluation criteria and the specific evaluation criteria of teaching elements. The former constructs corresponding evaluation dimensions based on the teaching content, form and method of curriculum ideological and political education, such as the advocacy of The times of ideological and political elements, the diversity of teaching content, the practicality of ideological and political education orientation, and the rationality of the application of teaching methods. The latter establishes the evaluation criteria based on the basic teaching elements of curriculum ideology and politics.

Specifically, one is to evaluate teaching objectives. According to the overall goal of ideological and political education of business administration courses, the teaching content is taken as the fulcrum to subdivide the secondary education goals step by step, so as to organically integrate the specialized knowledge points and ideological and political elements under the subdivision, and jointly serve the overall goal.

The second is to evaluate the rationality of teaching content layout. Teachers should clarify the corresponding ideological and political elements in the professional knowledge narration and case teaching of this course/course, and reasonably allocate the proportion of ideological and political content and professional content in this course/course on the premise of ensuring the teaching quality.

The third is to evaluate teaching assessment methods. Considering the ideological and political characteristics of business administration courses, it is suggested to adopt the recessive assessment as the main method and the explicit assessment as the auxiliary method. The hidden examination is reflected in the daily thematic discussion and the open examination questions that incorporate ideological and political elements in the end of the semester. The explicit assessment is to organize students to interpret the class and assign homework around the ideological and political issues of the specific curriculum.

3.5. Forming a Dual Evaluation Strategy Based on the Characteristics of Ideological and Political Teaching

Because the teaching effect of curriculum ideology and politics is often difficult to be evaluated terminally through knowledge assessment [10]. Combining with the characteristics of ideological and political teaching of business administration courses, this paper puts forward the following two teaching evaluation strategies.

On the one hand, the recessive evaluation of curriculum ideological and political effect orientation. First, examine the knowledge of ideological and political education integrated into professional positions. Second, the professional learning effect of young students under the background of ideological and political education. The former judge the ability of young students to use knowledge in the form of combining ideological and political education knowledge with professional knowledge and methods. By analyzing the professional assessment results of young students, such as course assessment, graduation design, and daily classroom performance, such as project assignments and speech records, the latter judges the degree and direction of the influence of curriculum ideological and political education on the learning results of young students, and ensures that curriculum ideological and political education and professional education meet each other halfway and promote each other [11].

On the other hand, the explicit evaluation of curriculum ideological and political effect orientation. First, multi-agent evaluation. The evaluation subject can be composed of teachers, teaching and management personnel, counselors, classmates, etc. [3]. Teachers mainly make comprehensive evaluation of students' performance, while other subjects mainly make special evaluation based on students' performance in specific aspects. Second, questionnaire quantitative evaluation. The design is consistent with the characteristics of business administration courses and can keenly capture young students' feelings and cognition on the ideological and political content of the courses. Questionnaire survey is adopted and data analysis is carried out.

4. Supporting Policy System and Operation Guarantee Mechanism Based on Team Construction

Teachers are the key subjects and the core implementers of curriculum ideological and political education. The construction of teachers is the prerequisite to ensure the effective development of ideological and political teaching activities in business administration courses. Different disciplines have different requirements for young students' knowledge and skills, and the characteristics of different disciplines also put forward corresponding requirements for teachers to design course structure and course content. In the ideological and

political teaching activities of business administration courses, the teachers and young students as the participants in the course of ideological and political teaching, how to exert the initiative and innovation of the teachers in the course of ideological and political teaching? How to promote young students to understand the connotation of ideological and political thinking of business administration courses, build ideological and political thinking and enhance their ideological and political ability? Combining with the characteristics of ideological and political teaching in business administration courses, we should pay more attention to the construction of teachers' consciousness and ability in ideological and political teaching.

4.1. Deepening Teachers' Ideological and Political Awareness of Curriculum

Classroom education is the core concern of curriculum thinking and politics. In the curriculum, the core idea of implementing the people-oriented is often simply alienated to overemphasize the dominant position of students, but neglect or forget the leading role of teachers and the educational function of the curriculum content. Under the new requirements of deepening curriculum reform and implementing the fundamental task of cultivating morality and talents, classroom teaching should strive to coordinate the cultural value of curriculum, the leading role of teachers and the main position of students in classroom teaching activities, so as to effectively ensure that the educational function of curriculum, the educational function of teachers and the independent development momentum of students can be fully released. Make classroom teaching really play the function of educating people.

Additionally, if we only pay attention to the active party of curriculum ideological and political education, that is, the teacher, it is easy to ignore the status of young students on the receiving side of curriculum ideological and political education. Therefore, in addition to the one-way indoctrination of teachers in ideological and political education, the initiative of young students at the receiving end is equally important. How to stimulate young students' interest in learning? How to improve the participation of young students in curriculum ideological and political education and give play to their subjective initiative? How to guide young students to conduct in-depth thinking and summary around the curriculum ideological and political education? Whether these problems can be properly solved is directly related to the effectiveness of ideological and political education in the curriculum. Therefore, the inclusion of ideological and political elements in business administration courses should fully consider the judgment and reasoning ability of young students. Through the presentation of meaningful and inspiring events, it can stimulate young students' interest in learning and enthusiasm for participation, and train young students' problem response and practical ability in the face of real situations.

4.2. Strengthening Teachers' Ideological and Political Ability

First, curriculum ideological and political teachers should dig deeply into the ideological and political elements of business administration courses. Teachers should fully explore the ideological and political elements in teaching on the basis of a comprehensive understanding of the connotation and extension of ideology and politics, and transfer them to students properly, so as to reverse the tendency of emphasizing knowledge and ability and neglecting value dissemination. In the specific teaching, it can integrate the explicit and implicit educational elements in the professional teaching, highlight the educational content related to the professional theme, and guide students to grasp some macro values. Based on the teaching form and teaching links, the learning community is formed, and the task of consulting and discussing before class is assigned. In the process of explanation, students' critical thinking is developed by means of rhetorical questions, positive and negative opinions, and evaluation while presenting language knowledge, article content, and expanding viewpoints. Based on the talent training goals of colleges and universities, targeted ideological and political points can be set up.

Second, it is necessary to strengthen the construction of classroom teaching and construct the ideological and political teaching system of business administration courses. Business administration courses should run through all links of online and offline teaching activities, explain the ideological and political content of business administration courses and focus

on the construction of supporting textbooks, and promote the course ideological and political content, teaching material training program, teaching plan courseware, and course assessment of young students.

Third, when carrying out ideological and political curriculum, teachers should pay attention to the needs of students, pass ideological and political elements to students artistically, and consider from the perspective of "how to teach well".

4.3. Constructing a Dynamic Interworking Mechanism

Two-way communication and real-time feedback between the implementors, i.e., the teachers, and the recipients, i.e., the young students, should also be promoted. Specifically, when teachers carry out ideological and political education of business administration courses in the whole process, through multiple channels and methods, they should collect relevant feedback information from young students through different paths, evaluate ideological and political teaching activities, and make targeted improvement and improvement. For young students, they should timely feedback their own experience to the teachers through teacher-student dialogue, and help them better understand the ideological and political elements of the curriculum through exchanges and answers, so that they can dynamically adjust the implementation of ideological and political education, and achieve high-quality and efficient development of curriculum ideological and political education. The dynamic interworking mechanism is shown in Figure 1.

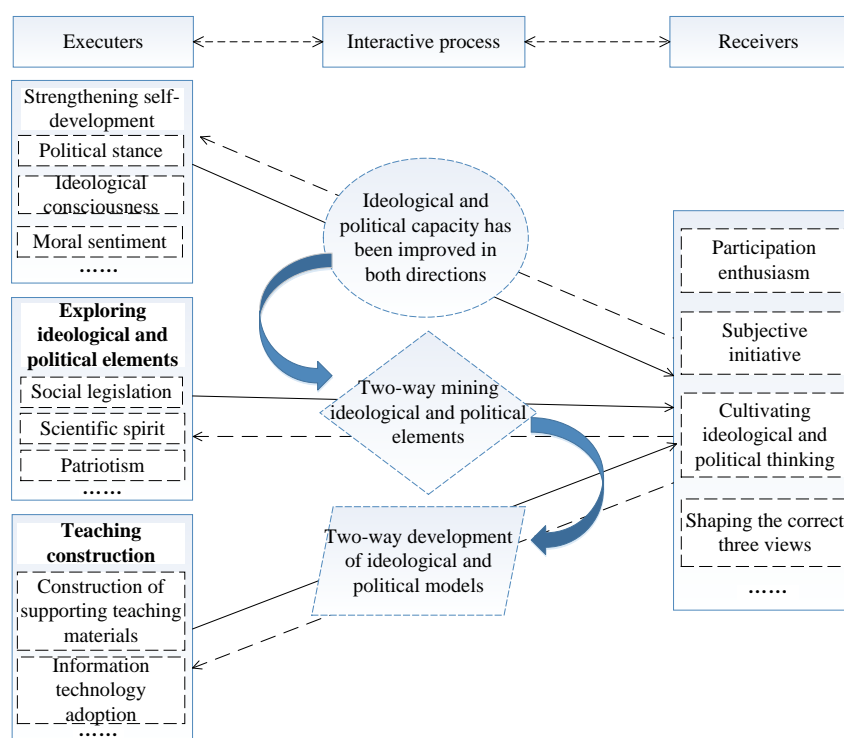


Figure 1. The interworking mechanism of ideological and political teaching in business administration courses.

5. Supporting Policy System and Operation Guarantee Mechanism Based on Atmosphere Creation

High quality teaching conditions are conducive to creating a good ideological and political atmosphere of curriculum and promoting the effective promotion of the effect of curriculum ideological and political construction. Therefore, the guarantee of teaching conditions becomes the key to ensure the smooth development of ideological and political education in business administration courses. From the perspective of the guarantee attribute of teaching conditions, the guarantee of teaching conditions of ideological and political education of business administration courses can be divided into two aspects: software guarantee and hardware guarantee. On the basis of the exploration of the software and hardware guarantee of teaching conditions, this section further proposes the three-ring link and five-in-one teaching system so as to more comprehensively discuss the specific measures to create the ideological and political atmosphere.

5.1. Software and Hardware Support for Ideological and Political Teaching of Business Administration Courses

High-level ideological and political teachers are the software guarantee for ideological and political teaching of business administration courses. Under the ideological and political orientation of the curriculum, it is important to improve teachers' education awareness and ability [12]. In addition to imparts professional knowledge of business administration courses, teachers should also combine teaching with educating people, fully tap the ideological and political education resources contained in business administration professional education, and strictly manage teaching through words and deeds [13, 14], correct control of ideology, effective selection of ideological and political resources, flexible transformation and application of ideological and political discourse [15], and other ways to promote the effective development of curriculum ideological and political education.

Hardware facilities are an important part of curriculum ideological and political teaching conditions [6]. For ideological and political education of business administration courses, its hardware guarantee can be realized from the following three aspects. First, build a multi-in-one exchange place. The teaching building, dormitory building and college building are respectively equipped with real-time, convenient and comfortable communication places for teachers and students, students, and teachers to provide an environment carrier for the continuation of ideological and political education after class. Second, perfect multimedia equipment to carry multi-modal teaching resources. Audio-visual teaching has become an important implementation method of curriculum

ideological and political education [5, 6], and multimedia equipment is the hardware support of audio-visual teaching implementation. Third, the layout of the classroom simulation scene. According to the attributes of different courses of business administration, the classroom simulation scenes which fit with the ideological and political education of specific courses are set up. Through practical teaching in the classroom simulation scene, it can affect young students' emotions, values, behavior cognition, etc., so as to achieve the natural integration of curriculum ideology and politics in the teaching content of business administration courses.

5.2. Building a "Three-ring Interlocking" and "Five-in-One" Teaching System

The three-ring link and five-in-one teaching system of ideological and political construction of business administration courses is designed around the content of political identity, family and country feelings, cultural literacy, constitutional legal awareness, and moral cultivation. Vertically, the college is responsible for the design link, the implementation link and the assessment feedback link. The design process corresponds to the training objectives, course system, course outline and textbook compilation. The implementation link corresponds to classroom teaching and practical experiment teaching. The assessment feedback link corresponds to the assessment feedback and promotion. Including teacher evaluation system; Teaching supervision system; Teacher training system and employment satisfaction rating system.

Horizontally, the department implements the institutional system, content system, support system, training system and communication system. The institutional system consists of three points. First, the year-end assessment, job promotion, evaluation and award, job appointment and other links must incorporate the course ideological and political effectiveness into the index system. Second, the examination of the ideological and political construction of the course must be carried out in the process of pre-class inspection, in-class lecture and after-class evaluation. Third, the model class, teaching teacher, teaching team and other evaluation awards. The training system includes multi-dimensional special training plans, demonstration classes led by famous teachers, flipped classrooms, and colorful teaching competitions. The content system includes courses ideological and political database, case collection, logistics school, talking about people and things around you. The support system includes the establishment of educational reform projects, increasing financial support, improving the teaching supervision system, and establishing a multi-level demonstration system. The communication system includes the establishment of institutional platforms, such as the people's daily online; university forum; prepare lessons collectively; virtual teaching and research room.

6. Conclusions

Based on a long-term perspective, the research content of this chapter systematically and deeply explores the configuration of curriculum ideological and political policy system and operating mechanism under the guidance of long-term development. Specifically, this chapter focuses on the four aspects of organizational system, evaluation rewards and punishments, team construction, and atmosphere creation, respectively discussing the supporting policy system and operation guarantee mechanism for deepening the ideological and political construction of economic and management professional courses in colleges and universities in the new era. This study not only enriched the research on the policy system and operation mechanism configuration of curriculum ideology and politics from a long-term perspective in theory, but also put forward targeted countermeasures to promote the long-term development of curriculum ideology and politics in practice.

Conflicts of Interest

The authors declare no conflicts of interest.

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